

A Natural Engagement with Life

Annual Report 2018



We connect Montessori to the world.

Welcome to our 2018 Annual Report in which we highlight the progress we have achieved in the first year of our new Strategic Plan. Our focus has been both internal in terms of increasing our capacity at head office to better serve the Montessori community, and external as we focus on educational solutions that will increase our accessibility, enabling us to give more children and adults an unparalleled experience of the principles and practice of Montessori education.

Legacy | Capacity | Outreach

We structure our work around three pillars: Legacy | Capacity | Outreach. In this annual report, you will learn more about how we realise our vision and share the impact of our work in many areas.

Contents

- p. 3** Reflections by Philip O'Brien and Lynne Lawrence
"A Natural Engagement with Life"
- p. 4** New Developments: Strategic Plan, Bold Goal,
Strategic Communications, Adolescent Initiative
- p. 6** Thanks to our major donor organisations and supporters

Capacity

- p. 7** Scientific Pedagogy Group
- p. 8** Diploma and Certificate Courses
- p. 9** Material Committee
- p. 10** Montessori for Ageing and Dementia
- p. 11** Training Group
- p. 12** Membership and Societies

Outreach

- p. 13** Educateurs sans Frontières
- p. 14** Corner of Hope
- p. 15** Peter Hesse Foundation, Haiti
- p. 16** Montessori Football, Aid to Life, Montessori Architecture
- p. 17** United Nations and UNESCO

Legacy

- p. 18** Research Group, Dynamic Archives
Maria Montessori House
- p. 20** Publications & Publishing
- p. 21** Celebrations Engaging the Community

A Natural Engagement with Life

Maria Montessori campaigned for education that helps the child's natural development, an education that would provide a "help to life". This involved, through constant and curious observation, the design and preparation of encouraging environments conducive to supporting healthy growth and development.

Her initial work was with the age range that we generally term "early childhood", but as her observations grew in number and her knowledge deepened, she realised that education must start at birth, when the child comes into the world. After fifty years of her scientific study of human development, the theoretical and practical "Montessori" house stood firm and inviting — a house to be welcomed to and cherish.

Over the past decades this house has extended by adding on annexes and new environments for new age-groups and phases of life. Our core principles thrive and spread to new horizons: One such example, Montessori for Dementia and Ageing meets a growing need in society, where we realise that human beings in the last plane need to be supported with dignity, encouragement and support of their independence. Those same principles apply to adolescence, where

the young person needs to be their "own person" and become a contributing member of society. Our adolescent environments and communities engage with society at large, essential for growth and citizenship. The fact that Montessori principles can be applied at any time, in any situation is being recognised by growing numbers of students that wish to enrol on our courses, and become part of a movement that aspires to educational and social change. AMI has invested much time in creating innovative plans and programmes in a bid to offer access to Montessori engagement to as many people as possible while ensuring quality implementation. We are introducing a variety of new course offerings and also stepping into the world of blended learning. We are providing a new professional development certification enabling qualified practitioners to support the work of our AMI trainers on a variety of course offerings.

As the leader of our movement, AMI is continuously in motion; we listen to our community needs and engage in active dialogue. We are thankful for our roots and grassroots. As we enter our 90th year of existence, there is no limit to what our community can achieve — as we collectively work together to spread our Montessori vision.



Philip O'Brien, AMI President



Lynne Lawrence, Executive Director

New Developments, New Horizons



Strategic Plan

AMI launched its 2018 – 2023 new 5-year strategic plan after much work and consultation with various groups of our membership, including AMI trainers, AMI Affiliated Societies and the Young Professionals group formed in 2017.

AMI has been preparing for the introduction of a new “AMI Certificate for Montessori Core Principles”. This certificate course offers a deep dive into Montessori theory and philosophy and a comprehensive study of human development across all planes, with contributions by AMI trainers at all levels for a focus on Montessori principles throughout life. This course provides a solid understanding of the Montessori approach for those who support Montessori programmes in schools and other contexts, including school administrators; academicians/researchers; education advocates; policy

makers, teachers, assistants, school support staff, parents and parent educators.

Strategic Communications

AMI, with the support of the Walton Family Foundation, continued to work on a strategic communications initiative, with an additional focus on the US. The ground breaking research undertaken in the US on parent perceptions by the Neimand Collaborative was further disseminated at the US Refresher Course and online webinars for trainers, training centres and for schools. This work was also shared in Mexico and China and at the AMI AGM.

Media Channels

An AMI YouTube channel was set up after the AGM in order to upload videos taken during the AGM event. Also there are videos available from the EsF Assembly on the EsF website.

Website

In 2018 a new AMI website was launched, offering visitors more direct access to a host of information. We are grateful to Wend Ventures who supported this work, which also enabled us to make many resources available to schools, societies and training centres: presentations and videos that can be used not only in-house but also to communicate with parents and educational authorities alike.

