

# Montessori Innovations

March 2023

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does it *really* work?**

The power of hands-on learning

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Montessori and entrepreneurship

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# CAN ONLINE MONTESSORI TRAINING REALLY WORK?

*Can online training lead to deep reflection and transformation?*



by Kitty Bravo,  
co-founder, CGMS

It is hard to believe that the first CGMS online cohort began 15 years ago in March 2008! A lot has changed in these 15 years, especially in the world of online education. One could certainly say we were trailblazers and perhaps some would say we were radicals. There were a lot of skeptics, with many saying online education could never be effective for Montessori. After all, Montessori is hands-on. You can't do hands-on over the internet, right? Wrong! Even in those early years our learners could watch lesson videos in their own classrooms, upload a video of their practice, and get feedback from instructors and fellow learners within days if not hours. It wasn't easy because you had to actually have a video camera, and uploading was such a challenge. Now filming with one's phone is commonplace, and uploading is instant. We can even hold group practice sessions in video conference calls.

My concerns as we started this online Montessori teacher prep journey was different from that of most others. The unknown for me was whether we would be able to build a strong bonded learning community with such brief in-person contact. I questioned whether we would be able to provide the experiences that would lead to the deep reflection and transformation which is at the heart of Montessori teacher preparation. My concerns were put to rest within just a few weeks of leading the first cohort when one of my adult learners said, "This is already changing the way I work with



**"This is already changing the way I work with children." What more can a teacher educator ask for?**

children." What more can a teacher educator ask for?

CGMS blended learning teacher education programs have been carefully crafted to provide in-depth Montessori content and learning experiences that build the knowledge and skills to prepare our learners to lead classrooms and schools. We are preparing a new generation of Montessorians, offering every level of Montessori teacher education; Infant-Toddler, Early Childhood, Elementary, Secondary, and also Montessori School



Photo from the CGMS School Leadership residential session in Summer 2022.

Leadership. Each course is lead by highly qualified and experienced Montessori educators who share their passion and wisdom to guide our learners.

Our course structure is highly interactive. We meet each week with fellow learners and instructors in live class via video conferencing. One could describe it as a flipped classroom approach where learners work independently through the week watching video lessons and lectures, reading, and working on assignments. Then, they gather in the live class to dive deeper into the topics and share their experiences. All learners get real life experience for at least 9 months during the practicum phase, but most are in classrooms throughout the entire course. This empowers learners to build their knowledge at a comfortable pace as the online coursework unfolds weekly and as they put it in practice right away in their practicum classrooms. They also have the opportunity to reflect on their practice and learn from their cohort and instructors through both weekly online discussion forums and the live class. This makes for engaging and meaningful learning experiences that fit with how adults learn best and translates into better classroom practices.

The online coursework is further punctuated by participating in an onsite residential session at one of our host schools. While the residential session is a requirement for all learners seeking an IMC full credential, it is also considered a highlight of our program. Our unique approach to the residential session is designed to provide learners a "Montessori experience!" The 10–15–day sessions (depending on the level of teaching credential) are packed with opportunities to explore and learn in beautiful Montessori environments. Daily work cycle simulations provide learning adventures that give a glimpse of Montessori through the eyes of the children our learners will serve. These sessions are designed to provide an introduction to the curriculum which will be studied further in the online coursework. There is a focus on key essential lessons with plenty of time for our learners to practice. There is also a strong emphasis on classroom leadership topics to help prepare for the practicum phase which typically begins shortly after the residential session. There are opportunities for discussions, role plays, and planning for the first weeks of school. It is a rich focused experience where lifelong friendships are made and where one gains confidence as a Montessori guide.



Helping our adult learners become capable and confident Montessori guides is a high priority for us. At CGMS, we take the guided part of our name very seriously. Our faculty and staff are available and responsive to our learners' needs. We are committed to preparing them to carry on Dr. Montessori's legacy because our world needs more Montessori graduates. Together we can make a difference.

