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These are unique and often difficult times, but the astonishing pace with which schools, training centers and individuals have adapted leaves me in no doubt about their ability to adjust and thrive. I am reminded that Dr. Montessori reflected on the ‘picturesque exaggeration’ that ‘development is a series of rebirths’ (The Absorbent Mind, p.17). It is a reminder that change is almost always challenging but can be a time of innovation, creativity and transformation.

It is a great privilege to be able to serve as Interim Executive Director of AMI/USA as we work to support the Montessori community at this time. In that context, I have spent much of the past few weeks talking to colleagues around the US and across the world to share experiences. Each conversation brings joy and comfort in finding common purpose whatever the difficulties and uncertainties of current circumstances.

As time passes, we will be able to draw upon the breadth of knowledge in our community to address the practical and philosophical issues that arise as society emerges from its current state of near closure. We will develop new ways that are consistent with the highest standards and principles of Montessori as well as appropriate to the demands of the new environment. It is unlikely to be straightforward or easy, but we will do it together and I look forward to playing my part.

One of the early pleasures of my role is to introduce this edition of the AMI/USA Journal, which offers a great deal to consider about the relevance and inclusivity of Montessori. Ayize Sabater reflects on an event highlighting ‘how Black educators have tapped into Montessori education’. Megan Trezise considers ‘proven research-based interventions’ in the Prepared Environment for children diagnosed with ADHD and Barbara Murphy contributes to ‘rethinking physical education in Montessori’.

Finally, I take this opportunity to give thanks and appreciation to my predecessor Debby Riordan, for her professionalism and support in helping me understand the needs of AMI/USA’s members. I am grateful for any help in serving the community and hope that you will contact me directly with any thoughts, hopes or views that will help me fulfill your expectations. For now, keep safe and well.

A handwritten signature in black ink that reads "Alan Preece". The signature is written in a cursive, flowing style.

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Attention Deficit Hyperactivity Disorder and the Support of the Prepared Environment

Megan Trezise, M.Ed.

Throughout my career in the Montessori 3-6 Primary Environment, I began observing an interesting phenomenon. It felt as if there was an increase in children whose parents openly suggested they were Attention Deficit Hyperactivity Disorder (ADHD) or had been formally diagnosed with ADHD. In the last four years alone, I have been approached many times over by experienced guides with this same observation accompanied by feelings of frustration that they may not be sufficiently supporting these children. In fact, since 1980, there has been a sharp increase in children diagnosed with ADHD (Phelan, 2017). In 2014, the number of children diagnosed in the United States was 11% (Wedge, 2015). The reality is that we are most certainly seeing more of these children enter our Prepared Environments and they do have specific needs. I engaged in this research to identify how the Montessori Prepared Environment already actively serves these children and to find additional pedagogically sound interventions that could be used. What I am sharing with you today, is the first component of my work which is the identification of proven research-based interventions that are naturally incorporated into the Prepared Environment.

What is Attention Deficit Hyperactivity Disorder?

ADHD is a treatable neurological disorder (Phelan, 2017). It is described as chronic and incurable with symptoms manifesting as early as the age of three that may lessen with age (Mayo Clinic, 2017). ADHD is diagnosed by a doctor, psychiatrist, or psychologist using a manual called the Diagnostic and Statistical Manual of Mental Disorders V (2013) with very specific criteria that must meet for a formal diagnosis to

be made.

There are several known causes of ADHD. The first is genetics. This disorder is "the most strongly inherited of all psychiatric disorders" (Phelan, 2017, p.44). If a parent has this diagnosis, there will be a 50% chance their offspring will also be diagnosed.

Exposure to substances in utero or early childhood is another cause of this disorder. A link has been shown between mothers who engage in drug use, smoke cigarettes, and/or drink during pregnancy and the diagnosis of ADHD in their child (Mayo Clinic, 2017). Pesticide and lead exposure in early childhood have also been correlated with this disorder (National Resource Center for ADHD, n.d.).

There is a misconception regarding other possible causes of ADHD. It is known that excessive screen time like television, poor parenting practices, sugar, and stressors such as poverty do not cause this disorder. All the above can exacerbate manifested behaviors but are not the source of ADHD (National Resource Center for ADHD, n.d.).

How the Montessori Prepared Environment Already Serves These Children

All the research-based interventions that will be discussed assist the child in developing a greater level of impulse control and self-regulation. Although they are already present in the environment, it is the practitioner who needs to be intentional and thoughtful regarding each of the interventions to best serve the child diagnosed with ADHD.

Structured Routines

The child needs to be able to rely on the unchanging routines in the classroom as a clue to what comes next in the day. Structured routines also encompass the processes of how we perform these activities, which can build confidence in the child and the start of him/her exercising self-control (Dan, 2016). Additionally, it is suggested that the child has the time to practice the routine to build his confidence and understanding (Parker, 2005). The Prepared Environment naturally incorporates structured routines. The cycle of the day is unchanging. For many environments, the three hour work period is followed by lunch, with time on the playground after. Knowing how important order is for the child, we do not change the set flow of the day. The guide is thoughtful when designing the routines for procedures in the environment by establishing logical systems, for example, setting the tables for the group lunch, the routine for washing hands, the transition from lunch to the playground. Once the guide determines what the routine will be, the children have the opportunity to practice it. They enjoy the practice and independence in knowing they can do it themselves.



An Orderly Environment

Just as the child needs structured routines to assist in regulating behavior and/or responses, he/she needs the added assistance of learning in an orderly environment (William and Mary Training

and Technical Assistance Center, 2017). When the environment is designed in this way, they can easily find what they need thus maximizing not only learning but also self-sufficiency and self-confidence. A suggestion might be to implement the use of photographs to clearly show what items were in specific cupboards, storage bins, or drawers. One of the key characteristics of the Montessori Prepared Environment is order. Because of the way the materials are grouped and arranged on open shelves, the unchanging layout, as well as the use of color-coding, the child can easily identify where to get what he/she needs.

Limits and Expectations

For any child, but especially the child diagnosed with ADHD, expectations for behavior and work must be clear. As those expectations for work are decided upon, keep in mind that they may not be the same for the child with ADHD as for the rest of the group. They may need modification for the child to be successful such as more time to complete work, breaks to run/exercise during the work cycle, understanding their penmanship may not be as neat, and their work may not be as organized as the typically learning child. Expectations can be discussed but it is the limits we set that reinforce our expectations. Phelan (2017) explained that the limits set comprehensible boundaries for the child. When these are clear, they have the potential to help the child build inner-control and reduce their level of impulsivity. All limits should be explained to the child first, so he/she understands not only what the limit is but the necessity for it (Dan, 2016). Dr. Montessori believed that limits are an essential component of the Prepared Environment. They help the child to develop the will and to regulate their behavior and decision making in the environment and with others. Without limits, the child would be unable to determine what is or what is not appropriate.

Consistency

Consistency in structured routines, expectations, and limits is of the utmost importance. The child with ADHD needs this support because

their executive functioning skills can be weak. Consistency takes all the uncertainty from the day and provides the child with the predictability he/she needs (Phelan, 2017). In the Montessori environment, they will know exactly what happens when, how to perform the routines of the environment, and the limits for his/her behavior with others and with the materials.

Social Skills

Quite often the lack of self-regulation and impulsivity negatively affect the social relationships of the child with ADHD. An intervention to assist with this is social skills training for the entire group of children. When approached in this way, the child needing extra social support is not singled out and the whole group can reap the benefits (Phelan, 2017). Our lessons in Grace and Courtesy meet this intervention perfectly. In the Prepared Environment, we utilize smaller groups to practice the social skills the guide observes the children needing. All children can have the opportunity to role-play and practice these newly learned skills. For the child with ADHD, some Grace and Courtesy lessons that would be most helpful would be waiting one's turn, how to observe, how to ask a child to work with you, how to respond if a child does not want to work with you, how to ask a child to walk away, and how to respond to being asked to walk away. The guide's observations will determine what lessons their specific group of children needs.

Freedom of Choice

The ADHD child needs to have the opportunity to make choices. Dan (2016) states that we can support the development of self-regulation and inner control within the child by providing them the trust to make decisions. Additionally, "Choice in and of itself appears to be highly reinforcing" (William and Mary Training and Technical Assistance Center, 2017). This is something that Dr. Montessori recognized over one hundred years ago. A characteristic of the Prepared Environment is supporting the child's free choice of work. We can see that when a child is allowed this liberty, they engage more deeply in their

occupation.

