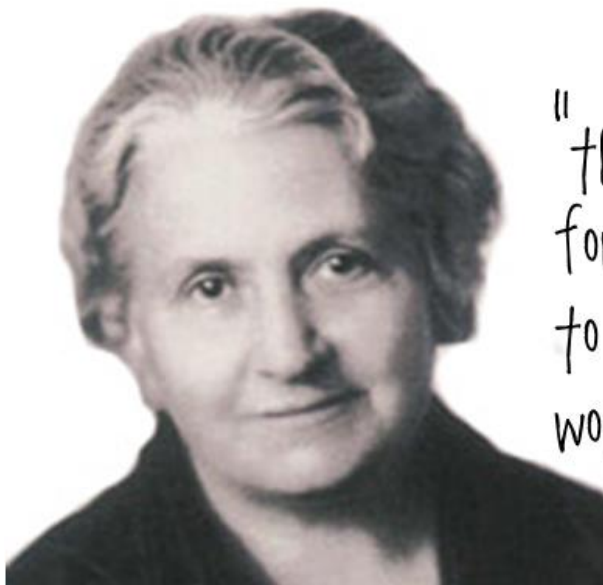




## Montessori Mastery Course - Adolescent

### STUDY GUIDE



"the greatest sign of success  
for a teacher... is to be able  
to say, the children are now  
working as if I did not exist."





*Maria Montessori visits the Montessori Lyceum Amsterdam (MLA) in 1932*

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### Introduction

This study guide informs course participants about the Montessori Mastery - Adolescent training programme, presented by *Montessori Scholengemeenschap Amsterdam* (MSA), a foundation for secondary Montessori education. The course, which is awaiting accreditation by the Centre for Post-Initial Education in the Netherlands (CPION) and the Association Montessori Internationale (AMI), aims to meet the quality requirements of a postgraduate course (CPION) and international Montessori requirements (AMI). After course accreditation by AMI and CPION and successful completion of the course, participants will comply with the AMI's '*Montessori Teacher 12-18*' standard at postgraduate level.

Chapter 1 of this study guide sets out the vision, mission and learning objectives of the course; Chapter 2 describes the educational and didactic principles; Chapter 3 deals with the course structure and description; and Chapter 4 lastly covers several practical matters.

The course is still being developed. After more than a year of preparations, our first cohort of participants started in the 2019-2020 academic year. While we have worked with great care and expertise on producing a quality and substantive Montessori programme, we also know the first year involves some degree of trial and error and things may turn out differently than expected during the year. Some flexibility is therefore required from both the trainers and the participants. We also need full input and feedback from participants to improve each edition of the course; after all, a good course is not designed single-handedly, you do it together. The same goes for this study guide. This is the first version of we hope will be a long series. To improve this guide, we also need the input of participants. Tips and comments on any missing items, overlapping information and suggestions for improvement will thus be much appreciated.

### For whom is the course intended?

For the time being, the course is intended for teachers in secondary Montessori education, who want to specialise in Montessori Mastery – Adolescent and whose professional practice involves, or will involve, Montessori ambassadorship and developing Montessori education in their own school, including supporting colleagues in Montessori teaching. The aim is for the group composition to be as varied as possible in terms of school organisations, so a strong learning environment can also be created within the training context. The size of the group can vary from 12-21 participants; also see Chapter 3 under admission.

### MSA support

The course developers and trainers are Montessori experts with years of experience in Montessori teaching, not only as teachers, but also as trainers. Learning support (study advisers) is provided by experienced teacher trainers.

All are passionate about a Montessori upbringing and education and Montessori teacher training. Besides their work for the Montessori Mastery Course, they often fulfil roles as teachers, trainers, coaches, school heads, educational developers, researchers, specialists, project leaders or consultants. Working together on quality Montessori education, or Montessorianism, creates their bond with each other and energises them every day.

*Rogier Dijk, Jessy La Faille, Koen Schaap and Manja Stoovelaar*

**The group of trainers behind the Montessori Mastery Course:**



**Rogier Dijk** fulfils the role of trainer and developer within the course. Rogier has worked for over 10 years in secondary Montessori education as an English teacher, first at Montessori Lyceum Flevoland and now at Metis Montessori Lyceum. He is always deepening and updating his Montessori knowledge within his own teaching practice, searching for this in the theory and philosophy of Dr Maria Montessori and also linking it to contemporary science. Within the MSA, Rogier fulfils the role of Montessori trainer – basic course.

**Expertise:** Montessori education, development of a new curriculum based on Montessori principles and coaching.

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**Jessy La Faille** fulfils the role of trainer and developer within the course.

Jessy is originally a Montessori teacher/trainer. She studied History and Philosophy of Pedagogy in Leiden, is a registered supervisor, and attended Phoenix Opleidingen, a training institute in Utrecht, for three and a half years, studying *Professional counselling and communication*. Jessy has extensive teaching and counselling experience in primary education, secondary education and, for the last twenty-five years, also in higher education.

**Expertise:** Jessy works as a trainer, supervisor and adviser at VU Amsterdam's LEARN! Academy.

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**Koen Schaap** fulfils the role of coach and developer within the course. Koen has been working at IVKO since 2011 as a lecturer in social studies and social sciences. He has a background in school management and was a teacher educator (lecturer in teaching methodology) from 2011-2017 at Leiden University (ICLON) and VU Amsterdam (IDOVU).

**Expertise:** Teaching new and experienced teachers in secondary education, school management and coaching.

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**Manja Stoovelaar** fulfils the role of project leader, developer, coach and trainer within the course. Manja has worked in Montessori education in Amsterdam since 1977, was a Montessori school head for over 25 years and involved in supervising and training Montessori primary and secondary school teachers. For over 42 years, Manja has been active in various national (NMV & MNA) and international (AMI) Montessori networks in the role of chairwoman, project leader, developer and initiator of Montessori development and cooperation. She now works at the MSA, where her core task is to help employees become more professional (HR), especially in Montessori education.

**Expertise:** Montessori methodology: pedagogy and didactics, project and school leadership, innovation, coaching, HR in education and working systematically.

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**Martine de Nijs** fulfils the role of administrative and organisational support officer for the course. Martine is a project team member at MSA and the Amsterdam project: '*Leraar in Amsterdam; een kleurrijk beroep*' (Teacher in Amsterdam: a colourful profession).

She provides support for both the Amsterdam project and the Montessori Mastery Course. Martine has worked at the Secondary Education Council, where she organised and coordinated learning pathways and master classes aimed at professionalisation.

**Expertise:** Martine loves arranging and organising; you can contact her with all your logistical questions. E-mail: [m.nijs@msa.nl](mailto:m.nijs@msa.nl)

Jessy la Faille, Koen Schaap and Manja Stoovelaar have compiled this study guide carefully.



## CHAPTER 1.

### Vision, mission and learning objectives of Montessori Mastery - Adolescent

#### 1.1 Vision of Maria Montessori for secondary education

Maria Montessori had a special environment in mind for 12-18 year olds.

Because adolescents are in a special phase of life, on the threshold of adulthood, the environment needs to reflect all aspects of adult life and offer opportunities. Not only to pursue academic interests, but also to participate in real mature practical work in a social environment that mirrors reality as closely as possible. Through daily life experiences and the accompanying responsibilities, adolescents will practice what is needed to contribute towards this as a member of a wider society. This experience includes an introduction to the economy, so they can understand its importance in everyday life. Another important aspect of the environment is that it brings adolescents into close contact with nature to cultivate an appreciation and understanding of our responsibility for the planet on which we live and of which we are part.