*Kitty Bravo has been a Montessori Educator for over 30 years, with experience as a teacher, administrator, board member, teacher educator, and consultant. In addition to founding the New Gate School in Sarasota, Florida, she has presented at several AMS and IMC conferences and has traveled as far as India to work with Montessori Schools. She is a co-founder of the Center for Guided Montessori Studies.*



Tulsa, Oklahoma



Wesley Chapel, Florida



Salt Lake City, Utah



Lakeland, Florida



Salt Lake City, Utah



# Montessori education is about empowering students to take charge of their own learning.

Are you a teacher or educational professional looking to expand your knowledge and skills in the Montessori teaching method?

At the Center for Guided Montessori Studies, our Montessori training organization offers a comprehensive program that will equip you with the tools and techniques needed to effectively implement the Montessori approach in your classroom.



**MACTE**

Montessori Accreditation  
Council for Teacher  
Education

## Accreditation

All of our blended learning teacher credential programs are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). MACTE is recognized by the US Department of Education as an accrediting agency of Montessori Teacher Education programs and many schools require their teachers to hold a credential from a MACTE accredited program.

Teacher graduates of our MACTE-accredited programs are eligible to lead classrooms in accredited IMC and AMS schools.





## FOUR REASONS TO CHOOSE CGMS...

1

One of our guiding intentions is to always meet or exceed all standards for Montessori training.

2

You'll be a part of a lasting community.

3

You'll be supported by an Instructional Guide who will work with you individually and as a group.

4

You'll get practical experience in the required 9-month internship.







## Choosing a low-residency program?

## Choose the experts.

CGMS is the largest accredited and most respected Montessori teacher credential program that's been leading the charge in blended learning for the past 17 years.

Founded in 2006, the CGMS mission has always been to make Montessori teacher education more effective and more accessible with the use of their cutting-edge distance learning technologies.

## Professional Development

All CGMS Professional Development courses are designed as an introduction to Montessori for those new to Montessori or as enrichment and continuing education for Montessori teachers.

Courses include: Montessori Beginnings (Infant-Toddler, 10-week course), Montessori Fundamentals (Early Childhood, 10-week course), Montessori Fundamentals (Elementary, 10 week course), Special Needs (5-week course).

## Early Childhood Assistant Certification

By successfully completing this 12-week course, you will earn an IMC Early Childhood Assistant Teacher Credential for supporting teachers and children in a 3–6 years old classroom.



# Credential Programs

## Infant-Toddler (0-3)

The child is the curriculum. You will work on establishing a comprehensive understanding of the young child so you can be an aid to their development.

## Early Childhood (3-6)

Build a foundation in developmental theories and current understandings of child development. You'll dive deep into the pedagogy and philosophy of the Montessori approach.

## Elementary (6-9, 9-12, 6-12)

Discover the philosophical foundation, which is at the core of the Montessori educational approach. Learn to bring the elementary curriculum to life with storytelling and creative lessons, designed to spark the imagination of the child in this second plane of development.

## Secondary (12-18)

Engage with a survey of various theoretical and practical perspectives on the adolescent journey in the context of human development.

## School Leadership

Elevate your leadership skills and lead a world class Montessori school. This program is for both new and experienced school heads and administrators.



## Practical Experience

A program that does not require an internship may be easier, and it may do a fine job with teaching theory, but without an internship very few Montessorians – or teachers of any stripe – would consider someone prepared for the classroom.

All CGMS credential courses require a 9-month practicum/internship in a Montessori classroom. The online coursework continues through the internship phase connecting course content to the daily life of the classroom.

This provides the essential concrete experience that prepares learners to lead classrooms and make a difference in the lives of children and families.

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**THE CENTER FOR GUIDED  
MONTESSORI STUDIES**



# The Power of Hands-on Learning

by Mary Ellen Maunz

*This article was previously featured in Tomorrow's Child magazine*

***“What the hand does, the mind remembers.”***

***– Dr. Maria Montessori***

If a child is able to use their hands to discover, their discoveries become more meaningful to them. The concepts they learn are much more rooted than any rote memorization could be, because in using their hands, they experience their learning. They are an active participant.