Connection to the Environment

Wise (2017) explained that adults need to find a way to make tasks more stimulating for the child. While working with materials the child can feel and touch is a great way to engage him/her, the adult must be mindful of connecting the child to lessons they will be successful at (Parker, 2005). This is an enormous component of how the Montessori guide serves every child. Through observation, the guide can determine what the interests of the child are and connect them to a meaningful lesson that is at the appropriate level. The lesson should not be so easy the child is bored or so difficult that they reach their frustration level.

Hands-On Experiential Approach

Utilizing a hands-on experiential approach serves this child particularly well (Wise, 2017). All children need to move and to develop the coordination of the body and the hands. This child specifically has difficulty coordinating fine and/or gross motor movement so any opportunities that are provided to do so will help them greatly. We will generally see more success from the child if they can manipulate materials to gain an understanding of concepts as opposed to sitting and listening to an adult. Our Prepared Environments are based on the principle of not only allowing the child to move with purpose, but to use their hands in active manipulation and exploration. Dr. Montessori saw the benefit of the child engaging the mind and hand thus leading to focus and concentration.

Movement

The child diagnosed with ADHD has an overwhelming need to move. Phelan (2017) suggests that the child's day should include many opportunities to move. It is suggested to use a standing table because it might be more productive for the child to stand and engage his muscles than to sit. A standing table can be easily created by placing a lap/floor table on top of a

regular worktable. Once again, we see another principle of the Prepared Environment. The environment is designed to allow for purposeful fine and gross motor movement. When a child demonstrates he/she needs more space to move, the outdoor environment is available for large motor movement. The guide could allow the child to take a run if they need to, knowing their drive to move would become counterproductive for him/her and the environment.

The Teacher/Guide

One of the most successful helps to the child with ADHD in the classroom is the guide. S/he can implement a variety of interventions to assist the child in building self-regulation, impulse control, and executive functioning but the single most impactful is their relationship with the child. The William and Mary Training and Technical Assistance Center (2017) mentions that the child's school success can be facilitated by a positive relationship with the adult. In the Prepared Environment, the adult has the opportunity to support the child for a full three years or more. This alone is a gift that the traditional teacher does not have. The guide comes to a deeper understanding of the child, their nature, and their development. S/he has the time to get to know the child and build a relationship with them that is special and unique. When this trusting relationship is built, not only will the child want to be near the adult to accept lessons, but they will feel good about themselves knowing they are liked and accepted just the way they are.



Knowing how critical this relationship is can help the adult to consciously work to keep the child's behaviors from affecting how s/he perceives and interacts with them, to be able to continue to cultivate that positive relationship. Self-reflection is so important when we are working with children with challenging behaviors. Every morning when the child arrives, we should remind ourselves that we are present to serve the child and we will take them as they are, that day, and give them the best of ourselves.

Dr. Montessori emphasized that the child is treated with respect. This notion of respect for the child is heavily emphasized in teacher training. We are reminded to see the child as the person they will become, to honor their potential. The child's self-esteem is paramount to their success in school. Parker (2005) suggests that when there is an issue regarding repeated negative behaviors, the child should be spoken to privately away from other students. There should never be a time when the adult publicly addresses this. Respect for the child is a component of building that positive and trusting relationship this child, and all children, need.

Positive Rephrasing and Proximity

Positive rephrasing and proximity are two techniques that many guides already use in their Prepared Environments to manage behavior and are also research-based interventions. Positive rephrasing is a technique that allows the adult to remind the child of the limits in the classroom yet maintains a positive interaction. Some examples of this kind of rephrasing that are typical to the Primary environment would be, "you may walk in the classroom" rather than "don't run!" or "you may walk around the chain" rather than "don't jump over the chain!" This technique focuses on telling the child what he/she can do and not what they cannot do while maintaining an air of positivity. The child with ADHD does need reminders of the limits in the environment but understanding the importance of maintaining his self-esteem, our approach must be one that delivers the information we need yet does not come across as punitive.

Another technique that can help the child modify his behavior is proximity. This is a technique where the adult situates themselves close to the child. The closeness, or proximity, of the adult, can help the child become more conscious of their behavior. The article, *Attention Problems: Interventions and Resources* (2015) suggests that a light touch to the child's shoulder may be enough to make him/her aware of his behavior.

Conclusion

Each child will present differently in the Prepared Environment as far as impulsivity, self-regulation, emotional regulation, and social skills. What I have found is that the Montessori Prepared Environment does an exceptional job of naturally supporting these children and their unique individual needs. As a guide/practitioner, reflect on each of these interventions and ask yourself, "Am I doing this all of the time or just some of the time?" The key here is consistency.

Parents need to know how well the Montessori environment serves their child. They too struggle with the daily stress and worry for the success of their child. Let them know about all these research-based interventions that are integrated into their child's day and encourage them to include as many of them as they can in their homes. Help them to see the interventions as they would apply to their family routines. This doubles the consistency and supports for the child.

As a last note, while some days may not go as smoothly as others, I challenge you to continue to see the strengths in these children and to use those strengths to connect with them. They are creative, out-of-the-box thinkers, they can be athletic, and hyper-focused. These gifts can be used to provide opportunities for this child to shine, to see themselves as the extraordinary person that they truly are. 🌱

About the Author



Megan Trezise is an AMI Trainer and Examiner at the 3-6 level and has trained adults in the United States, Asia, and Europe. She has been immersed in Montessori for the past 16 years and is passionate about driving efforts to increase access in the public sector. She had spent many years teaching and instructional coaching at Augustus Shaw Jr. Montessori, an urban public Montessori school, in Phoenix, Arizona. Currently, Megan serves on the advisory board for Montessori Public Works and has partnered with the non-profit Rising Tide Montessori working toward building accessibility to Montessori and training in the state of New Jersey.

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Montessori and the DC Area's Black Community

Dr. Ayize Sabater

“Yes! #MontessoriInTheBlackComm session is hot!” This was a tweet (a Twitter message) that I wrote during a November 22, 2019 forum that was held at DC’s Howard University (HU). Now before I begin, I fully disclose that I write this article as a participant-observer who organized and promoted this event, along with Maia Blankenship, a Partner at Wildflower Schools, so my perspective is biased.

I was impressed by the broad coalition of partners who collaborated to host this event, including: HU School of Education; the Washington Montessori Institute (WMI); the Wildflower Foundation; Lee Montessori Public Charter School and, Nsomora Montessori (NM) Consulting. The purpose of this event was twofold: 1) to highlight how Black educators have tapped into Montessori education; and, 2) to expose more individuals within the Black community to Montessori education. Hosting this event at Miner Hall at HU, was an honor and privilege. Howard University is one of the nation’s premier Historically Black College & University (HBCU) in the country and has produced some of the most prominent doctors, lawyers, politicians, authors and scholars in this nation. Furthermore, HU is the home of over 7,000 Black students which allowed the organizers the opportunity to market this event to this seemingly new population. Finally, HU has over a century long legacy of presenting eminent Black educators and/or Black educational initiatives to benefit the Black community. Black educators like Kelly Miller, Mary E.R. Hoover, Wade Boykin, and many others have a history of leveraging their time at HU to positively impact education in this county.

Now, to step back for a moment, it’s important to note that all of the collaborators, for varying reasons, are interested in advancing education

within the Black community. HU is interested in attracting and graduating more Black educators. WMI, Lee Montessori and Wildflower are committed to having more educators of the global majority trained in the Montessori Method. NM Consulting, which my wife and I co-founded, are committed to boosting Montessori awareness in the Black community. This event was a culminating event for our year-long awareness initiative. Tickets sold out for the event fairly quickly, with over 130 registering for the event. The standing room event featured Montessori teachers, school leaders, students, parents, and community advocates as well as some new to Montessori and others who are committed to exposing more Black families to a Montessori education. One participant said “I think I found my calling,” which was exactly the type of response that co-organizers desired.



Event co-organizer, Ayize Sabater of Washington Montessori Institute and Montessori for Social Justice setting the stage for the opening panel featuring Black Montessori trailblazers and innovators in DC.