A school for adolescents is for young people aged 12 to 18. Depending on the size of the school, young people work in a single environment throughout the six-year period or are divided into two groups: aged 12 to 15 and 15 to 18.

#### 1.2 Vision and mission of the course

The course is one instrument to further develop, and where necessary improve, innovate and implement the expertise of teachers in providing quality Montessori education – *Montessori teaching in the classroom and Montessori learning in the school*. The course aspires to occupy a prominent place within the training opportunities of the MSA, in particular, and the Montessori landscape in general (the Dutch Montessori Association and Association Montessori Internationale). After all, the Dutch and international Montessori world has no postgraduate academic training yet that trains secondary school teachers to provide education, based on Maria Montessori's vision, for the 12-18 age group.

**MSA & AMI endorse the following:**

*The Montessori Mastery Course explicitly intends to help teachers, who work in secondary Montessori education, to deepen their knowledge of Maria Montessori's ideas and principles and thus to take Montessori education within their own school to a higher level, ultimately also passing it on to future generations of Montessori teachers in their own school.*

### 1.3 Teacher profiles<sup>1</sup>

The characteristics of a certified Montessori 12-18 teacher at Montessori Mastery level are taken from the teaching profiles of the international Montessori Federation (AMI). A certified Montessori teacher:

- **Understands** child development and acts as a guide to help children find their own natural path
- **Creates** a hands-on, self-paced, collaborative, and joyful classroom
- **Transforms** lives by implementing the principles of Montessori education
- **Believes** in education that meets the child's physical, emotional, and intellectual development
- **Guides** children to enthusiastically follow their interests and passions while developing strong academic skills, leadership, self-discipline, responsibility, and independence
- **Trains** rigorously and graduates with a set of high-quality skills that are recognised and sought-after across the globe
- **Connects** to a global network across numerous countries with hundreds of trainers and other teachers to continuously develop their craft

#### ***Congruence between the Montessori Mastery Course and the Montessori classroom***

*'There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.'*

**Maria Montessori**

### 1.4 Where does the challenge lie for us in secondary education?

In secondary Montessori education, what exactly do we understand by *'the protection of the individual and life for the 12-18 age group'*: a task that Maria Montessori laid down in these words for the upbringing and education of the 12-18 age group? The challenge for secondary Montessori education lies in putting into practice what Maria Montessori understands by *'respect for the human personality; the child is the builder of man.'*

The Montessori course aims here to give a clear and practical meaning in keeping with the time we live in now. To this end, we will work on deepening and strengthening the pedagogical and didactic task of secondary school teachers based on Maria Montessori's vision and principles.

This focus will loosen tongues and raise questions about definition and design:

*'What is quality Montessori secondary education, what exactly is my pedagogical and didactic task as a Montessori teacher, what is the school's pedagogical and didactic task based on Maria Montessori's vision of upbringing and education, and how does this manifest itself in the organisation and structure of a Montessori teaching community, in the environment, and in cooperation with each other, with parents and external parties?'*

In weekly meetings, we will link Maria Montessori's vision and principles to current scientific insights and our own actions in the classroom. You will learn how to take educational practice to a higher level in secondary Montessori education. A level that will not only benefit your students, but also your colleagues at school.

The basic premise of the course is *'Help me to do it myself'*; considerable attention is paid to learning goals (pressing questions), searching for answers, personal development goals and making choices.

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<sup>1</sup> For the specific details in the course, see sections 3.7 and 3.8.

### 1.5 Relationship to teacher training, regular education and current basic course

To combine practicability and the added value of the course, it has been decided not to adopt the curriculum of other training programmes, schools or Montessori basic courses, at least for the time being. The course should be seen as a specialised supplement to the knowledge and experience that qualified teachers have already acquired. The course therefore will not dwell on elementary matters such as making general lesson plans, general class management, generally applied pedagogical and didactic principles, or enculturation within the school.

### 1.6 When will the course be a success?

An ambitious course should serve ambitious goals. The introduction and subsequent chapters outline *the why, the what, the how, and the when* of the course.

And last but not least, it is important to express the *raison d'être* of the course, *the purpose for which* it is presented.

The success criteria below have been formulated so far (which we will also continue to consider with the participants).

The course will be a success when:

- participants confirm that the course has helped them improve the quality of their Montessori teaching
- it has produced a demonstrably different repertoire of actions among the participants
- it has demonstrably contributed towards the recruitment and retention of high-quality teachers
- participants and former participants manifest themselves through language and behaviour as ambassadors of Montessori education and thus advance the development of their school and take it to a higher level
- participants and former participants can pass on what they have learnt to future generations of Montessori teachers in their own school
- it becomes part of professionalising teachers, accepted and appreciated by all involved (teachers, school heads, others)



### 1.7 Learning objectives

Each participant will also work on several set learning objectives, based on their own learning needs (pressing question). These learning objectives are spread over the two years of the course: the learning objectives in the first year are general, while the specialised learning objectives in the second year logically complement them.

<b>At the end of the first year, participants are able to:</b>
1. link their own teaching to Montessori principles and scientific insights (deductive design)
2. teach aided by Montessori principles and scientific insights (inductive design)
3. substantiate their strengths and weaknesses in providing Montessori education, based on the awareness and confidence that people naturally want to develop themselves
4. observe and monitor each student so they can make a well-founded assessment of what that student needs to develop and achieve the set learning objectives
5. design and implement a Montessori practice intervention
6. develop materials and a learning environment that enable students to work independently, at their own level and pace towards the set goals and to achieve them
7. offer each student meaningful choices, independence and self-responsibility
8. shape their own teaching within the demands of a metropolitan environment
9. achieve their own meaningful learning objectives



At the beginning of the second year, participants choose to specialise in the 12-15 or 15-18 age category and do their own practical research.

<b>At the end of the second year, participants are able to:</b>
10. design their own teaching based on Montessori principles and scientific insights (inductive design)
11. teach based on Montessori principles and scientific insights (inductive design), share their own knowledge and skills regarding Montessori education with colleagues and disseminate them in their own school
12. substantiate how the learning objectives intrinsically relate to each other and are interdependent (interwovenness of vision-didactics-pedagogy)
13. act with the awareness and confidence that people naturally want to develop themselves and substantiate their own strengths and weaknesses in this respect
14. observe and monitor each student so they can help a student in a substantiated manner to develop independently and achieve the set learning objectives
15. design and conduct fully-fledged practical research
16. develop materials and a learning environment with the student(s) that enables them to work independently, at their own level and pace on the set objectives, and giving students the responsibility to formulate their own learning objectives
17. offer each student meaningful choices, independence and self-responsibility and teach students how to learn from their choices and deal with mistakes
18. give their own teaching a differentiated structure within the demands of a metropolitan environment
19. achieve their own meaningful learning objectives

## CHAPTER 2. Educational and didactic principles

### 2.1 Theoretical learning principles

The course consists of two parts: a general module (year 1) and a specialised module (year 2), both of which consist of five successive phases. Each module takes six months to complete and has the same study load. The two parts follow each other in terms of their content (continuous learning line). The general module centres on the teacher's perspective (*teaching*) and on developing and implementing a **Montessori intervention**, in which participants develop their Montessori teaching of children aged 12-18 based on respect for the age group, knowledge about the physical and psychological development of this age group, and the corresponding Montessori principles.