## **Active Education**

If you picture a traditional classroom, you would likely see a teacher standing at the front of the room near a black- or whiteboard, speaking to children who are lined up in desks, memorizing facts, or attentively looking at and listening to their instructor.

In recent years, concepts such as “table groups” and “flexible seating,” where children can sit in small groups, or choose where they sit, have allowed for some redesign throughout the classroom.

In addition to the arrangement of the environment itself, many teachers and administrators have also looked to hands-on

or non-traditional classroom experiences like “project-based learning,” “design thinking,” “the maker movement,” and “the flipped classroom,” for ways to engage children in their learning.

These shifts in education are a reminder that schooling isn’t one-size-fits-all. Individual needs can be addressed when we take the time to step back, assess what we are doing, and make the decision to move forward with purpose. Need some guidance for change? Read on!

## **Making Changes**

If you are unsure where to start, let me give you one powerful idea.

Start with the child’s hands. Sure. Easy. The child’s hands. What? Let me explain.

If you can make a change in learning, begin with just one simple step. Try this: begin by watching hands. Hands are smart. Really smart. Just like our heads. Often, however, this seems to be forgotten.



If you ever have the opportunity to observe someone learning a new skill, I would challenge you to watch their hands. It is through touching and manipulating that information is taken in through the hands and delivered to the brain.

### ***Use Your Hands!***

Adults seem to think that it is okay for younger children to work with their hands when they are learning. Think about it: sandboxes, water tables, Play-doh™! But somewhere along the way, these manipulatives got a bad rap for being “childish.” Why?

If you’ve ever seen someone participate in an activity they love, you’ve very likely seen them using their hands! You’ve likely witnessed someone building with tools, fixing up a vehicle, or playing an instrument. How about someone turning the page of a book, digging in the dirt while gardening, or making food?

Why should learning math, science, history, or languages be any different? Utilize an abacus for addition, measure velocity when launching a marshmallow with a spoon, tea-dye a map, or handle pairs of objects that rhyme. Whether formal or informal education, using your hands helps all of us learn!

### ***In the Montessori Classroom***

Dr. Maria Montessori was a scientist who spent time observing children. In doing so, she realized that children wanted real-world, hands-on application for learning. Not only did they want it, but they also experienced joy in using their hands.

Through experimentation and careful calculation, Montessori developed materials for children to use. These lessons intentionally foster self-discovery and serve learning goals. Over one hundred years later, the observations she made then still hold true. Regardless of subject matter, children enjoy, and benefit from, using their hands to learn.

In a Montessori classroom you will see hands-on learning EVERYWHERE! A child washing a table is learning care of their environment, while also preparing their hand muscles for similar movements in writing. Placing cubes on top of

one another for the Pink Tower allows children to learn precision of movement, while also allowing their body to experience, physically, the difference in 1 cubic centimeter ten times over! Not only this, but it is also teaching the basics of the mathematics base ten system. Rarely is a lesson in a Montessori classroom taught for one purpose only, and usually, with time, the hands-on learning leads to multiple objectives.

### ***A Personalized Journey***

Learning is not a race with a finish line. It’s a constant stroll through a variety of experiences that all necessitate different paths and use different materials.

Whether Montessori is your muse, you want to improve learning for your students, or you just personally like to get your hands dirty, don’t wait! The world is waiting for you. Explore! Dig in!



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# THE MONTESSORI LIBRARY



## Comprehensive Resources

The Montessori Library is a set of resources that you can subscribe to for a month at a time. These resources will help you in the classroom or in the home, if you are interested in being a better Montessori parent or teacher, or if you are just curious to learn more about Montessori.

Almost everyone will find something useful in the Montessori Library. Staff, classroom assistants, teachers, administrators and parents will appreciate the wide range of resources, ranging from an introduction to Montessori to advanced theory on how to teach geometry to elementary aged students.



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**The Montessori Library**



# A NEW APPROACH



## What does Montessori secondary look like online? We take a look at Bridgemont School.

This online Montessori middle and high school lets students learn in real-time from the comfort of their own homes.