Early on we planned to have two intergenerational panels. HU’s School of Education Dean, Dr. Williams, launched the conversation with a

rousing welcome. The first panel, facilitated by myself, was made up of veteran and current DC area Montessorians, including: Willa Golden (Shining Stars Montessori Board member and veteran DC Montessori educator); Maati Wafford (NCMPs Race and Equity Advisor and Montessori educator), Rachel Kimboko (Assistant Principal of Lee Montessori East End PCS); and, Denise Edwards (Founding Principal of Truth Montessori PCS). This panel covered some of the past and present innovative Montessori efforts occurring locally in the Black community. For example, Ms. Golden spoke of the 1970s Montessori training program sponsored by the District of Columbia Public Schools (DCPS) and UDC (the University of the District of Columbia) which allowed for mainly Black participants to secure a Montessori diploma and an early childhood degree. And more recent innovation was discussed by Principal Edward who shared how she was “grateful to be in a position to create a pathway for students at Truth Montessori to learn in a different way” for her school, DC’s first Montessori Middle & High School, which is set to open for the 2020-21 school year.

The second panel, facilitated by Maia, was composed of Montessori parents and students. This energetic discussion explored the lived experiences of Montessori families. The panelist opened up by responding to some question prompts by the moderator. Some of the panelists spoke of how Montessori education fostered independent thinking, self-regulation, and self-initiative.

However, I want to spend a little time discussing some of the interactions between the audience and the panelists, during the question and answer (Q & A) period. One question revolved around how the students transitioned from Montessori to traditional schools. “Smooth” is how one panelist responded while another recounted being “confused” because the Montessori environment provided her with a large degree of free movement, but the traditional school teachers told her “sit-down, stop fiddling, don’t move, [and] sit in your chair quietly” but after the initial awkwardness many usually settle into the new setting. However, the latter panelist described being “mad about it [her initial transition]” because Montessori

supported her social emotional development by allowing her to socialize with her peers around some of the academic shared work. Tangentially, one student recounted of a traumatic school hair incident. She recounted how her mother took the time to do her hair in a fashion that she really liked. She said that her family was the only Black family at their Montessori school and two White students told her “we don’t like your hair” and this led to her going home feeling “ashamed and [she] asked her mother to change her hairstyle so she could fit in.” One of the panelists stated “we need more Black Montessori educators so that students can have teachers who can identify with them.”



Lively discussion during Q&A with participants including Montessori leaders and funders in the community: Ally Cady, David McDonald, Jamie Rue, Dr. Charis Sharp and Wendy Shenk-Evans.

Another question centered on how Montessori education responded to students with different temperaments and/or personalities. One parent audience member said that she had an experience where her child was labelled as disruptive in a traditional school; however once attending a Montessori school he got “right in” to the work flow. Another parent audience member said that “every student is a fantastic candidate for Montessori education” because it is a “natural way for students” to learn. One of the panelist continued stating that Montessori allows one the opportunity to learn according to how their mind learns best and does not attempt to force all students into one box (or mode) of learning. Still another panelist noted that Montessori teaches students self-advocacy and what it means to exist within a community.

One audience member agreed and said that student self-advocacy forced her, as the parent, to re-think her parenting approach; moving away from squandering voice to supporting her child's self-advocacy at home, which is easier said than done. Finally, a Montessori teacher stated that Montessori educators are challenged to not only consider the child's development, but to also reflect upon the "spiritual preparation" for themselves. She continued, that if a child is having difficulty, then the adult is encouraged to be introspective and "check oneself" regarding their strengths and areas for improvement.



Event co-organizer, Maia Blankenship of Wildflower Schools, enjoying the positive energy from the children (including her daughter) who were able to participate in the program.

A final audience question, to be explored in this article, revolved around academic requirements. A Black parent audience member questioned "how do Montessori teachers ensure that students cover all of the requirements." This issue around ensuring academic rigor on the part of Black parents is discussed in Debs' (2019) work, where she found a significant population of Black parents who were resistant to Montessori education. Many of these Black parents, from Debs' (2019) work, perceived Montessori education as not rigorous enough to give Black students the necessary foundation to succeed in "the real world." However, one of the Montessori educators in the audience noted that Montessori education does require students to cover different subjects at different points in a student's matriculation. One panelists stated that they didn't recall taking many tests but now public charter schools appear to be engaging students

in more standardized testing. Another Montessori educator stated that all of the requirements are covered but how the students learn is different and in a "way which gives them the upper hand" in that it is usually a more applied way to allow subjects to "stick." One panelist agreed and said that the mathematic, for example, was taught in a hands-on way that allowed students to experientially learn math concepts as opposed to the abstract way math is taught in traditional settings. The panelist continued, "my younger brother just took the SAT and told me that he was able to draw upon his experience with some of the Montessori materials to answer some of the questions...and he did well on the SAT," exclaimed the panelist.

We see huge potential for building on the strengths and turnout at this event. In fact, one audience member said "we [the Black community] need exposure and we need more workshops like this, we need to educate our community about the benefits of Montessori...what it does to develop these fabulous young people who are creative and can be life-long learners." We could not agree more and plan to bring further Montessori educational opportunities to the Black community. For more information about contributing and co-creating events like this please go onto Twitter and search for #MontessoriInTheBlackComm where you can also see some pictures from the event or email us at dchub@wildflowerschools.org. 📧

About the Author



Ayize Sabater is a dynamic social entrepreneur, author and twenty year veteran educator. He has co-founded several non-profits, including an independent school, an award-winning non-profit organization and a Washington D.C.

Montessori Public Charter School. Mr. Sabater is an alumnus of Morehouse, the Wesley Theological Seminary and is currently an Urban Education doctoral student at Morgan State University. He also has completed Montessori primary assistant

training.

Ayize's innovative social justice work positioned him to be featured as the Keynote speaker for American University's freshman class in 2009 and a 2010 recipient of a White House award for his non-profit organization, which was presented by First Lady Michelle Obama. In 2014 he authored a book "Tellin' Children Our Story: A Fun Technique for Teaching History..." and has lectured internationally on cultural empowerment.

He has leadership, financial and grant-writing experience and helped grow his social justice educational non-profit from a \$10,000 program into a million-dollar program. "I believe that Montessori education has a great potential to transform education, however it is far too often relegated to the wealthy and the well-to-do. I'd like to work with a cadre of others to bring Montessori to people of color."

Rethinking Physical Education in Montessori

Barbara Murphy, PhD

Throughout childhood, physical activity supports cognitive development and lays the foundation for an active lifestyle.

In Montessori, movement is a cornerstone of learning. The child's mastering of gross motor skills further contributes to a more harmonious classroom dynamic, with students moving around the prepared environment in a graceful manner, and safely interacting with others.

Movement is not only essential for healthy and holistic child development, but it is also crucial to counteract the current trend towards increased sedentarism, exacerbated by isolation during the current pandemic and beyond. Throughout life, exercise is translated into many health benefits, like a stronger heart, bones and muscles, as well as better posture and coordination. Beyond physical health, exercise also boosts mental and emotional wellbeing, helping build confidence and positive self-esteem, reducing stress and improving sleep.



As Albert Einstein once said, “Life is like riding a bicycle: to keep your balance, you must keep moving.” Thus, children should move more. More exercise is better. But what kind of exercise? What does this mean for us in the Montessori community? What does physical education the Montessori way look like?

First, a fully Montessori physical education class or program needs to adopt a whole-child approach by targeting skills that are functional across different sports and areas of life, and throughout life. This means building during childhood what is known as “Physical Literacy,” which refers to the learning and mastering of fundamental movement and athletic skills, like running, jumping, balancing, skipping or kicking and catching a ball. Much like learning the alphabet sets the foundation for reading, learning and mastering fundamental athletic skills gives children the tools they need not only to perform daily activities but also to adopt and enjoy an active lifestyle.

Just like in the classroom, the goal in gym class should be to prepare the whole child for life. How? With lessons that disaggregate bodily work into simple mechanics, and with exercises that promote natural and functional movements – like working on stability and proprioception to better walk on different surfaces without falling.