The focus here is on what the Montessori teacher thinks and does based on:

- their own observations and experience
- Maria Montessori's visions and principles about upbringing and education; the Montessori method
- scientific knowledge, including the work of John Hattie and Angeline Stoll Lillard.

The specialised module centres on the student's perspective (*learning*) and the participant's own **Montessori practical research**, in which participants develop in stimulating and guiding the students' learning process based on Maria Montessori's vision and principles and raising the quality of Montessori education based on scientific insights, for which they conduct a practical study.

The focus is on what and how the student learns. During this module, the participant can specialise in the 12-15 or 15-18 age category, a distinction that Montessori clearly and recognisably mentions in her work: 12-15 years '*the organizer*' and 15-18 years '*the person involved*'. Completing a **second Montessori intervention** in the relevant age group is part of this specialisation.

The distinction between *teaching* and *learning* has to do with the general learning needs of teachers during training; in the first phase of learning something new, people often appear to need the answer to the question: '*How do I do that?*', in other words: '*What is my pressing question?*'. Once they have answered this question for themselves and feel comfortable in their new role, the focus shifts to the question: '*What's in this for my students?*'. In this phase, education is structured more as a dialogue with students than as a monologue for students<sup>2</sup>. Part of this phase is also showing teachers how to use their new knowledge and skills to help their colleagues.

After completing the general module (year 1), participants do not all have to progress to the specialist module (year 2). Scientific insights into 'teacher learning' indicate there is more deep-learning if time is first spent honing the 'How do I do that?' before proceeding to specialisation (several participants may require more time answering their pressing question).

If participants successfully complete the general module of the course, they will be given a modular certificate, not a full diploma (also see the section on cooperation, certification and graduation).

After all, the general module and specialised module are both prerequisites for completing the diploma.

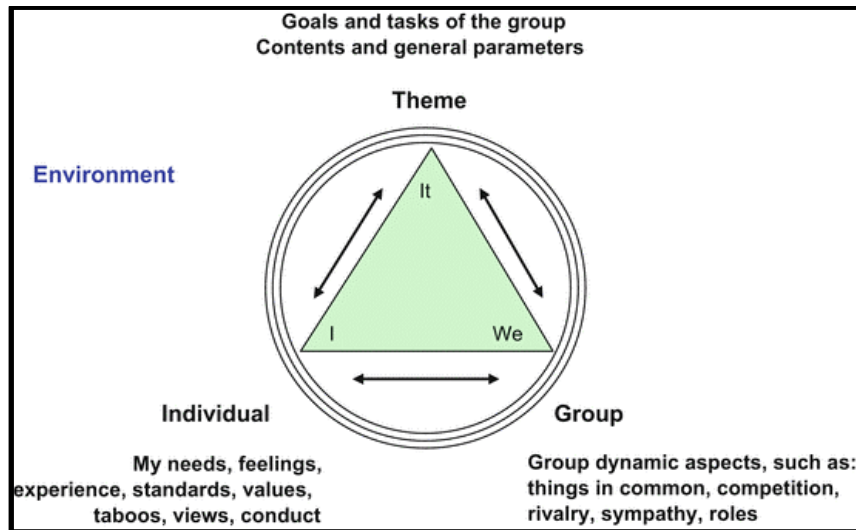
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<sup>2</sup> Also see '*Concerns of Teachers: A Developmental Conceptualization*', Fuller, F.  
<http://aer.sagepub.com/content/6/2/207>, 1969

## 2.2 Didactic design of the programme

Within the course we work according to **Theme-Centred Interaction (TCI)**. TCI is a system of values and opinions and a concrete methodology, developed by Ruth C. Cohn. TCI is suitable for anyone who wishes to assume responsibility for the effectiveness of organisations, teams, project groups, course groups and educational situations.

TCI offers support to both the supervisors and participants of these groups. The model used for this purpose is the four-factor model (I, WE, IT, GLOBE (context)). With this model it is possible to regularly look at personal and professional questions, substantive questions and communication, and at how various factors influence each other.



### The basic principles of TCI are:

- be your own leader
- who you are and what you do affects your environment and the environment affects you
- you are consistently challenged in society and the organisation to broaden existing boundaries
- this is a process of dynamic balancing
- all factors in the triangle and the sphere need attention
- the relationship between the four factors is important
- disturbances take precedence

### Specifically for the course, this means:

**Ownership:** Personal leadership and involvement of both participants and supervisors.

The course starts with an intake interview during which mutual expectations are discussed. During the intake interview and later in the programme, participants are expected to raise themes and questions relevant to Montessori education in their own school.

Supervisors also contribute themes, ensure a balanced and representative programme, and always encourage the group to establish a relationship with the Montessori vision, the school, team, subject plan and other relevant frameworks. During the programme, supervisors regularly invite participants to reflect on their own and each other's contributions.

**Group learning:** A safe, feedback-rich environment is created in the course, in which participants and supervisors learn from and with each other. The situation in the group is regularly used as a source of reflection.

**Attention and openness to individuality and diversity:** Participants, guest lecturers and supervisors search together in the course for backgrounds, interpretations, approaches and possible 'solutions' for current educational themes, looking, in the first instance, for answers in Maria Montessori's theoretical works.

Their own background and assumptions are always the subject of reflection.

The input for this is events and patterns in the group, but also feedback that the participants receive at their own workplace, for example.

**Looking towards the outside:** To be able to learn from others and to place one's own framework in perspective, the course regularly looks towards the outside. When looking for guest lecturers, not only experts, but also people with experience, such as students, former students or other Montessori teachers, will be asked to contribute.

**Variety and dynamics:** The course programme includes an intake interview, thematic meetings, master classes and 'field assignments'.

Participants participate in self-study, peer review sessions, coaching, presentations and refresher days.

They will partly determine the content of these meetings and contribute towards preparing topics and programme components. The overarching theme of the course is: 'how can I as a teacher, at the level of Mastery, constructively contribute, and continue to contribute, towards my students' learning in a Montessori environment?'

### **Montessori intervention and Montessori practical research**

For the intervention (year 1) and the practical research (year 2), participants describe their pressing question and the goals they have set themselves for the course.

- *How do I want to develop in my role as a Montessori teacher at the level of Mastery?*
- *How do I detail this assignment and what do I see as my personal effectiveness?*
- *What contribution do I make towards the goals of the organisation?*

In the assignments, *a Montessori intervention and Montessori practical research*, the teachers not only describe their pressing question, but also the intended result and quality requirements this result must meet.

The teachers strive for an educational improvement in line with the Montessori goal of their own teaching practice (Montessori intervention) and that of the Montessori teaching in their own school (Montessori practical research). For the Mastery level teacher, the Montessori course is also a personal challenge in educational leadership. During the course, the participants systematically collect feedback for this development.

There is a **mid-term review** during the course, when participants ask at least three people – important for their position – for a formative interim assessment and feedback, preferably also involving some of their students.

A test matrix has been established for year 1 and year 2 of the course (see diagram in Chapter 3).