One of the interesting trends we've been seeing is the growth of online Montessori schools. Many families around the world would love to keep their children in Montessori for their secondary experience, but find themselves without any local options. We decided to look at one of the more exciting schools out there, Bridgemont International School. While it has no campus, we found it does have a community.

Our investigation found a unique approach to Montessori education that translates a meaningful secondary experience into the online realm. Bridgemont looks at each student

as a whole human being, focusing on their intellectual, social, and emotional needs as they transition through adolescence to adulthood.

With live classes throughout the day, Bridgemont offers students rigorous coursework in a variety of academic subjects, experiential learning and in-the-field experiences; a range of seminars and collaborative learning projects; training in organization and personal responsibility. It offers a rich entrepreneurship and innovation curriculum, and even provides a structured physical education experience. On the next few pages we look at how Bridgemont works.

# Designing *for* Neuroscience

We sat down with Danielle Parker, the head of Bridgemont's adolescent program. Ms. Parker, who also serves as the Science and Math guide, helped to design the school's program. When we asked her how Bridgemont was different, she had a surprising answer.

## **How is Bridgemont different?**

Neuroscience! Our brains have two modes of thinking: focused mode and diffuse mode. It takes both modes to successfully learn. If we focus too much, we will feel burnt out and no learning occurs. If we relax and daydream too much, then we don't pay attention and no learning occurs. Ideally, we want to focus for a short amount of time (20 minutes or so) and then relax the brain into diffuse mode. Switching from one to the other leads to ideal conditions under which long-term learning can occur.

## **How has this science informed your design for Bridgemont?**

At Bridgemont, we take neuroscience into account when creating our schedule. We have several 10 minute breaks throughout the day. This gives everyone time to step away from the computer and engage in diffuse mode. Our teachers know that about 20 minutes is the extent of our ability to focus and that is for how long they will teach. The rest of the time is spent in individual or group work, during which students are able to switch modes as needed. We also understand the importance of the social community to learning success with this age group.



## **How do you create a sense of community and connection in a virtual classroom?**

I deeply believe that building connection is synonymous with building trust. The components of trust are the same, whether you are in a brick-and-mortar classroom or online. I work hard to build trust by demonstrating reliability, honesty, and generosity. I foster an authentic environment of non judgment where every person is welcomed. Once we feel accepted to be exactly who we are, we suddenly realize that we are part of a community. Building connection and community is not a task on my to-do list. It is simply who I am – and who Bridgemont is – that naturally forms relationships.

## **What is your favorite part about teaching at Bridgemont School?**

In my experience, a teacher is only as effective as the community surrounding her/him. At Bridgemont, I have found a group of kind and hard-working educators who are nonjudgmental, open to



## School Partners

"Many Montessori schools struggle to staff adolescent programs. Or maybe they have wonderful staff, but are lacking specialized skills to teach certain subjects. Bridgemont partners with schools all over the world to help them fill in the gaps. Some dual enroll their students in both Bridgemont and their own schools. Others license the Bridgemont curriculum and resources. Still others only want help with a particular area. As an online program, Bridgemont is not seeking to replace traditional schools, but to strengthen them!"

– Dr. Robin Howe, founder and head  
Bridgemont International School

## Creating

## Connections

Who says an online school has to lack connection and friendships??? Not Bridgemont! We spoke with some of their students. On the contrary, they told us that they make stronger connections with peers and teachers than they ever did at a brick and mortar school.

For example, on movie nights Students and staff enjoy a movie together and then hang out afterwards. Making lasting friendships with students from a variety of locations around the world? Yes, please!

**We found Bridgmont and couldn't be happier! The teachers are amazing... the students have a community where they work together and have built amazing friendships. We love the inclusive and warm environment!**

-- Bridgette and Kury Kruitbosch

discussion, willing to adapt and try new ideas, and who care deeply about Montessori principles. For me, this is everything. The energy from this open and caring environment moves forward from me into my classroom where I connect with, care for, and guide my students.