Physical education the Montessori way also means adopting a Montessori approach to class management. This entails, among other things, incorporating observation to identify each child's needs and interests. A consideration of the sensitive periods for movement is equally important, in order to provide children with exercises that add the most value, as they go from developing body awareness and control towards

the mastering of various physical skills. Similarly, gym lessons need to offer flexibility, with different difficulty levels and a progression, so as to adapt the routine to each child's stage of development, strengths and areas of improvement. Additionally, to foster independence, a key concept in Montessori, materials need to be available for children to independently use them after proper introduction, and lessons need to offer – whenever possible – a control of error.



The environment is the best teacher. As follows, a Montessori physical education class needs a properly prepared gym environment, structured around functional stations that focus on training the body for life, and offering a variety of exercise opportunities. Such environment, like the classroom, should be balanced by beauty and order, with defined areas and a preponderance of natural materials like wood, cork and cotton, as they result more enticing for the child and enhance the sensorial experience. Equally important is to have real life references, following Dr. Montessori's view that learning takes place through the child's interaction with the surrounding world.

Finally, in Montessori, learning takes place in a non-competitive atmosphere where each child develops at their own pace and all children learn from collaboration and peer-learning within a multi-age group. Such community values and dynamic should be preserved and fostered across team activities during gym class.

We are now at a critical juncture. As the world

rethinks its approach to everything, let us remember Dr. Montessori's emphasis on the importance of movement for child development and wellbeing. By fully extending the application of the Montessori philosophy to the field of physical education, we can close the circle in terms of preparing the whole child for life and the future. 🌱

About the Author



Passionate about education, Barbara holds a PhD from Northwestern University and a Montessori certificate from CGMS. As the mother of two while living in Italy, she fell in love with the

Montessori philosophy. Now the founder of Montessori Gym, Barbara is fulfilling her dream of contributing to children's wellness and learning experience. Contact: info@montessorigym.com

In our efforts to provide support from the AMI/USA office, we created the AMI Heads of School Google Group as a place to share information, resources, and questions between AMI Member Schools. AMI Schools from all across the country were represented on the weekly AMI/USA Heads of School Zoom meetings that provided much-needed support as each participant shared their unique responses to the COVID-19 outbreak and related issues that schools are facing. Schools shared various “Learning from Home” resources, as well as many other resources, that were created to provide families with guidance during school closings. On the recommendation from one of our AMI/USA Heads of School, Chris Joffe from Joffe Emergency Services joined us to offer support surrounding COVID-19 related to emergency school services. Due to the positive response to this call, we plan to continue inviting guest speakers to our weekly calls.

In addition, the AMI/USA Administrator’s forum has been extremely active, as the community creates additional resources for schools faced with making plans for school re-openings.

The strength, cooperation, and creativity of the AMI/USA Heads of Schools community has never been so apparent than during this unique crisis and challenge. Your resilience is noted and appreciated! As we move forward together, we remain rooted in the conviction that we have a special gift to share – the discovery of the child – and that we all have much to offer our communities as Montessorians. It is our hope that your school has been finding the support and resources provided by AMI/USA helpful during this difficult time.

Here is some feedback from Heads of School that have participated on the calls:

"I have enjoyed the Monday HOS meetings."

"Excellent topics, and what a great idea to bring on guest speakers."

"Weekly meetings for HOS have been wonderful. AMIUSA has shown a flexibility and ability to

adapt that has helped all of us find the way to get through this."

"Thank you for all that you do. I know this has not been easy for any of us. We're all in this together! Peace and Love!"



The AMI/USA office also prepared a [resource page](#) on our website in order to provide our community with resources for responding to the COVID-19 outbreak, as well as a weekly email highlighting various resources for support. We've posted more extensive information from MPPI, on the forgivable Small Business loans generated under the CARES Act as well as other state specific measures.

In closing, we hope that the following words from Dr. Maria Montessori will provide you with some hope and comfort, as well as validation of your efforts, during this difficult time:

"Times have changed, and science has made great progress, and so has our work; but our principles have only been confirmed, and along with them our conviction that mankind can hope for a solution to its problems, among which the most urgent are those of peace and unity, only by turning its attention and energies to the discovery of the child and to the development of the great potentialities of the human personality in the course of its formation." ~ Dr. Maria Montessori | From the foreword to "The Discovery of the Child", Poona 1948

"The greatest gifts we can give our children are the roots of responsibility and the wings of independence".

Sincerely,
The AMI/USA Team



In early May, the AMI community learned of the passing of Joen Bettmann. A valued member of both the AMI and wider Montessori communities, Joen was a Primary (3-6) Trainer, AMI Examiner and Consultant. Her contributions to Montessori education will continue to inform the work of many in our community for years to come. Below, we share some thoughtful remembrances that members of the community have shared in response to the news of Joen's passing.



"We shared a special bond as I am sure many, who knew Joen, did. She was personable to the extent of going out on the limb to help people. Joen was a great soul to have walked this earth. Whenever I got stuck with a situation I could not resolve, I knew I could bank on Joen for advice. She never disappointed. Even in the midst of her heavily training schedule she would find time to meaningfully counsel others. She was an astute leader and a great team player- an epitome of a true Montessorian. Joen will be greatly missed and fondly remembered."

*In prayer and mourning,
Dr. Meenu Sharma, PhD
Director, Decatur Montessori School*

"With pride and admiration, I can say that I received my AMI primary training from Joen Bettmann and I want to extend my deepest sympathy for her loss, to her family and dear friends. The Montessori community in the United States, and especially here in Northeast Ohio, mourns her loss with you. Joen will be fondly remembered for her many gifts to our community, gifts that she shared with such passion. Her style of dressing with many colors and patterns, and with accessories that told stories, conveyed her joy d'vivre and sense of playfulness. The attention to detail with which she created her training environment was truly beautiful and awe inspiring. Above all, trainees were provided with support and encouragement in her vivacious and tenacious way, in addition to a completely comprehensive and thorough preparation to become Montessori guides. The support and attention to detail did not end there, for Joen was a mentor for life, always supportive and encouraging us to push beyond the ordinary to grasp the intricacies of Montessori thought."

*I will always remember her description of the lessons that Montessori teachers give to the child, as a gift. That is why it is called a **presentation**. She carefully presented each material to us in this way, as though she were presenting a magnificent gift. That always reminded me of the old Family Circus comic strip where the little girl says: "Yesterday's the past, tomorrow's the future, but today is a GIFT. That's why its call the present." The community of people whom she trained, the children whose lives she touched through teacher training, as well as all of the many schools that were fortunate to have her guidance, have all been blessed to have known and learned from Joen. It is my hope that we can carry her legacy forward towards the future. For the present moment, I reflect on her passion and profound dedication to her life's work and to the child."*

*Lynne Breitenstien-Aliberti
Director of School Affiliation and Consultation, AMI/USA*

Reflections on Joen Bettmann

Connie Black

"Along with hundreds of her graduates and her many colleagues and friends around the world, I am at the same time mourning and celebrating the passing of Joen Bettmann. Mourning because I miss her dearly, celebrating at the grace and courage with which she took her journey through life and toward death. Joen was my mentor, colleague, and friend, as she was to many. Joen was one of those extraordinarily lucky souls to have found her special purpose and work in life, and she devoted herself completely and joyfully to it. She did so with great love, which continues to be central to who she was and continues to be, through what she taught us in everything she did and continues to do. She taught us by example, not by being a model, but by embodying the way we should be, so that she lives on through us and the love we feel for her.

She taught us to love unconditionally, and to give ourselves fully in that love as we take up our own work and passion for what we do.

She taught us to laugh, often and with gusto. She taught us that we must never become so self-important that we are unable to laugh at ourselves, and that the best laughter comes in collaboration and camaraderie.

She taught us to dance, at the same time analyzing our movements to be in synch with each other and to let go and dance with abandon, as a celebration of life itself.

She taught us to sing, courageously putting our voices in the air, full in the knowledge that air full of song is uplifting and encouraging and easier to breathe.

She taught us to appreciate the intricacies of exquisite language, the deliciousness of words, and the power of a well-placed comma. The Queen of Words, she urged us beyond impoverished vocabularies to the richness of not just the right word, but the best word.

She frightened us sometimes with her high standards, leaving us unsure we could make the mark. The twinkle in her eye when we did, revealed that she knew all along what we were capable of, and that she expected nothing less. She made us better.