### Annual refresher day

After the course, participants will continue to work on their Montessori Mastery. To support and stimulate them in this, there is a refresher day every academic year after the course. On this day, all former participants meet again to share experiences, evaluate their performance and results, and discuss feedback. They answer a question of conscience for themselves: *Can I keep my diploma?* And they answer a question of involvement together: *How can we continue to work together on quality Montessori education?*

#### In more detail:

- Trainers and supervisors within the course also fulfil the role of facilitator of learning processes.
- The principle of ‘*Practice what you preach*’ as it is known in Montessori education; the awareness of the trainers/supervisors that they are role models for the participants, including in an appreciative and inspiring role.
- The principle of give and take: participants learn from and through each other’s experiences. Diversity in the course also contributes towards a learning process that is as productive as possible for each individual participant.
- Besides the weekly meetings, the course places strong emphasis on practising and applying what has been learned through ‘Practical application and guidance’, which often covers half of the meeting (also see module descriptions in 3.11).
- Discussing and justifying learning objectives, principles and rules, so that the learning and the work process is transparent.
- Promoting one’s own professional Montessori expertise (and, in future, ambassadorship and helping the next generation of Montessori teachers) is a matter of course. An active feedback attitude towards each other is strongly encouraged, in addition to an active learning attitude.
- Reflection on one’s own professional actions as a Montessori teacher runs like a common thread through the course and is specifically expressed in all study components, the home assignments based on the literature, and making and keeping a logbook.
- Participation is based on the voluntarily accepted commitment. All regulations, arrangements and procedures created or made within the framework of the course are rules that reflect values of good interpersonal relations and, partly for this reason, arise organically from Montessori teaching.
- The trainers and supervisors assume, and are responsive to, the participants’ self-regulating capacities.

### 2.3 Learning environments

The Montessori course includes an intake interview, thematic meetings and master classes in the group, field and networking assignments. Participants are supported in their assignments through self-study, peer review sessions, coaching and peer feedback.

The content of the meetings will be partly determined by the participants themselves, who will contribute topics and prepare programme components. The overarching theme of the Montessori course is: how do I, as a teacher at Mastery level, continuously boost the quality of my school organisation? The main focus here is to enrich the Montessori learning environment of students.

The five Montessori characteristics for a quality learning environment for secondary Montessori education are also high on the agenda.

1. Sensitive period from 12-18 years ► subdivided into 12-15 years and 15-18 years
2. Developing from observing
3. Designing materials and the learning environment
4. Freedom in restraint
5. The prepared environment
6. Growing up in a metropolitan context

As part of the practice-what-you-preach principle, participants are given self-responsibility and options to shape their own learning pathway during the course: for example, they can choose from topics, working methods, cooperation, age specialisation and completion. Participants will obviously also reflect on the choices made and their significance for their own practices, as described above. When making those choices, there are some restrictions. For example, it has been decided to include the five Montessori characteristics for each participant as a fixed component in both first and second year, as these are basic conditions of quality Montessori teaching.

### Course-specific characteristics

Besides the content-related characteristics, the course will also include several programme-specific components, which have been proven to be effective in adult education didactics.

These include:

- a *practice component*, in which the development becomes visible
- a *coaching programme* for personal support of the learning development
- a *research component* to stimulate an investigative attitude towards one's own education
- a *general educational model*, in this case the Marzano model because it is workable, complete and known to most participants
- a *practical component*: for the students' perspective, the focus will be on *didactic coaching* and using TRIPS<sup>3</sup> centred on John Hattie's ideas and – based on choice – experience will be gained with both.

▪ **Learning through theory and its processing:** the course pays considerable attention to Montessori and current developmental psychology principles, theories, views and models to provide a framework for the learning experiences. This is done by reading the prescribed literature before each class day and doing a home assignment. During the class day, the theory will be discussed, there will be a free working period, and learning conversations will be held to deepen and clarify the conceptual frameworks for Montessori teaching.

▪ **Learning through social interaction:** the power of the individual learning process is influenced and enhanced by the mutual exchange between participants. This is called the confrontation between views and practices taken for granted: the participant's own frame of reference becomes less self-evident and is exposed to possible change. Interaction is about exchanging perspectives and 'negotiating' about meaning. When discussing the home assignments in subgroups, during the free working period and during the guidance sessions, a learning environment is created based on learning from and with each other.

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<sup>3</sup> TRIPS > personal dashboard for teachers to shape their own personal development



▪ **Learning by direct experience:** the participants practice in their own teaching practices and introduce their case studies in the meeting or during the learning guidance/peer review sessions with coaching from the trainers/supervisors. By getting feedback on their actions, participants can adjust their own behaviour and get closer to the desired result. The learning result is seen in the context in which Montessori Mastery is practised. Thinking about interventions and their results and then putting this reflecting on action into words, further develops learning through direct experience.

▪ **Learning by reflection:** Reflecting on action enhances the ability to perform that action. In this respect, Schön (Educating the Reflective Practitioner, San Francisco: Jossey-Bass, 1987) says that competent professional practice is largely based on developing understanding of action: the knowledge lies in the action.

If the action does not head towards the desired or expected result, adjustments are already made during the action. This is called reflecting on action: the action is adjusted and restructured while it is being performed ('reflection-in-action'). This implies an ongoing learning process that incorporates previous learning approaches. This requires the art of questioning oneself and each other; it requires participants to allow themselves to make mistakes, not to know something, to be allowed to search, to make use of prior knowledge, and to try something out to arrive at new insights. Because of reflecting on their own actions and the result of those actions, participants get ideas about how these actions will lead to the desired or expected result next time.

## 2.4 Working methods

The aim is to have a diversity of educational methods in which acquiring and processing knowledge, assigning meaning to and reflecting on it, and applying it in different ways are addressed in the different learning environments described above.

Reading literature with accompanying home assignments is aimed both at participants' active knowledge processing and reflecting on the meaning they assign to it, and preparing for its application with a case study contribution. A master class, possibly a film and educational discussions, and subgroup discussions (peer review sessions) help to deepen the conceptual frameworks.

## CHAPTER 3. Course structure and description

### 3.1 Course phases

The course consists of two parts: a general module (year 1) and a specialised module (year 2), both of which consist of five successive phases. Each module takes six months to complete and has the same study load.

#### Phase 1 - Aspirations & Orientation

<b>Baseline situation:</b> Start with pressing question and development needs What? How? For what purpose?	→	<b>Outcome of phase 1:</b> The what, how, and for what purpose are embedded in a concrete plan of action for a Montessori intervention.
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#### Phase 2 - Transformation & Creation

<b>Baseline situation:</b> Participants set to work on accomplishing the various assignments. How does educational innovation work in practice?	→	<b>Outcome of phase 2:</b> Insight into backgrounds of Montessori theory and practice. Setting to work on the pressing question.
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#### Phase 3 - Presence & Presentation

<b>Baseline situation:</b> How do you get from data collection and carrying out your assignment to a story that can be conveyed? How do you incorporate all your new knowledge and experience into a document that can be embedded?	→	<b>Outcome of phase 3:</b> A narrative that can be conveyed and is clear to colleagues, students and managers, and that ensures the continuity of the change that has occurred.
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#### Phase 4 – Assessment & Evaluation

<b>Baseline situation:</b> How do you assess yourself based on the Montessori criteria and teacher profiles? What has been achieved? What has not been achieved? What is the end result?	→	<b>Outcome of phase 4:</b> The final presentation, assignments and the logbook provide insight into what the assignment has yielded and the learning outcomes for the participant. Participants show their Mastery.
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#### Phase 5 – Honing – This is done in the second half of each year.

What has been learned will largely be applied in participants' own teaching practice and school organisation. We also organise refresher days, master classes, lectures and peer review meetings.
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### 3.2 Admission

To participate in the course, a teacher who enrolls must meet several **admission requirements**:

- Teaching qualification for secondary education
- Preferably at least four years of teaching experience
- Higher professional education or academic intellectual and professional ability
- Opportunity for practical application, where the professional can implement changes or improvements in their own practice
- Meeting the minimum requirements of knowledge, ability, motivation and opportunity (AMO<sup>4</sup>).  
This will be explored during the intake interview.