In recognition of the need for a communications strategy for AMI and to support the Bold Goal a Communications strategist has been engaged.

Bold Goal

Work continued on the “Bold Goal” project in the USA which aims to triple the number of AMI trained adults in the USA within a 5-year period. Progress towards this goal is already under way with a number of training centres in the US now working with universities to offer bachelor and masters programmes. Work is also ongoing in respect of developing blended or online elements of AMI courses to enable greater accessibility. Four training centres were able to offer applicants from minority, disadvantaged and indigenous populations scholarships. Additionally, scholarships were also made available for teachers working in the public school sector. Three training centres worked to provide training for public school districts. The work of the Bold Goal is supported by a grant from the Walton Family Foundation and Wend Ventures enabling a series of facilitated meetings, the development of a strategic plan, the establishment of a Bold Goal directorate and communications capability.

Adolescent Initiative

AMI continued to work on the Adolescent Initiative, in collaboration with Great Work Inc. This initiative is being facilitated by an Executive Study Team and overseen by a Steering Committee. Whilst continuing to revise and revisit the basic knowledge and structures for teachers wishing to work with



adolescents, a new Introductory workshop was devised to serve the increased demand for adolescent orientations. Orientations took place in a number of locations in the US, as well as Mexico, Australia and Sweden.

A number of Deep Dive sessions and an Adolescent Colloquium took place across the USA. A second Colloquium will take place in Amsterdam in 2019. An Introductory course was held in Germany, with preparations underway for 2019 courses in France and the Czech Republic. Poland and Spain also have expressed interest.

ADOLESCENT INITIATIVE

Executive Study Team

David Kahn, Laurie Ewert-Krocker,
Jenny Höglund, Ben Moudry, Brian Sense,
Patricia Pantano, Michael Waski

THANK YOU

We would like to extend our deep gratitude and friendship to:

Youth Hope Foundation This US-based foundation continues to support innovative work in Kenya. In addition, they support the ongoing development of Montessori schools for this community. Teachers from Corner of Hope schools are now providing mentorship for similar work with other communities. To date this initiative has trained 48 3-6 trainers from the IDP community and 27 teachers at elementary level in Nakuru, Kenya.

Wend Ventures AMI continues to receive financial support for a variety of initiatives from Wend Ventures (previously known as the James Walton Fund), helping AMI strengthen two of its strategic pillars; capacity and outreach. Funds have enabled the appointment of a Strategic Communications advisor, the creation of a new website, research in the USA as part of the wider Bold Goal initiative, the creation of a new Core Principles course; a deep investigation into Montessori adolescent education and the establishment of outreach work in Kenya.

Arthur Waser Stiftung This foundation, based in Switzerland, is working closely with AMI on a variety of initiatives that include providing fully funded scholarships to AMI International courses in Tanzania and supporting an architectural project to provide an online resource and book that will identify key architectural patterns in the design of Montessori educational spaces.

AMI/USF This foundation was established to raise funds in the US in order to support Montessori projects and programmes around the world. It was decided in 2018 that the name of the fund would be changed and that an advisory board would be established. A representative from AMI /USF attended the EsF Assembly and a number of other Montessori events during the year.

MM 75 Fund This not-for-profit organisation was established in honour of Mario Montessori and provides grants and loans to participants of the Training of Trainers Programme. Thanks are due to the many Training Centres around the world who donate a percentage of their course fees to this endeavour.

The Indaba Education Fund in South Africa works closely with AMI to enable AMI courses to be delivered with funding provided for under-resourced local participants. The Sixth EsF Assembly took place in August, 2018 in collaboration with Indaba. A number of South African participants were consequently supported to attend.

Matalai This foundation works in Kenya with Indigenous communities to catalyse healthy and sustainable solutions for growth and well-being across 5 areas of life. AMI is their partner in establishing Montessori education that is culturally appropriate for nomadic people.

The Peter Hesse Foundation works in Haiti to bring Montessori education to the local population through teacher training and social enterprise initiatives for teachers.

The Montessori Pierson Publishing Company are the publishers of primary Montessori texts in English and Spanish and the copyright holders to the writings of Maria Montessori and Mario Montessori. AMI is grateful for the annual donation that enables us to support this important aspect of promoting the Montessori legacy.

Additional donations were received in support of EsF initiatives, the Maria Montessori House and Archives and Corner of Hope. Special thanks to Cilly Jansen, the Montessori Institute of North Texas, Austin Montessori School and Alana Yonah Rosen in the name of Ez Singer, for their specific donations. Cape Classics are also thanked for their support of a variety of AMI events.

SparkOptimus, Hogan Lovells, Arnold & Siedsma, Wieden Kennedy and Bereskin Parr are thanked for their pro bono work, and Kate Hastings for her professional expertise, and all our volunteers and committee members for their time and expertise.