As so many of us around the world mourn that we no longer have her physical presence in our lives, may we also remember that she is still with us and alive and well in who she helped us to become. May we live up to what she knew we were capable of, singing and dancing, laughing and learning, loving and living to the fullest."



Part of Joen's continuing impact on Montessori education includes the Joen Bettmann Primary Training of Trainers Fund. The fund celebrates Joen's work by supporting Montessorians in their final year of becoming an AMI Primary Trainer. You can donate to the fund [here](#).

School News

Notes of interest from AMI schools around the country

Madison Community Montessori School

Wisconsin

Vicki McCarthy, longtime Head of School at Madison Community Montessori School in Middleton, WI, will be stepping away from her position effective June 30, 2020.

During her time at MCMS, McCarthy has led the school through a tremendous period of transition and growth. When she came on as the Head of School in 2009, the school was faced with the need to relocate due to proposed highway renovations near the school's previous home. Moving to its current location in 2012 afforded MCMS the opportunity to purchase its own land and build a school from the ground up. This decision rooted MCMS in its forever home in Middleton, and established a strong financial footing for the school's future.

At its current location, in the school's nearly 22,000 square foot, state-of-the-art Montessori facility, McCarthy has overseen the addition of programs and staff to meet the growing needs of Madison area families. She has seen enrollment increase two-fold, spanning from 111 to 203 students.

2020 marks 48 years in which MCMS has provided area children with a rich Montessori experience and an exceptional education for students aged 15 months to 14 years. This spring, the 18th class of MCMS 8th graders will graduate, heading off to high school with the skills to succeed on their next adventure of lifelong learning.

McCarthy has devoted much of her life to Montessori education. She received her training at the A to I, Primary and Elementary levels, and taught in Montessori classrooms until moving into an administrative role and eventually taking on the Head of School position at MCMS. Both of her children completed their Montessori education through 8th grade, and have recently received degrees from UW-Madison.

As Head of School at MCMS, McCarthy has been instrumental in not only providing quality education

to children and families, but also in helping her staff further their understanding of the Montessori Method – she truly exemplifies what it is to be a lifelong learner. Vicki's kindness, warmth, and generosity of spirit will be missed by so many at MCMS and in the wider Montessori community.



Vicki McCarthy (left) and Kathleen Franzen (right)

Joining MCMS as the new Head of School will be Kathleen Franzen. Kathleen was selected by the MCMS Board of Trustees and officially begins her new position on July 1st, 2020. She is currently the Executive Director of Badger State Science and Engineering Fair (BSSEF). From 2003-2008, Kathleen planned and co-founded Marshall Montessori International Baccalaureate High School in Milwaukee, which is now part of MacDowell Montessori School in Milwaukee. Kathleen and her family live in Middleton.

“The school is perfectly poised to invite the fresh ideas of its next leader, Kathleen Franzen, who will undoubtedly implement new ways of furthering our mission of respecting children and their natural joy of discovery,” said McCarthy. “I have been so grateful to be a part of this amazing school community. 🌱”

CALIFORNIA

Air Montessori

Have you ever wanted to start your own school/program but found it too daunting? Are you interested in serving a smaller group of children in a more intimate setting? We are an in-home Montessori program aiming to leverage technology to connect all families to high quality, affordable Montessori education. We provide guides with control, flexibility and ownership over your classrooms and lower barriers to excellent in-home programming. This is an opportunity to have a global impact through technology, partner intimately with parents to prepare all environments of the child, and design an innovative paradigm for education. Our model ensures that all guides and children can thrive in a post-pandemic world. You bring: extensive experience implementing the day-to-day activities of a Montessori classroom; leadership experience working with other guides or staff (ex. head of school); experience setting up a new program; transparency about your areas of improvement, eagerness to improve and receive feedback; excellent written and verbal communication skills; diligence/great work ethic; generosity of spirit - kindness, gratitude; excitement about a long-term partnership; AMI diploma; commitment to evidence-based practices. We provide: Flexible schedule (20-40 hours/week); Relocation support**; Professional development; Competitive salary (commensurate with experience); Complimentary refreshments. Location: a beautiful family home in a quiet, safe suburb near the LA Arboretum and some of the best hiking trails in the county; Pasadena (15-minute drive) - major cultural hub for entertainment and nightlife; Great, diverse food (5-minutes). **Relocation support: A car is recommended but not essential. A vehicle for school use is available. It may be leased for personal use. We could also assist in providing affordable housing during your transition. Start date: ASAP (remotely if necessary). If interested, please email daisytsao@gmail.com with a cover letter, resume and 2 references.

LePort Montessori

We are seeking experienced, mission-driven

Heads of School to lead Southern California LePort campuses in Orange County and Los Angeles (South Bay). The Head of School is responsible for creating a positive culture on campus for all staff and students, leading/mentoring teachers and administrators, building a strong parent-community, resolving difficult student issues, ensuring the school financial operations are profitable, and that academic programs at the campus consistently meet the high-standard we set at LePort! This position requires a positive leader who is committed to the Montessori philosophy, enjoys coaching teachers to continually grow and improve, and has the good judgment and infinite kindness required to work closely with parents. You must also have a flair for business, including the ability to effectively solve practical problems and proactively manage the operational side of running a school. Qualifications: Bachelor's degree and/or AMI Montessori diploma (any age group); 5+ years of leadership/management experience; Experience in school administration preferred; Excellent written and verbal communication skills; Tech savvy; Positive, problem-solving mentality; Ability to create a strong, positive culture on campus; Experience working in a Montessori environment; Dedication to creating and sustaining the highest-quality educational environment for each individual teacher, parent & child. Learn more & apply here: https://www.leportschools.com/careers/job-details/1947357/?gh_jid=1947357. We are always seeking passionate Montessorians! Please visit www.leport.com/careers/ for details open roles for: Lead Guide - Infant, Toddler and Primary (options in English, Spanish & Mandarin; Assistant Teacher - All levels (LePort offers AMI-Training sponsorship opportunities). Thank you for your consideration!

Mission Montessori

At Mission Montessori, our mission is to help each child become a passionate member of the human community who is confident, creative, and flourishing. We take our mission to heart with a supportive school culture and commitment to high quality Montessori. We are seeking an Infant and Toddler Program Director to work with

our Head of School, overseeing our year-round Montessori infant and toddler programs, providing leadership and teacher support, working with parents, and ensuring quality programming. Passionate educators have joined us from all over the world. We hope you're interested, too! Learn more and apply: www.missionmontessori.org/join-our-team.

Pacific Rim International School

AMI

Pacific Rim International School (PRINTS) is a unique, AMI-recognized, dual immersion Montessori school that offers two innovative tracks from the Nido to the Erdkinder: a Mandarin-English program and a Japanese-English program. Each environment has trained adults working together, each speaking and teaching in his/her mother tongue. At the heart of our programs is a shared passion for culture in all its variegated aspects and a commitment to meaningful education. We are seeking AMI-trained guides to work with children at the following levels: Nido, Infant Community, Primary, Elementary, Erdkinder and High School levels. As a key feature of our programs is full immersion in either Mandarin-English, or Japanese-English, the guides should be native speakers of either Mandarin, Japanese, or English. Our two campuses are located on both sides of the bustling San Francisco Bay: in the vibrant community of Emeryville in the East Bay and sunny San Mateo, south of San Francisco. Our emphasis on multiculturalism reflects the trademark cosmopolitan aspect of the larger San Francisco community. If you are excited by our immersion model and international emphasis, please tell us about yourself and send your resume to careers@printschool.org. Please visit our website at www.pacificriminternationalschool.org for more information.

Parkside Montessori

Parkside Montessori is looking for primary and lower and upper elementary teachers to join our growing public Montessori school! We're looking for educators who are passionate, driven, and inspired to make the Montessori experience accessible to all and who want to partner with us to help build our expanding program. Benefit from

personal and professional growth, and salary and benefits exceeding private schools. For more information visit: <http://parkside.smfcsd.net/contact/join-our-team.html>. To apply email: ParksideMontessoriHeadofSchool,NimaTahai@smfc.k12.ca.us.