The above admission requirements also give teachers not working at a Montessori school the opportunity to participate in the course.

### 3.3 Course days

Course days are from 3 p.m. to 9 p.m. on Mondays, from August to February. The course lasts for two years. Each year has one semester.

The first year consists of a general module and focuses on teaching and doing a Montessori intervention. In the first semester of that year, we actively start working with our own Montessori theory and practice. In the second semester we build on this by designing a Montessori intervention. This semester focuses on learning conversations, peer-review sessions, refresher meetings in the form of lectures and master classes. It is also possible to carry out assignments from the first semester.

The second year consists of a specialised module and focuses on learning and doing Montessori practical research. The first semester provides the input for this research. In consultation with each other, we decide what input is needed to achieve deepening on a personal and school level. The first semester also focuses on Montessori theory and practice, but this time on the specialisation and practical research design. The second semester focuses on learning conversations, performing and supervising research, peer-review sessions, refresher meetings in the form of lectures and master classes. It is also possible to carry out assignments from the first semester.

### 3.4 Content choices and themes

To ensure that participants learn new, meaningful and Montessori-specific aspects, research has been conducted into the added value of Montessori education. Much has been written and discussed about which characteristics are now inherent to Montessori education.

Some of these characteristics are no longer differentiating for Montessori schools. Based on the six characteristics<sup>5</sup>, as formulated in 2008<sup>6</sup>, it can be stated that characteristics such as social learning, coherence in learning material, and inside and outside school are essential, but not differentiating

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<sup>4</sup> These requirements will be formulated in accordance with the AMO framework of Appelbaum and Berg (2000): Ability, Motivation, Opportunity. Besides a personal contribution, Opportunity also includes facilitation and support by the employer (school head). Participating in an intake interview with the trainers and the applicant's own manager, in which mutual expectations (O of AMO) are discussed, is compulsory.

<sup>5</sup> Learning with head, heart and hands; learning to choose; reflection; social learning; inside and outside the school; coherence in learning material.

<sup>6</sup> *Karakteristieken van scholen voor voortgezet montessorionderwijs*, Garant 2008

from the vision and practice of other schools. The same applies to characteristics of Montessori teachers, as listed in a 2010 study<sup>7</sup>.

The added value of the course lies in all characteristics and the relationship between them that makes Montessori education unique compared to other forms of education in the Netherlands, the teacher training programmes and the Montessori basic course. Based on the six characteristics, characteristics such as learning to choose and reflect fall under this added value. Expert experience and own research into primary and secondary literature show there are five characteristics with clear added value (see table below). These five characteristics differ slightly from the three broad objectives<sup>8</sup> that can be distilled from the aforementioned six characteristics or the general requirements set for Montessori teachers<sup>2</sup>.

**We have chosen to shape the content of the course around the following five Montessori-specific characteristics:**

Characteristic	Core concepts & Core Questions
<b>1. Sensitive period 12-18 years</b> ► subdivided into: * 12-15 years * 15-18 years	<b>Adolescent period</b> <ul style="list-style-type: none"> <li>➤ What is an adolescent in the eyes of Maria Montessori?</li> <li>➤ What do we know about Adolescents from today's science?</li> <li>➤ What kind of environment do they need?</li> </ul> <b>Dynamics between moral and social development.</b> <ul style="list-style-type: none"> <li>➤ Who am I as a Montessori teacher?</li> <li>➤ What is my strength? What do I want to enhance?</li> <li>➤ What is my moral compass?</li> <li>➤ What effort should the teacher make for students to gain social experiences in the prepared environment?</li> <li>➤ What long-term experiments (assignments) are needed for social experiences to promote moral awareness?</li> </ul>
<b>2. Developing from observing</b>	<b>Harmony between adults and adolescents</b> <ul style="list-style-type: none"> <li>➤ How can you, as a teacher, from your own observations, further help students to become independent?</li> <li>➤ How can you, as a teacher, from your own observations, further help students to participate in the social life they are so eager to be part of?</li> <li>➤ How can you, as a teacher, from your own observations, provide appropriate education? (differentiation and level differences, personalised learning, meeting intellectual needs)</li> </ul>

<sup>7</sup> Knowledge about Montessori education and about upbringing and development; pedagogical attitude; designer of the learning environment; supervision of learning processes; congruence in working with students, working in the school organisation and dealing with contacts (such as parents). See: *Docent in het voortgezet montessorionderwijs*, Garant 2010.

<p><b>3. Designing materials and learning environment</b></p>	<p><b>Pedagogical design</b></p> <ul style="list-style-type: none"> <li>➤ What conditions must your material design and learning environment layout meet if you want to achieve the following among your students? <ul style="list-style-type: none"> <li>▪ Independence</li> <li>▪ Appreciation of (valuing) personality</li> <li>▪ Social and moral development</li> </ul> </li> </ul> <p><b>The three-period learning cycle for the Third Plane</b></p> <ul style="list-style-type: none"> <li>➤ Which vision and principals of Maria Montessori are guiding in the three-period learning cycle for <ul style="list-style-type: none"> <li>- Instruction &gt; it is offered to you</li> <li>- Practice &gt; experimenting and applying: practising, making mistakes, trying things out, making product(s) within the context of the real world</li> <li>- Recalling and testing &gt; you have made it your own</li> </ul> </li> <li>➤ What effort by the teacher is needed to offer students in the prepared learning environment varied work and the opportunity to follow their own interests?</li> <li>➤ Fulfilling the learning needs: what does this require from didactics?</li> </ul>
<p><b>4. Freedom in restraint</b></p>	<p><b>Guiding independence</b></p> <ul style="list-style-type: none"> <li>➤ What does Maria Montessori tell us about this?</li> <li>➤ What does she see as the best form of freedom that helps students with independence?</li> <li>➤ What do you experience as a teacher and why do you act like this?</li> <li>➤ What guidance and behaviour of teachers in secondary Montessori education is needed to further help students with self-discipline, independence, making their own choices, autonomy and a sense of independence, self-responsibility?</li> </ul>
<p><b>5. The prepared environment</b></p>	<p><b>Montessori's plan for study, work and the Third Plane</b></p> <ul style="list-style-type: none"> <li>➤ What is needed to embed quality second Montessori education in a metropolitan environment?</li> <li>➤ How do you, as a teacher, bring adolescents in a metropolitan environment into close contact with nature, to teach them an appreciation and understanding of the responsibility for the planet on which we live and of which we are part?</li> <li>➤ Which metropolitan aspects can help us with this today?</li> <li>➤ What can we change today to be prepared for tomorrow?</li> </ul>

### 3.5 Requirements for practical application and supervision

#### ▪ Year 1. Practical application and supervision

Although Maria Montessori did not write a framework for secondary education, she did say and write a lot, in lectures and literature, about how we, as teachers, can shape the education of adolescents.

It is up to us, as Montessori professionals, to translate her ideas into what qualifies as quality education in the metropolitan environment of the 21<sup>st</sup> century.

In this study component, you will apply the knowledge and insights gained during the meetings to your daily teaching practice. You will set your own goals, try them out, evaluate them and then set new goals.