Scientific Pedagogy Division

AMI teacher training courses offer students a unique process of orientation where they can discover the deep theory and practice underpinning the Montessori approach. These qualifications offered by the Association Montessori Internationale prepare adults to work with children at three levels: Assistants to Infancy (0-3), Casa dei Bambini (2,5-6) and Elementary (6-12).

Innovative projects include working with governments, schools, individuals and other NGO's across most continents to bring high quality Montessori education and teacher training to increasing numbers of adults and children.

Work has progressed in relation to additional ancillary Montessori courses for the following: Adolescent 12 – 18 teacher training, Inclusive Education, and the development of short training courses applying Montessori principles for those working with elders with Dementia (MDA), a Montessori Administrators course and the training of Youth Coaches working with young people in sport (Montessori Football).

During the year a new range of qualifications was designed to create further professional development opportunities for teachers and work on the "Montessori Core Principles" course evolved to encompass the human being from birth to the end of life.

The international Scientific Pedagogy Group meets regularly to advise the Scientific Pedagogical Department on new programme development, special projects, and topics related to Montessori education, and its application in varied circumstances around the world.

It is also in the process of piloting a Global School Accreditation system. Stage 1 of the pilot is completed in the USA and Canada and in process in Australia, India and the UK.

AMI SCIENTIFIC PEDAGOGY GROUP

Ginni Sackett
Carol Hicks
Ruby Lau
Jenny Höglund
Judi Orion
Uma Ramani

Support Committee on Special Education

Silvia Dubovoy
Janet McDonell

Adolescent Steering Committee

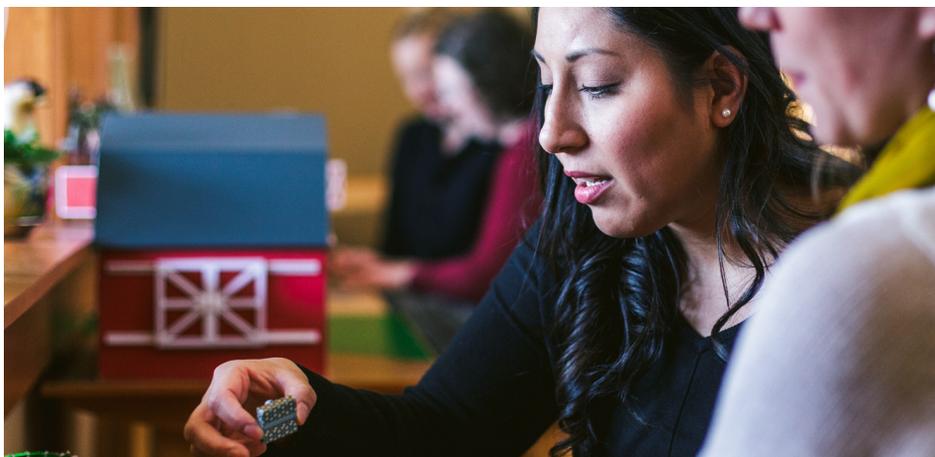
Jenny Höglund
Gerard Leonard
Jacquie Maughan
Judi Orion
Cherry Worthington

What is a scientist?

We give the name scientist to the type of person who has felt experiment to be a means guiding them to search out the deep truth of life, to lift a veil from its fascinating secrets, and who, in this pursuit, has felt arising within a love for the mysteries of nature, so passionate as to abandon the thought of themselves.

Maria Montessori

Diploma & Certificate Courses



AMI training breaks down what great teachers do intuitively into an intentional, transformative process that develops the full potential in each child.

A number of Training Centres expanded and offered courses at different levels and a number of countries held training in new cities. Diploma Courses were offered for the first time in Morocco and Egypt. Assistants Courses were offered for the first time in Armenia, Latvia, Serbia, Slovenia, The Gambia, Ukraine and Nigeria.

188 diploma and assistant courses in 2018

Diploma courses in 2018

Number of Diploma courses..... 71
 Countries..... 23
 Locations..... 50

Assistants courses in 2018

Number of Assistants courses.....117
 Countries.....39
 Locations.....70

Not included in this course overview are Refresher courses, the courses in Dementia and Ageing (AMI certified workshops were held in the US, Ireland, Japan, China, Korea, Switzerland and the UK). Administrators courses and Adolescent Orientation Studies were also held on three continents.



Assistants Courses
Latvia



Egypt

Material Committee & Montessori Digital

The AMI Material Committee provides pedagogical advice regarding specifications and standards for AMI approved materials; the committee reviews and ensures pedagogical accuracy of the AMI blueprints of the AMI approved materials. The Material Committee comprises three members of the Scientific Pedagogy Group selected by the Scientific Pedagogy Group, one at each training level: 0-3, 3-6 and 6-12.