### **How has your time at Bridgemont School shaped your viewpoint of Montessori?**

At the heart of Montessori education is the idea that we are constantly observing and adapting to what is happening in the classroom. Due to the new landscape of online education, this has never been more true for me! Instead of using methods that have already been tested and adapted in classrooms, we are starting from the beginning. The Bridgemont staff is constantly answering the query, "How do we accomplish this?" Then we experiment, collect data, and determine the next step. We are educational scientists, traveling down the same road that Dr. Maria Montessori once did.

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**BRIDGEMONT**  
INTERNATIONAL SCHOOL



# Adult well-being through Montessori education

by Cheryl Allen

*This article was previously featured in an issue of Tomorrow's Child.*

When many of us enroll our children in a Montessori school, we are asked to share our goals for our child's future. Many read something like this, "I want my child to be a happy, self-supporting, life-long learner." Although the word may not often be used in writing these goals, what is really being hoped for is well-being. According to Dictionary.com, well-being is, "A good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity."

A recent study, "An Association Between Montessori Education in Childhood and Adult Well-Being", concludes that at least two years of good quality Montessori education increases adult well-being (Lillard AS, Meyer MJ, Vasc D, and Fukuda E, 2021).

The authors focused on four factors: general well-being, engagement, social trust, and self-confidence. Attendance at a Montessori school seems to have a ripple effect for many former Montessori students, as they found that "the more years one attended Montessori, the higher one's well-being as an adult."

The authors felt that three features of Montessori education would affect general

well-being: self-determination, meaningful activities, and social stability.

## **Choice of Work**

Choosing their own work, the ability to opt-out of, or delay, planned lessons, and limited performance evaluations encourage students to oversee their own education, to be self-determined, to decide for themselves. Adults who feel self-determination are more likely to seek challenges and be engaged in their chosen activity. As adults, we may describe this as having balance, having our dream job, or work that really means something. In the Montessori classroom, we frequently see children choose work that offers some challenge for them, whether that is carrying a tray with a bowl of water, doing long division with the racks and tubes, or writing poetry. Students will often push themselves to an area just beyond their comfort level when they are ready for that growth and are welcome to make that move in their own time.

## **Meaningful Activities in the Montessori Classroom**

Folding a cloth leads to folding classroom laundry; a group outing requires adding and



dividing to figure out the cost; cutting fruits and vegetables is a step to fixing snack; and all these academic and life skills are applied within the classroom. As students grow, they may do research work that is personally meaningful to them and apply this to the information the class is learning together. In fact, in an earlier study, Montessori middle school students reported feeling more engaged than the control group (Lewis AD, Huebner ES, Malone PS, and Valois RF, 2011). As adults, we want to feel engaged in our family, job, and community, and part of the way we feel this engagement is through meaningful activities and connections. Meaningful activities can be linked to general well-being and engagement throughout life.

### **The Three-Year Class Cycle**

Staying with the same teacher and having a limited change of students over a three-year cycle provides social stability and encourages students to collaborate with classmates. Many studies have shown that staying with the same teacher and some of the same classmates supports positive relationships, self-confidence, and academic growth. Managing friendships, different work styles, and opinions is an important part of any Montessori classroom and is done with understanding and guidance. Beyond simply learning manners, developing grace and courtesy skills leads to acceptance and understanding, which can strengthen relationships and a sense of community inside the classroom and out. As adults, these social skills help us in our family, community, and our job. We don't need to make our best friends at work (or even in our local community), but it is more enjoyable to have friendly relationships, and being accepting of different personalities helps in all relationships. Developing a sense of community, friendship, and a sense of social stability has been shown to lead to a sense of well-being.

Montessori classrooms offer free choice, which leads to self-determination, meaningful activities which encourage engagement, and the social stability of multi-year classrooms which leads to social trust. The general goal of

a happy, self-supporting, lifelong learner, or an adult with a sense of well-being, can be started by attending a Montessori school. The median attendance of survey respondents was eight years in the recent Lillard study, and a longer attendance was correlated to a higher level of well-being. It has been said that the longer a child attends a Montessori program, the more people are positively affected over that person's lifetime. Possibly that is true because, as this study demonstrated, attendance in a Montessori program positively affects adult well-being.