During the evaluation you will also systematically examine – helped by other participants and the supervisor – to what extent your behaviour (the actions), the Montessori vision and your character (you always consider yourself) are attuned to, or can be more attuned to, each other. In other words: *‘Does what I do fit in with quality Montessori education and who I am?’*, *‘Why is or isn’t this the case?’* and *‘If these elements are not attuned to each other, am I going to change my behaviour, adjust the Montessori vision or appeal to other sides of my character?’*

To help you with this, you will film and analyse learning situations, receive supervision and individual coaching, and your supervisor will make at least two lesson visits and discuss them with you.

The learning result is viewed within the context in which Montessori Mastery is practised and is part of the logbook.

#### ▪ Year 2. Practical application, supervision and dissemination

The second year focuses on working *with* children instead of *for* children: ‘help us to do it ourselves’. This means that what has been learnt in the first year will be translated in teaching practice into working with children.

It is also important that the knowledge and skills you have acquired are further disseminated in the school (ambassadorship).

In the second year, the knowledge and insights gained during the meetings will be:

- applied in your daily teaching practice
- disseminated in the school

You will help (teach) children to set their own goals, try them out, evaluate them and then set new goals. During the evaluation you will also systematically examine – helped by other participants and the supervisor – to what extent your behaviour (the actions), the Montessori vision and your character (who you are) are attuned to children’s learning. In other words: *‘Does what I do fit in with quality Montessori education and who the student is?’*, *‘Why is or isn’t this the case?’* and *‘If these elements are not attuned to each other, am I going to change my behaviour, adjust the Montessori vision or appeal to other sides of my character?’*

You will also consider how you can use your Montessori skills and knowledge to raise the Montessori level of your school as a whole. The purpose of this is for you to become a Montessori ambassador within your own school. To help you with this, you will film and analyse learning situations, receive supervision and individual coaching, and your supervisor will make at least two school visits and discuss them with you.

The learning result is viewed within the context in which Montessori Mastery is practised and is part of the logbook.

### 3.6 Requirements for the Montessori intervention

We use Responsive Methodology<sup>9</sup>.

We encourage participants to do this *in the employ of* and *in dialogue with* the educational organisation, through methods including intervention and practical research. With this research, the

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<sup>9</sup> Abma T.A & Widdershoven G.A.M. (2006) *Responsieve Methodologie*. The Hague: Lemma. Wierdsma, André (2005) *Co-creatie van verandering*. Eburon (fourth edition).



teacher-researcher contributes significantly to the school organisation in the form of knowledge, information, advice or specific interventions.

We invite people to look for '*troublesome areas*' as much as possible, to investigate their interests in this regard and share experiences about it.

In this way, people create '*meeting areas*', in which divergent interests are acknowledged, including where this involves reflecting on temporary truths and facilitating and improving the intention to act in a specific context.

#### ▪ **Year 1. Montessori intervention – teaching**

Montessori teachers know that working independently is an important part of the lesson.

To this end, teachers walk around (circulate), offer help where needed (go to the students) or answer questions at a fixed location in the classroom (such as a desk). Although teachers look at students, to what extent do they actually see something that is essential for student development?

Acting on the basis of observation as a teacher is an important theme in Montessori pedagogy and didactics. There is a big difference between looking at students and actually seeing their individuality; by observing specifically during teaching, you can learn a lot about the individuality of your students: what role does a student assume when working with others? How long can a child focus intensely on their work? What does a child do when they need help? Do they dare to ask for help, and, if so, how and whom do they ask? Is the child willing to support or help someone else? What makes a child satisfied or dissatisfied with their own performance? Do they check their own work thoroughly and how do they deal with making mistakes?

Observing properly requires seeing without values and application, i.e. without judging and without giving in to the urge to take immediate action yourself. Looking properly to act effectively soon is the starting point of 'Help me to do it myself'.

In this study component, you will use scientifically sound research methods to conduct a short observational study within your own teaching practice, to determine how you can set up, perform and process proper observation, to see actively instead of looking. You choose a theme that interests you and that can be converted into your own Montessori intervention.

#### - **Year 2. Montessori practical research about social learning and moral awareness**

There is a difference between teaching and learning; teaching is what a teacher does and learning is what a student does. In principle, a teacher can be very good at teaching without students learning anything.

In the sensitive period of 12-18, learning is mainly a matter of social learning. Montessori distinguished this age group into 'the organiser' (12-15) and 'the person involved' (15-18).

Children of this age also arrive at a level of reflection where they can look at themselves from a distance and learn to teach themselves.

Research by John Hattie has shown that learning metacognitive learning strategies is the most beneficial method.

In this specialised module, you go a step further as a teacher than observing individuals (Montessori intervention in the first year). You will design a practical research project in which you:

- observe in two schools how students in social settings develop their moral awareness

- measure the effect of feedback from the teacher based on observations made by the teacher
- investigate how you can didactically coach students so they can give each other and themselves feedback on their learning process (metacognitive learning).

You will use scientifically sound research methods, including **responsive methodology**.

An important characteristic of responsive methodology is that the teacher-researcher enters into a dialogue in the research with those involved: the researcher determines, during interaction with those involved, what the research objectives could be and how to achieve the best research objectives. The relationship with practice is thus dialogical; the teacher-researcher works in a subject to subject relationship characterised by exchanges between teacher and student.

### 3.7 Testing and assessment procedure

Testing and assessment is based on:

#### 1. Products (see the test matrix):

- *Project documents*: plan of action, progress documents, peer feedback and evaluation, all combined in the logbook
- A *narrative* in which the participant shares knowledge about the product in an appealing way, so others can use it
- A *final presentation/workshop* for the course participants
- *Professional justification* (written and oral) for both the content of the assignment and the working method
- A *personal reflection* on the participant's own position as a Montessori teacher at Mastery level and the development that has occurred.
- Logbook

#### 2. Personal growth (see the test matrix):

- In the first year, this is a **peer assessment**, supplemented by an assessment by a colleague (or critical friend), a school head from the participant's own school, and one of the course trainers.
- In the second year, this is a **final assessment** with two assessors: an external and an internal assessor.

**NB.** The first year involves testing a **Montessori intervention** and your personal growth as a Montessori teacher.

The second year involves testing **practical research** and your personal growth as a Montessori teacher.

The same set-up applies to both testing moments. It is an assessment for/as learning<sup>10</sup>. We follow the diagram (see test matrix for year 1 & 2) and the research starts as stated in the course schedule.

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<sup>10</sup> Dochy, F. (2015). *High impact learning anno 2022: model voor de toekomst – Over aanpak en sturing*

### **Method of testing and evaluating products**

We use the logbook for testing and assessment. The purpose of your logbook is that you always reflect on and evaluate how you have made the competences of Montessori Mastery your own, and how you have prepared and performed your Montessori interventions and your Montessori practical research.

A logbook is therefore an excellent tool to make the development of professional performance visible and transparent. You are thus expected to keep a complete logbook, the requirements for which are set out in more detail below.

### **Logbooks**

Logbooks can serve as practice-oriented evaluation tools and simultaneously as points of reference for learning. The logbook, which is used for the development-oriented measurement of competences, supports participants by 'keeping an eye' on their individual development and, to this end, continuously shows feedback, encouraging reflection on their own performance. This cannot be done without feedback from fellow participants, peers, critical friends, trainers, supervisors, and any clients; this feedback leads to more knowledge and motivation, to further learning, and to the improvement of one's own behaviour. The logbook is based on the principle that participants own their own collected information and can direct their own goals.

Practice as a learning environment can provide insight into the strengths and areas for improvement of the performance rendered. We advise you to regularly ask for feedback and include it in your logbook.