The Concordia School

Since 1973, we have welcomed children ages 2-12 to a warm community in Concord, CA. We are a private, established school with staff and families who support and learn from each other. Many of our staff have been here 20+ years! We are seeking an Upper Elementary teacher; someone who is creative, communicates clearly and enjoys working with 9-12-year-olds with love, respect and humor. Ideally, we would like you to start this year, working with our retiring teacher for a smooth transition. Elementary training required. Please contact our Head of School at 2learn@concordiaschool.com.

Urban Montessori Charter School

Urban Montessori Charter School (UMCS) is looking for the following teachers for our Oakland-based Montessori public charter school: Primary trained teacher; Elementary trained teacher; Adolescent trained teacher (Humanities/Occupations). The ideal candidate has a passion for public education and has a personal mission to bring equity through Montessori in the public sector. Lead Teachers are responsible for leading the implementation of the instructional program and work in collaboration with the Support Teachers, Administration, SpEd team, and UMCS community to create a child-centered, powerful educational experience for Urban Montessori's children. To apply visit <https://app.hirenimble.com/jobs/urbanmontessori>.

COLORADO

Academia Ana Marie Sandoval De Lenguaje Dual Montessori (DPS)

Academia Ana Marie Sandoval de Lenguaje Dual Montessori is a Denver Public Schools magnet school providing the unique educational combination of a dual language learning environment (English and Spanish) provided

within an authentic Montessori framework. We are seeking for Montessori teaching positions at all levels; primary, lower elementary and upper elementary for the 2020-2021 school year. Please apply to the job postings at <https://www.dpsk12.org/> (search with ID number below) and send your resume and cover letter to school principal, Araceli_O'Clair@dpsk12.org. For lower elementary postings please use the link for upper el. Upper EI (JOB ID: 39852) Bilingual English/Spanish preferred but not required; Primary (JOB ID: 39851) Bilingual English/Spanish only; Primary (JOB ID: 39850) Bilingual English/Spanish only.

Fort Collins Montessori School

AMI

Fort Collins Montessori School, an AMI school, is seeking both an AMI Primary and an AMI Elementary guide for our expansion into our brand new, purpose-built facility in the 2020-2021 school year. FCMS serves children from 3 years to 12 years and was founded as a public charter school in 2014. We plan to continue to expand our program over the next 3 years, increasing classrooms each year. FCMS is located in southwestern Fort Collins near Colorado State University. Many outdoor activities are available to residents, including skiing and hiking in the Rocky Mountains located only minutes away. Our current Primary and Elementary guides and the Head of School are AMI certified. Our classrooms are well equipped environments, and our staff is committed to providing a true Montessori experience for children. Applicants will be required to obtain the appropriate certifications for Colorado, including elementary certification or the alternate for Elementary teachers. Most teachers have opted to take a test that qualifies them for this certification. Please send your resume, letter of interest, and the date and number of your AMI diploma to apply for this position. Paul Vincent, Head of School, Fort Collins Montessori School, 1900 South Taft Hill Road, Fort Collins, Colorado 80526. pvincent@focomontessori.org.

Guidepost Montessori

Guidepost Montessori is a community of educators who are driven by a deep desire to

bring about widespread change in education today. We believe that the traditional method of education used in most schools is antiquated, outdated, and broken. To meet the needs of today's students and to bring about true progress in the world around us, we need an education model that fosters independence and develops competent, capable, action-oriented thinkers and change agents. To that end, we are committed to dramatically increasing the amount of high-fidelity, authentic Montessori programs, not only in the US, but around the globe! We are very proud of our Guidepost Montessori communities across America and we're looking for experienced Montessorians to lead our schools, serving children ages 6 weeks to 15 years old. We are opening new schools in Denver, Portland, Chicago, Washington D.C., and many more! Find out more about our current and upcoming leadership positions at: <https://guidepostmontessori.com/careers>.

CONNECTICUT

Annie Fisher Montessori Magnet School

AMI

Take this opportunity to join our growing Montessori community dedicated to social reform in making Montessori education accessible to more children. Annie Fisher Montessori seeks AMI Primary and Elementary guides dedicated to authentic Montessori practice in a public school setting. Annie Fisher Montessori was awarded "recognition" by AMI/USA, an acknowledgment of the highest quality program implementation. Magnet Schools of American named Annie Fisher Montessori a National Magnet School of Excellence in 2020. The school has well-equipped classrooms, AMI trained leadership, a supportive community, and proximity to an AMI Training Center. Hartford Public Schools offers an excellent salary and benefit package. Requirements: Eligibility for Connecticut teacher certification from the Connecticut State Department of Education; Bachelor's degree and AMI diploma with a minimum of 3 years of successful classroom experience. Please visit us at www.hartfordschools.org/anniefishermontessori. Submit cover letter and resume via email

or fax: Attn: Vivian Novo-MacDonald, Principal of Annie Fisher Montessori Magnet School. Email: novov001@hartfordschools.org. Phone: 860-695-3561. Fax: 860-722-8089.

Norwalk Public Schools

Norwalk Public Schools is seeking to hire a certified AMI Primary Teacher. Applications will only be accepted online. [Please apply on our website](#). Position Type: AMI Primary Teacher. Date Posted: 1/17/2020. Location: Brookside Elementary School. Date Available: Immediately. Closing Date: 02/17/2020-until filled. Position Summary: Instruct students in the specific area of specialty; help students learn subject matter and skills that will broaden their learning experiences and contribute to their development in order to meet high expectations; communicate with parents; create a classroom environment that is conducive to learning; participate in professional learning.

DISTRICT OF COLUMBIA

Guidepost Montessori

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FLORIDA

Little Flower Montessori School
AMI

Little Flower Montessori School in sunny Fort Lauderdale is looking for fellow Montessorians to join our excellent team. Little Flower serves children from two to twelve years of age and has a current enrollment of 71 students. Little Flower provides a warm, friendly and supportive work environment. Opportunities for professional development are offered to all staff members on a regular basis as part of a larger benefits package. We are currently seeking for a start date of August 2020: AMI Primary Guide and AMI Elementary Guide. Applicants should have a true love of learning, a positive outlook and excellent organizational skills. Candidates should also be able to communicate effectively and positively with both parents and colleagues. We hope you will consider joining our Little Flower Montessori School community. If you are interested in learning more about our school please go to our website: www.littleflowermontessori.org. Interested applicants should contact Kathleen Miller Dzura, Head of School by sending a resume with cover letter to LFMS@littleflowermontessori.org.

GEORGIA

Carlisle Montessori School
AMI

Charming Cottage AMI school in the city of Atlanta accepting resumes for future positions in 2020. We are looking for passionate Montessori Guides to join our community as we grow! If you are looking for an Authentic experience with limited evening and weekend school commitments give me a call. Look forward to speaking with you. Gina, 404-717-4765, Ginaward@carlislemontessori.com.

ILLINOIS

Guidepost Montessori

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bring about widespread change in education today. We believe that the traditional method of education used in most schools is antiquated, outdated, and broken. To meet the needs of today's students and to bring about true progress in the world around us, we need an education model that fosters independence and develops competent, capable, action-oriented thinkers and change agents. To that end, we are committed to dramatically increasing the amount of high-fidelity, authentic Montessori programs, not only in the US, but around the globe! We are very proud of our Guidepost Montessori communities in the Chicago, Northern Virginia, and across America and we're looking for an experienced Montessorians to lead our schools, serving children ages 6 weeks to 15 years old. Find out more about our current and upcoming leadership positions at: <https://guidepostmontessori.com/careers>.

Guidepost Montessori

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Guidepost Montessori (Across the U.S.)

Guidepost Montessori is hiring at all levels (Nido, Toddler, Children's House, and Elementary) for

our schools across the US! If you are looking to work with passionate Montessori educators, grow your career, and make a difference in the lives of children and families, then we want to connect with you! In our schools, you'll create and lead a model classroom. Through your efforts, parents will see what's possible for their child when authentic, high-quality Montessori is alive and well in the prepared environment. You will be provided with a full set of high-quality materials from leading manufacturers, along with a classroom budget to make your classroom unique. To learn more about our mission, go to <https://guidepostmontessori.com/>. To apply, visit our careers page at <https://guidepostmontessori.com/careers#careers-list>.