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# A MONTESSORI UNIVERSITY



## Graduate Programs

The **Sarasota University** online graduate programs are designed to provide students with an opportunity to learn and grow while maintaining their work and busy schedule.

Students engage with fellow Montessori educators and school leaders from around the world and expand their knowledge of Montessori, education, children, life, leadership, and learning.

## About Sarasota University

We decided to take a look at Sarasota University, the world's first Montessori-only post-secondary institution. Established in 2012 as a private, non-profit University in Sarasota, Florida, SU provides quality educational experiences for modern adult students with a focus on positive psychology and a strengths-based approach to education.



## Master of Arts Montessori Education

This program prepares highly skilled, professional Montessori educators by emphasizing both practical online and field-based Montessori classroom learning experiences. Supporting this approach, course offerings incorporate a variety of distance education techniques.

Teachers holding a Montessori Teaching Credential from a MACTE accredited institute may be eligible to apply credits toward the SU MA in Montessori Education. Enrollment in one of SU's partner Montessori teacher education programs is available for individuals who may wish to receive a Montessori teaching credential while also pursuing graduate studies.

## Master of Arts Montessori Leadership

This program is for individuals who want to improve their leadership and managerial skills as they run their Montessori schools or prepare for an administrative position in a Montessori school. This program will enhance the practice of current and new leaders and support the development of best practice in leadership for public, private, and charter Montessori schools and school systems.

The foundation of the program are the educational leadership standards adopted by the National Policy Board for Educational Administration and the Leadership Competencies from MACTE and the International Montessori Council (IMC).

Applicants holding a Montessori Teacher or Leadership Credential may be able to apply credits towards a MA in Montessori Leadership. Enrollment in one of SU's partner Montessori Leadership Education programs is available for individuals who may wish to receive a Montessori leadership credential while also pursuing graduate studies.



## What is strengths-based learning?

Sarasota University programs embrace the Montessori approach by respecting each adult learner's potential. SU builds on the science of Positive Psychology and strengths-based concepts to:

- 1 Emphasize the development of personal strengths for personal and professional growth in educational and business settings.
- 2 Fuel a mindset that seeks and develops the strengths and talents of others.
- 3 Affirm each person's enduring and unique talents, as each person's greatest growth opportunity is in the areas of their greatest strengths.
- 4 Make a difference in the personal and professional lives of students by emphasizing strengths instead of weaknesses.



## Talking to the SU VP

### What sets Sarasota apart?

What sets Sarasota apart from other similar programs is its faculty, which is actively engaged with schools and students, therefore able to understand the current complexities of the work we are living in, rather than the world of the past. The courses offered at Sarasota University are meant to engage students in a way that their education is applicable to their own practice and is relevant to how they practice as Montessorians.

### What's new at SU?

While Sarasota University is not a new university, there have been many exciting changes lately, such as the relationship between Sarasota University and CGMS. We are currently an applicant to become the first University accredited by MACTE. As Sarasota University moves into the future, the goal is to become the premier Montessori university, which will include new programs in Montessori education as well as other programs that are taught in a Montessori way.

– Dr. Robin Howe

## Your world

## Your strengths

Sarasota University is focused on emphasizing personal strengths for growth in your life and the lives of others.

With small, intimate class sizes and student-centered learning, Sarasota University is dedicated to an advanced and thoughtful higher-education, where students learn to build on their strengths for success in their careers and ultimately a positive fulfillment in life.



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**SARASOTA**  
UNIVERSITY



My personal favorite part of teaching this course is hearing the students' responses to open discussions... I feel like the students learn to look at the world through a new lens!

– Samuel Jagoda, teacher

## Rising Innovator, a Montessori-based program for developing entrepreneurial skills

Founded by experienced Montessori educators, Rising Innovator is an organization dedicated to inspiring, educating, mentoring and supporting young entrepreneurs. We spoke with one of their Directors, Marc Seldin.