The **first year** ends with a **peer assessment** and the outcomes must be recorded in the logbook. The assessment (assessment or evaluation) is done by a colleague (or critical friend), a school head from each participant's own school, and one of the course trainers.

The **second year** ends with a **final assessment** and the logbook also plays an important role for the learning outcomes here.

The assessment is done by two assessors: an external and an internal assessor.

The specific assessment criteria are communicated to participants at the start of a semester.

### **Testing and assessment procedure**

#### **Year 1: Formative testing and feedback.**

- Justifying the pressing question, its formulation, and the choice of the Montessori intervention with the logbook, progress documents, plan of action, peer feedback, evaluations and so on
- Explaining orientation on the pressing question and its formulation
- Submission of the Montessori intervention to the supervisors and invitees
- Quick scan of intervention by peers
- Presentation of the narrative and professional personal reflection on year 1
- Round table discussion with supervisors and invitees
- Feedback from peers and formulation of priorities for year 2

**Year 2: Summative testing and final assessment.**

- Submission of Montessori practice research, Montessori intervention and transfer product for the school.
- Quick scan to internal/external assessors : go/no go assessment.
- Presentation of narrative about Montessori practice research and Montessori Mastery<sup>11</sup>
- Criterion-oriented interview with assessors.
- Assessment and feedback

**Test matrix for year 1**

Name of study unit		Montessori Mastery Course – year 1						
Type of test: Formative		Peer assessment Assignment: - practice research and Montessori intervention - reflection on growth						
Learning objectives and topics		Montessori teacher profile	Forms of testing					Total and weighting
		Level	Project documents	Narrative	Reflection	Written justification	Oral justification	
1.	The teacher can initiate a Montessori intervention in the classroom at Mastery level, aimed at innovation or improvement, and indicate how to implement it.	Mastery	X	X		X	X	
2.	The teacher justifies the choices made, both in terms of content and working method (the what? how? for what purpose?).	Mastery	X			X	X	
3.	The teacher reflects on their position at Mastery level and on the development achieved during the Montessori course year 1.	Mastery			X		X	
<b>Total and weighting: Formative</b>			<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	

<sup>11</sup> A narrative in which the participant shares knowledge *about the intervention and research* and the knowledge-sharing about it in an appealing way so others can use the intervention or research.

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### Test matrix for year 2

Name of study unit		Montessori Mastery Course – year 2							
Type of test: Summative		<b>Final assessment:</b> <b>Assignment:</b> - Montessori practice research and Montessori intervention 2 - reflection on growth - transfer product for the school							
Learning objectives and topics		Montessori Teacher profile	Forms of testing						Total and weighting
		Level	Project document	Narrative	Reflection	Written justification	Oral justification	Presentation team	
1.	The teacher can initiate, implement, evaluate and describe the Montessori practical research and the Montessori intervention, aimed at innovation or improvement, at Mastery level in the school.	Mastery	X	X		X	X		
2.	The teacher justifies the choices made, both in terms of content and working method.	Mastery	X			X	X		
3.	The teacher reflects on their position at Mastery level and on the development achieved during the Montessori course years 1 and 2.	Mastery	X		X	X	X		
<b>Total and weighting: Summative</b>			20%	20%	20%	20%	20%		

3.8 Assessment criteria

**Learning objective 1:** The teacher can initiate, implement and evaluate an assignment aimed at innovation or improvement at Mastery level in the work context

*Evidence: plan of action, written presentation of progress, oral presentation of progress, peer feedback, evaluation, and narrative*

- The teacher defines the boundaries of the assignment and links it to one of the Mastery level profiles.
- The teacher describes which question of the training programme ('pressing question') the assignment contributes towards and what students will gain from the assignment.
- The teacher thoroughly analyses the situation and describes the underlying problems/factors.
- The teacher formulates a desired final objective for the assignment.
- The teacher formulates quality criteria for the assignment.
- The teacher involves other relevant parties to work on the assignment.
- The teacher ensures that the assignment fits in with their own professional challenge and interests.
- The teacher ensures that the assignment contributes towards innovation or improvement in the training programme and for students.
- The teacher has a leading role and makes the difference.
- The approach shows well-considered choices in involving relevant parties.
- The teacher monitors the interim performance of the assignment helped by formulated quality criteria and adjusts the assignment, if necessary.
- The teacher uses feedback from relevant others to adjust the performance.
- The teacher gives an interim presentation, both written and oral, on progress.
- The teacher monitors the performance of the assignment and evaluates the results.
- The teacher shares knowledge about the outcomes of the professional product in an appealing way using a narrative.
- The teacher processes the results of the assignment in a workshop/presentation to the team and any other parties involved. The lecturer processes the results of the assignment in a workshop/presentation to the team and any other parties involved

**Learning objective 2:** the teacher justifies the choices made, both in terms of content and working method

*Evidence: professional written justification, professional oral justification*

- The teacher describes which profile the assignment mainly focused on and indicates the link with each of the other teacher profiles from the test matrixes of year 1 and 2.
- The teacher substantiates the design, performance and evaluation of the assignment with recent, relevant Montessori literature.
- The teacher substantiates the design, performance and evaluation of the assignment with recent, relevant policy memoranda.
- The teacher justifies the extent to which and how the assignment ties in with the Montessori vision.
- The teacher justifies the extent to which and how the assignment ties in with their personal vision.
- The teacher justifies the impact of the assignment on their own school, the team and the students.
- The teacher indicates the status of the assignment and how the follow-up can succeed.



### 3.9 Second chance

If participants receive an unsatisfactory assessment in the above areas or if an assessment cannot be made due to insufficient quality, they will be offered a second chance. Participants will be given a maximum of four months for this purpose and must request a second chance themselves.

### 3.10 Graduation

Successful participants will receive a full Montessori Mastery diploma after the second year. On successfully completing the first year, participants will receive the Montessori Mastery – year 1 certificate.

To receive both the certificate and the diploma, participants must have met the above requirements.

### 3.11 Time investment and study load

In higher education, the study load is expressed in hours of contact time, hours of self-study, hours of practice and hours of research. Participants may need more or less time for the various elements or activities. This is particularly true in the practical application component. Reflecting on learning experiences is also difficult to express in time. This often happens during 'spare time'. In any event, the training requires a reasonable time investment. The programme counts a total of 60 credits (ECTS).

As an indication, a course participant should therefore assume the following:

	Study component	Credits	Contact time	Self-study	Practice
<b>Year 1</b>	I. Meetings + assignments for sensitive period 1 (first semester) Theory: General & 12-18 years	10	120 hours	120 hours	
	II. Research, Montessori intervention	5	60 hours	60 hours	
	III. Practical application, guidance, assessment	15	20 hours	60 hours	400 hours
<b>Year 2</b>	IV. I. Meetings + assignments for sensitive period 2 (second semester) Theory: 12-15 years – 'the organiser' / 15-18 years – 'the person involved'	10	120 hours	120 hours	
	V. Research, Montessori practice research about social learning and moral awareness	5	60 hours	60 hours	
	VI. Practical application, guidance and dissemination, assessment	15	20 hours	60 hours	320 hours
<b>Total</b>		<b>60 credits</b>	<b>480</b>	<b>480</b>	<b>720</b>

The time investment involved amounts to:

- 5 hours of self-study per week
- 5 hours of lectures (contact time) per week
- 10 hours of practical application per week (including research)

### 3.12 Compensatory arrangements in case of absence

The programme has an 80% attendance requirement. If they are absent, participants must submit a make-up assignment.