Seton Academy

Catholic Montessori School Seeks Guide and an Intern. Seton Academy, in Villa Park, Illinois, seeks a Directress for a 6-12 elementary class beginning August, 2020. Located in a quiet neighborhood, Seton Academy boasts large, airy classrooms, dedicated parents and a pleasant work atmosphere. Montessori certificate required, or a willingness to be sponsored for training. Please contact Mary C. Thornton at 630.279.4101 or at setonacademy@sbcglobal.net. setonmontessori.com.

MASSACHUSETTS

The Wayland Montessori School

AMI

The Wayland Montessori seeks an fun, loving, nice, professional AMI Primary trained guide who would also serve as an administrator. Located 17 miles west of Boston, our beautiful, fully recognized at the primary level AMI school has been serving children ages 3-6 since 1974. A peaceful environment, excellent salary, enthusiastic parents, amazing children, and supportive AMI trained staff and administration make for a magnificent place to work. Candidate must have a bachelors degree and teaching experience. Contact: Aman Purewal at aman.waylandmontessori@gmail.com.

MINNESOTA

Children’s Workshop Montessori

AMI

Children’s Workshop Montessori is seeking a Lead Toddler Guide. This is a full-position and lead one of our two Toddler Communities, starting August 17, 2020. Children’s Workshop is a non-profit AMI Montessori school located in the West Metro area of Minneapolis, Minnesota. We are a warm and welcoming community of experienced professionals and supportive individuals. Since 1987 the aim of CW has been to develop within the child a global vision, a life-long love of learning and a sense of responsibility toward humanity. All aspects of the Montessori experience come together to foster the development of integrated, committed, respectful, loving, and caring human beings. We serve a diverse community of families with children ages 8 weeks through 6 years old. To apply please send a resume and cover letter to Chelsea Junge, Head of School, at chelsea@cwmontessori.org.

NEVADA

Mountain View Montessori School

AMI

Mountain View Montessori School is seeking an AMI certified lower elementary teacher interested in working in a collaborative environment with a cohesive team of dedicated AMI Montessori faculty and staff members. Founded in 1970, Mountain View Montessori School, located in Reno, Nevada, is a well-respected educational community. We have toddler, primary, elementary and adolescent programs for a total enrollment of 240 students. Our beautiful classrooms are well established and fully equipped. Our outdoor environment includes gardens, animals and a local creek with numerous opportunities for environmental and nature studies. We also host a comprehensive parent education program. We offer a competitive salary, insurance benefits and retirement program. We have a progressive administration team who continuously support faculty and staff personal and professional development. Reno is located at the foothills of the Sierra Nevada Mountains, thirty minutes

from Lake Tahoe, a year round recreational environment for almost any outdoor sport. The University of Nevada Reno is our local institution for undergraduate and post graduate studies. Northern Nevada is a beautiful area experiencing positive growth and offering an abundance of opportunities. We are a 3-4 hour drive from San Francisco and the California Bay Area. Applicants must present legal documentation demonstrating their right to work in the United States. For more information about our school, please visit mvmreno.com. Please send resumes and inquiries to: Mary Levy, Head of School, Mountain View Montessori School, 565 Zolezzi Lane, Reno, Nevada 89511, mary@mvmreno.com.

NEW YORK

Paché Montessori

Paché Montessori Cobble Hill is seeking Lead Guides for the 2020/21 school year. Our beautifully prepared school is located in a quaint, family-oriented neighborhood in South Brooklyn. With over 100 students, we offer programs for children 3 months to 6 years old in English and full Spanish immersion. Our fully equipped classrooms and frequent professional development opportunities give guides the foundation needed to excel in delivering a high-quality Montessori experience for students. Paché Montessori offers health benefits including vision and dental, competitive salary, ample time off, sponsored professional development opportunities, Montessori conference attendance and a supportive and understanding administration. Contact: hr@pachemontessori.com.

OHIO

Ruffing Montessori School

Ruffing Montessori School in Rocky River, Ohio is seeking a trained AMI teacher for an Upper Elementary (grades 4-5) classroom for an immediate opening and/or for the 2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits

package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Interested candidates should forward their resume and cover letter to: Lori Coticchia, lcoticchia@ruffingmontessori.org (preferred), 1285 Orchard Park Drive, Rocky River, OH 44116. Ruffing Montessori School is an equal opportunity employer committed to employing individuals without regard to race, color, religion, sex, veteran status, age, disability or national origin.

Ruffing Montessori School

Ruffing Montessori School in Rocky River, Ohio is seeking a trained Primary AMI teacher for the 2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Interested candidates should forward their resume and cover letter to: Lori Coticchia, lcoticchia@ruffingmontessori.org (preferred), 1285 Orchard Park Drive, Rocky River, OH 44116. Ruffing Montessori School is an equal opportunity employer committed to employing individuals without regard to race, color, religion, sex, veteran status, age, disability or national origin.

Ruffing Montessori School

Ruffing Montessori School in Rocky River, Ohio is seeking a trained AMI teacher for a Lower Elementary (grades 1-3) classroom for the

2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Interested candidates should forward their resume and cover letter to: Lori Coticchia, lcoticchia@ruffingmontessori.org (preferred), 1285 Orchard Park Drive, Rocky River, OH 44116. Ruffing Montessori School is an equal opportunity employer committed to employing individuals without regard to race, color, religion, sex, veteran status, age, disability or national origin.

Ruffing Montessori School

Ruffing Montessori School, established in 1959, is a 300 student elementary school located in Rocky River, Ohio, a suburb of Cleveland. We are seeking an exceptional candidate to serve as our head of school beginning with the 2020-2021 school year. Ruffing has a very strong parent community, a parent-run Board of Directors and a dedicated and professional group of administrators, classroom assistants and AMI credentialed Lead Guides. We are seeking a compassionate leader with strong management and communication skills who shares our mission and values, our love for Montessori education, and who is committed to maintaining and nurturing our dedicated community. Interested candidates should forward their resume and cover letter to: Lori Coticchia, lcoticchia@ruffingmontessori.org. Ruffing Montessori School is an equal opportunity employer committed to employing individuals without regard to race, color, religion, sex, veteran status, age, disability or national origin.

OREGON

Guidepost Montessori

Guidepost Montessori is a community of educators who are driven by a deep desire to bring about widespread change in education today. We believe that the traditional method of education used in most schools is antiquated, outdated, and broken. To meet the needs of today's students and to bring about true progress in the world around us, we need an education model that fosters independence and develops competent, capable, action-oriented thinkers and change agents. To that end, we are committed to dramatically increasing the amount of high-fidelity, authentic Montessori programs, not only in the US, but around the globe! We are very proud of our Guidepost Montessori communities across America and we're looking for experienced Montessorians to lead our schools, serving children ages 6 weeks to 15 years old. We are opening new schools in Denver, Portland, Chicago, Washington D.C., and many more! Find out more about our current and upcoming leadership positions at: <https://guidepostmontessori.com/careers>.

PENNSYLVANIA

Valley Forge Kinder House Montessori School
AMI

Valley Forge Kinder House (VFKH) Montessori School is a vibrant, welcoming community established in 1977. Our Toddler, Primary and Elementary classes are guided by experienced AMI teachers dedicated to authentic Montessori pedagogy. We are looking for a warm, committed AMI trained Guide to join our community. Experience in a classroom is preferred. Salary is negotiable based upon experience. The position begins in mid-August 2020. This campus is on 5 acres in a church just west of Valley Forge National Park where we have been for over 30 years. It is in Phoenixville, Pa., a charming Victorian-era town just west of Philadelphia. Interested candidates must be AMI primary trained and possess a Bachelor's degree. At this time, we cannot sponsor an overseas applicant. We look forward to hearing from you! Susan Kelly, susankelly@

vfkh.org, 610-935-0411, www.vfkh.org.

TENNESSEE

Montessori East

We have an opening for next school year (2020-2021) for a Montessori trained Elementary Lead Guide and assistant. Characteristics we love: flexibility, joyful positive attitude, team player, deep love for this work, excited to guide young families. Primary level classroom (ages 6-12) with the hours of 7:30-3:30pm daily. Tuition incentives for staff children. Salaried position. Serious inquiries only with a commitment to work the entire school year and beyond. Experience with young children a must. A cover letter, resume, and 3 references will be required. Qualifications: Experience working as a teacher; Ability to remain patient and positive with students; Exceptional written and verbal communication skills; Relevant certification or diploma. We are looking forward to hearing from you! Contact: brooks@monteastnash.com.