### Why did you create Rising Innovator?

The world needs change makers. Teaching entrepreneurship is our tool for helping children learn to see problems and solve them. Additionally, the same skills of self-advocacy and resilience that entrepreneurs need are those needed to succeed in any 21st century job, from artists to astronauts.

### What makes your program different?

Unlike any other program, Rising Innovator teaches the mindset children need to succeed. There are many programs out there that teach business. Students in those programs can learn to be middle managers, or perhaps dive deep into some skill set like marketing. Rising Innovator is unique in that

we focus on soft-skills first. Children who complete our program have learned to see the world as an entrepreneur does.

### How do you do that?

We use an experiential approach. When children complete our program, they have designed and are ready to launch real businesses. We also offer tools, resources and inspiration for young entrepreneurs and those who work with them. We love to partner with Montessori schools to help educate, mentor, and support their students!



**RisingInnovator**  
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# Is your school a member of the Montessori Family Alliance?

As an international network of Montessori parents, teachers, and friends, you have access to:

- Our Montessori family magazine, *Tomorrow's Child*
- Our online parent resource library
- Reading suggestions for you and your child
- Weekly webcasts
- Private Facebook group
- Public Facebook page
- Discounts for products and events



We have been a well-known source of practical and reliable Montessori information, answers, and advice for families worldwide for more than 30 years.

800-655-5843 | 1+941-729-9565 | [montessori.org/mfa](http://montessori.org/mfa)



## The International Montessori Council



The International Montessori Council (IMC) was organized in 1998 under the auspices of the Montessori Foundation to provide an inclusive and affordable professional membership organization for Montessori educators and schools around the world. We work together to promote high-fidelity Montessori and help address the challenges that schools face.

The IMC offers excellent, practical, and very supportive professional development, networking, school accreditation, and teacher education.

As a professional membership organization, the IMC believes that Montessori educators and schools are stronger when we work together in collaboration. We encourage our members to be active in other local, state, and national Montessori organizations.

[montessori.org](http://montessori.org)

[imc@montessori.org](mailto:imc@montessori.org)



# From parents to schools...

The Montessori Foundation and its membership organization, The International Montessori Council, are non-profit educational organizations that nurture, inspire, and support the development of strong, successful schools worldwide. We also serve as a trusted source of information and offer Montessori programs for families.

## *The Montessori Foundation offers a wide range of programs:*

### ***The Montessori Leadership Institute***

The Montessori Leadership Institute offers a wide range of professional development courses for Montessori educators, school leaders, and trustees.

### ***Expert Montessori Consultants***

The Montessori Foundation offers the full range of Montessori leadership coaching, school consultation, and institutional development services at an affordable cost.

### ***Customized Professional Development***

We offer the convenience of professional development customized for your school and presented onsite at your school or live online. We offer programs for Montessori educators at every level, assistants, school administrators, boards, parents, and your staff as a whole.

### ***Conferences and Events***

The Montessori Foundation runs exceptional conferences allowing conversation and networking between attendees. It is organized in partnership with our affiliated membership organization, the International Montessori Council. Our 27th Annual Montessori Conference will be held November 3–5, 2023, at the Hilton Tapatio Cliffs in Phoenix, Arizona. Mark your calendars.

### ***Weekly Webcasts***

We host free weekly webcasts on various interesting topics for administrators, teachers, and families. We create a sense of community with meaningful conversation. Our Leadership webcast is on Wednesdays, our Family Life webcast is on Tuesdays, and we have regular Montessori Town Hall meetings.

### ***Families***

The Montessori Family Alliance is an international network of Montessori parents, teachers, and leaders that helps families further understand and follow Montessori principles in their everyday family life and gain confidence in the Montessori educational approach. Member benefits include: Tomorrow's Child (The Montessori Family magazine), parent resource library, blogs, practical tips for bringing Montessori home, weekly webcasts, discussion groups, Montessori helpline, a private Facebook group, and parenting education programs.

[montessori.org](https://montessori.org)

[info@montessori.org](mailto:info@montessori.org)





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