The criteria for a make-up assignment are:

- doing the home assignment in detail, including the prescribed literature
- these details must include Montessori competences of Mastery and the subject of the course day
- describing a case, including the theory and the question of how you will act as a Montessori teacher
- indicating how this will contribute towards your development as a Montessori teacher.

The assignment must be around four pages in total (typed, Calibri font, font size 11 and printed), based on the idea that quality is more important than quantity. Submit the assignment on the next course day to the trainer of the course day concerned.

### 3.13 Literature

The following primary and secondary sources will be used.

#### Primary sources of Maria Montessori herself:

- 'Aan de basis van het leven', Montessori M., Van Holkema & Warendorf, 1949
- 'De Methode', Montessori M., BN Publishing, 2008
- Articles from 'Communications. Double Theme Issue on Montessori and the Adolescent', AMI, 2011
- 'Education and Peace', Montessori, M., AMI, 2015
- 'From Childhood to Adolescent', Montessori M., AMI, 2014
- 'Door het kind naar een nieuwe wereld', Montessori M., NMV, 2019
- Adolescent initiative, colloquium Readings, AMI, 2019
- 'Absorberende geest', Montessori M., AMI, 2020

#### Secondary literature on Montessori:

- Articles from 'Communications. Double Theme Issue on Montessori and the Adolescent', AMI, 2011
- 'Criteria van materiaal voor voortgezet montessorionderwijs', van Buuren et al, NMV, 2016
- 'Montessori. The science behind the genius', Lillard A., Oxford University Press, third edition, 2017

Other suggested literature:

- 'Leerling en leraar in samenspraak', Lockhorst D., Garant, 2003
- 'Motivating Students to Learn', Brophy J., Lawrence Erlbaum Associates Publishers, 2004
- 'Visible Learning and the Science of How We Learn', Hattie J., Routledge, 2014
- 'Onderwijs en opvoeding in een stedelijke context', Fukkink R. & Oostdam R. (red.), Coutinho, 2016
- 'De terugkeer van het lesgeven', Biesta G., Phronese, 2018
- 'Didactisch Coachen', Voerman L., Faber F. De Weijer Uitgeverij, 2018

## CHAPTER 4. Practical matters

### 4.1 Disputes

The course is subject to MSA's complaints and disputes procedure (see MSA's intranet website; available on request).

### 4.2 Costs

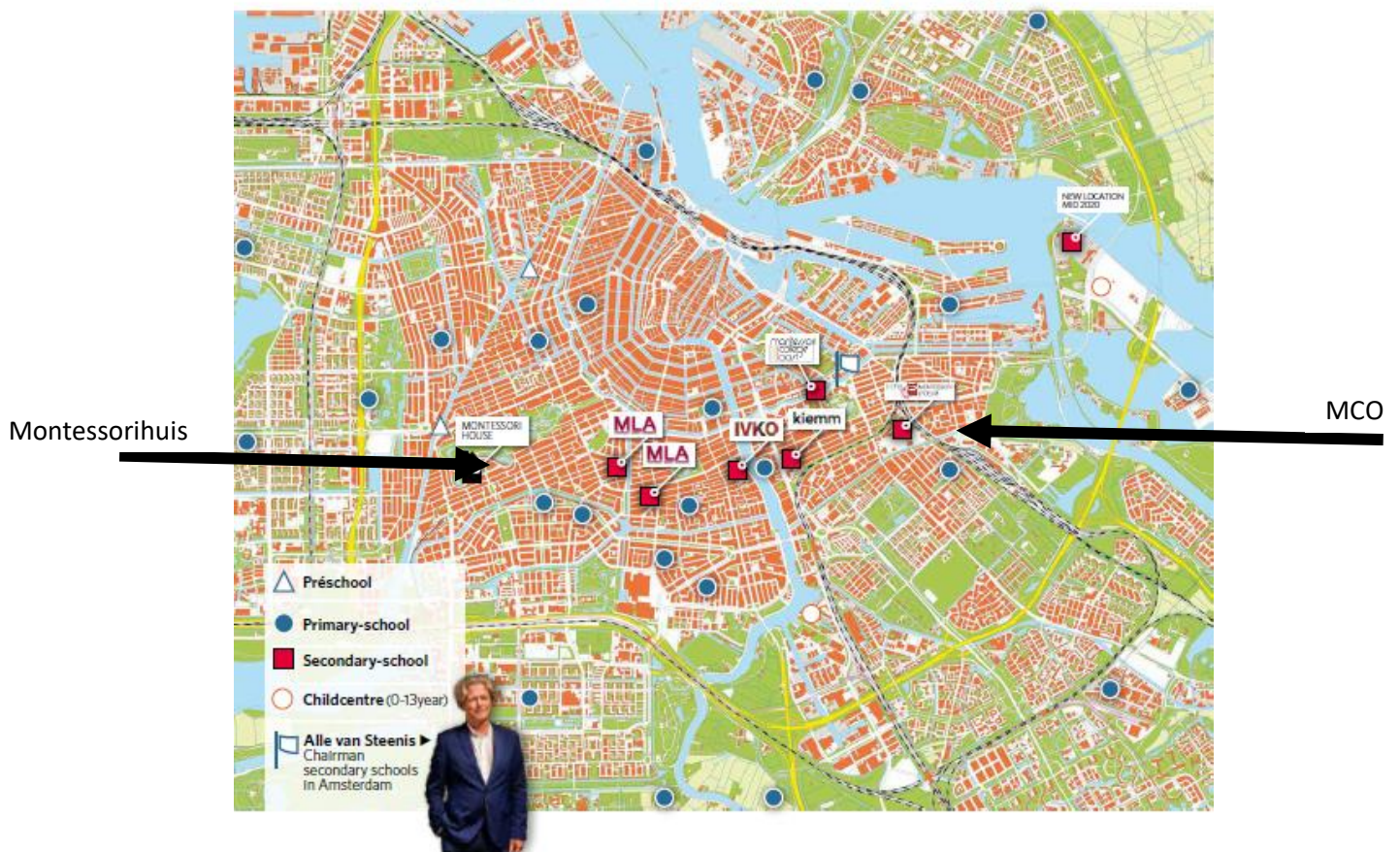
All costs, except travel costs, are paid by the school itself.

### 4.3 Location

Every Monday from 3 - 9 p.m., including time for dinner.

Location: Montessori College Oost, Polderweg 3, 1093 KL Amsterdam & Montessori House

## Public Montessori Education in Amsterdam



#### 4.4 Timetable

Monday from 3 - 9 p.m., including time for dinner.

Day	Phase	Meeting
2/9	Aspirations & Orientation	Intake interviews
9/9		Intake interviews
16/9		Intake interviews
23/9		Intake interviews
30/9		Lecture 0 Kick-off (Montessori House)
7/10		Lecture 1
14/10		Lecture 2
21/10		Holiday
28/10	Transformation & Creation	Lecture 3
4/11		Lecture 4
11/11		Progress interviews
18/11		Lecture 5
25/11		Lecture 6
2/12		Lecture 7
9/12		Lecture 8
16/12		Lecture 9
23/12		Holiday
30/12		Holiday
6/1	Presence & Presentation	Progress interviews
13/1		Lecture 10
20/1		Lecture 11
27/1		Lecture 12
3/2		Lecture 13
10/2		Lecture 14
17/2		Holiday
24/2	Assessment & Evaluation	No lecture
2/3		Assessments
9/3		Assessments
6/4	Honing	Refresher session 1
11/5		Refresher session 2
8/6		Refresher session 3
6/7		Refresher session 4