TEXAS

Cedar Park Montessori and Sapientia Montessori School

AMI

Cedar Park Montessori and Sapientia (Wisdom) Montessori schools, an expanding family of AMI-Recognized schools in Austin-Texas, invite Primary and Elementary guides to apply for new opportunities. First established in 1987 in North Austin, our family of schools nurtures children from Toddler to Elementary (18 months to 13 years), holding the highest standards and Montessori levels of recognition. Our teachers and staff members all share an immense respect and care for children and our community, and unparalleled passion to blossom their unique talents and interests. We hope you'll apply to join our team! We offer top compensation, benefits and environments; professional development opportunities; relocation assistance; AMI-accredited Directors, and a highly supportive community. To join our team and share in our vision, please submit resume with references

to director@sapientiamontessori.com. You may also visit us at: www.sapientiamontessori.com and www.cedarparkmontessori.com.

Pflugerville Montessori School

AMI

Pflugerville Montessori school (an AMI recognized school) has an immediate AMI Primary Lead Guide opening. Applicant should have a minimum of 1 year experience as a Lead, passion for AMI Pedagogy, must be dependable, punctual, have love & passion for working with children. The Primary Lead position is responsible for a group of 20 - 25 students, working with a classroom Assistant. Salary commensurate with experience. Benefits include medical, PTO and Sick Leave, Paid school closures, Paid Holidays, Paid Professional Development, Tuition Discounts for child/ren. The school has a supportive staff, parent body and excellent working conditions. Contact Devani Sarathkumara at director@pflugervillemontessori.com.

VIRGINIA

Guidepost Montessori

Guidepost Montessori is a community of educators who are driven by a deep desire to bring about widespread change in education today. We believe that the traditional method of education used in most schools is antiquated, outdated, and broken. To meet the needs of today's students and to bring about true progress in the world around us, we need an education model that fosters independence and develops competent, capable, action-oriented thinkers and change agents. To that end, we are committed to dramatically increasing the amount of high-fidelity, authentic Montessori programs, not only in the US, but around the globe! We are very proud of our Guidepost Montessori communities in the Chicago, Northern Virginia, and across America and we're looking for an experienced Montessorians to lead our schools, serving children ages 6 weeks to 15 years old. Find out more about our current and upcoming leadership positions at: <https://guidepostmontessori.com/careers>.

The Montessori School of Alexandria, Inc.

The Montessori School of Alexandria, Inc is looking for a lower elementary teacher. The school is well established and has several benefits. The school is entering its 50th year. We are extremely diversified. Experience is preferred but not necessary. Salary is commensurate with experience. Please email or call. Contact: Corinne Salahi at csalahi@gmail.com or 703-960-3498.

WASHINGTON

Three Tree Montessori School

AMI

Three Tree Montessori School is a growing, nonprofit, AMI recognized school serving a diverse community of 200 children ages 1 through 12. We are seeking an Elementary Guide for the 2020-2021 school year. We are located 15 minutes south of Downtown Seattle in the scenic Pacific Northwest in the town of Burien. Our school offers fully equipped learning environments with extensions to the outdoors at all levels. We offer competitive salary and benefits including medical, dental and vision as well as retirement plans. We also support continuing education. We would love to hear from you if you are committed to the highest AMI Montessori standards; possess a kind heart, a sense of humor, great communication skills, and the desire to work toward the greater goal of supporting life-long learning. Interested candidates should send a cover letter and resume to dominic.kehoe@threetree.org.

WISCONSIN

MorningStar Montessori

AMI

Unique Summer+ position open for Primary Guide - beginning in June 2020, at our growing, innovative, year-round, AMI Montessori school in charming, historic Cedarburg, Wisconsin. MorningStar Montessori is a successful state-licensed Montessori school of 50 children, including AMI recognized Nido and Infant Community environments, and is housed in a set-back industrial style building, infused with glass walls and natural light. Organic and locally-

sourced lunches are created and served daily to children and staff. The right applicant will be cheerful and passionate about collaborating with young children, will work well with a team, and demonstrate solid leadership, communication, and problem-solving skills. In addition, the applicant will possess an AMI diploma, an undergraduate degree, and at least three years experience. Job description entails a 4-day, 10 hour a day work week - including daily time for record-keeping, observations, and planning. Additional benefits include daily lunches, PTO - vacation, holidays, personal and sick days, parental leave, and 401K. Salary will be commensurate with experience. For more information, please visit our website: www.morningstarmontessori.org. To apply, please send your resume' to vera@morningstarmontessori.org.

WYOMING

Montessori School of Casper

AMI

Montessori School of Casper provides value centered education based on the principles and philosophies of Dr. Maria Montessori which fosters love for learning and prepares children to be productive students and citizens. "Following the child's natural development, based upon the individual needs of each child as well as a balance between freedom and responsibility, we will nurture a respect for self, others, and the world while fostering self-motivation, independence, and a universal awareness." Dr. Maria Montessori. Position: School Administrator. We are seeking a like-minded individual to lead our school into the future. Working directly with the Board of Directors, students, families, teachers and support staff. The following personal qualities are must for this opportunity: Excellent written and verbal skills, Compassionate, Collaborative Leadership by example, Personable with staff, families and community, Exceptional ability to resolve conflicts. The following would make you an ideal candidate: Background in AMI Montessori Education, Fundraising and Capital Campaign Experience, Grant Writing Experience. Minimum Education Requirements: Accredited

BA or AMI Diploma. To apply for this position please email personalized cover letter and resume to info@montessoriofcasper.com with "Montessori School of Casper Administrator" in the subject line.



INTERNATIONAL

CHINA

The International Montessori School of Beijing

The International Montessori School of Beijing is an internationally recognized school, which has already operated more than 30 years in Beijing China, we are seeking professional/experienced Montessori lead teacher for Elementary & Toddler who are able to start from Aug. 2020: 1, Montessori certified. 2, bachelor's degree. 3, at least 2 years relevant working experience. 4, English native speaker. Salary is commensurate with experience. Benefits package includes a monthly housing allowance, annual air ticket allowance. Worldwide Medical Health Insurance is included. School will sponsor a "Z" visa for successful candidates. All international and local holidays with pay. Contact: Daphne Deng at daphnedeng@msb.edu.cn.

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Maria Montessori



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Portland Academic Year Course: September 14, 2020 - June 4, 2021

Bay Area Academic Year Course: September 9, 2020 - May 29, 2021

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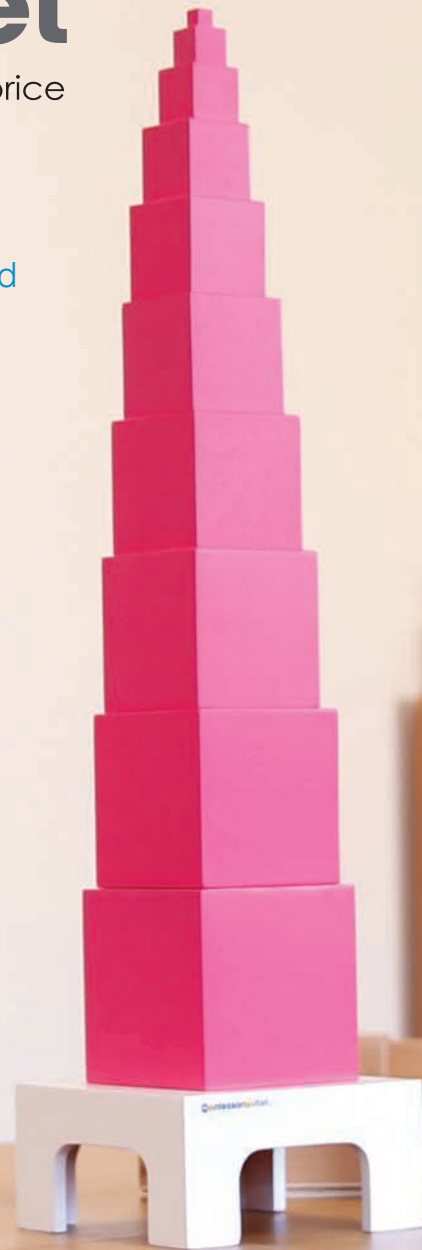
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