AMI MATERIAL COMMITTEE

Judi Orion 0-3

Ginni Sackett 3-6

Carol Hicks 6-12

Louise Livingston, coordinator

AMI also helps with research questions on the history of the materials, and can redirect enquiries to the members of the Historical Material Committee.

AMI HISTORICAL MATERIAL COMMITTEE

Maria T. Vidales (0-3)

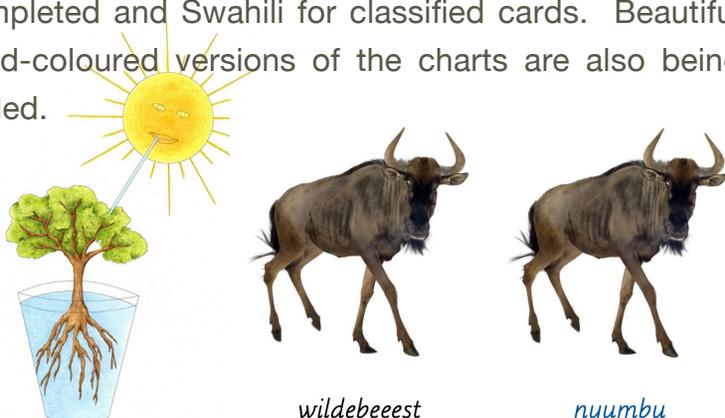
Monte Kenison (3-6)

Jean Miller (6-12)

Baiba Kruminis (6-12)

Montessori Digital Website

Products continue to be added to the Montessori Digital website with sales increasing as more members, students and teachers access the resources. Additional languages are also being included with Spanish, Russian and Chinese versions of the elementary charts completed and Swahili for classified cards. Beautiful hand-coloured versions of the charts are also being added.



A century of work with the Red Rods

Montessori for Dementia and Ageing

Montessori for Dementia and Ageing is an innovative approach to dementia care that can be adopted for individuals or groups as a holistic philosophy of care. The goal of the Montessori programme is to support older adults and people living with dementia by creating a prepared environment, filled with cues and memory supports, that enables individuals to care for themselves, others, and their community.

To date, the Group has developed a workshop curriculum and has established specific guidelines for obtaining an AMI Practitioner's Certificate in Montessori for Dementia and Ageing. Dementia workshops have been held in the USA, Argentina, Japan, France, Korea, Australia, the UK and Ireland.

The Montessori Advisory Group for Dementia and Ageing (MAGDA) is the main advisory body to the Association Montessori Internationale on all matters concerning the application of the Montessori approach for older people and persons living with dementia.

MONTESSORI FOR DEMENTIA AND AGEING GROUP

Michelle Bourgeois, Jennifer Brush, Gail Eliot, Anne Kelly

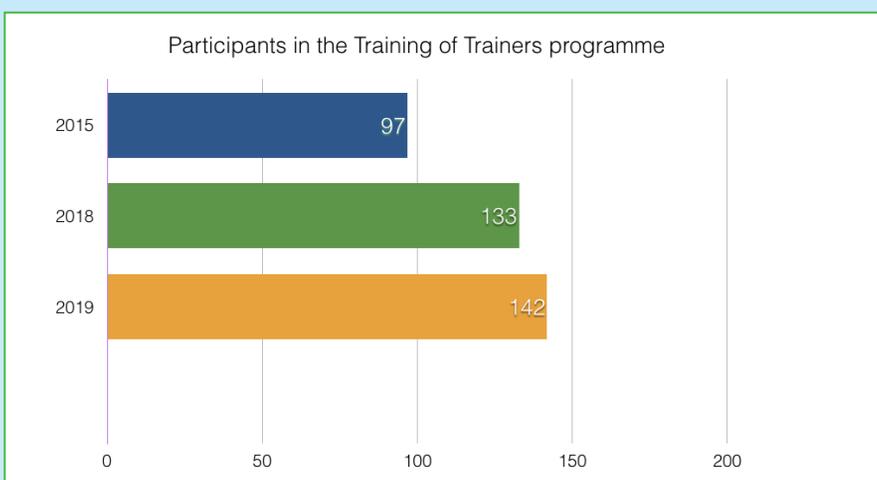


Training Group

One of the avenues through which AMI demonstrates its commitment to quality teacher training is by the administration of a Training of Trainers Programme. AMI is unique in that it prepares its own future trainers by guiding trainees, through this programme, towards the goal of becoming AMI teacher trainers. In this way participants gain deep knowledge and skills to pass on to future generations of Montessori teachers.

The Group saw a major increase in the number of trainees on the programme, which will help secure a healthy number of trainers, so essential to being able to meet the demand for courses worldwide. New seminar formats have been organised for 0-3 in Spain, 3-6 in Romania, China and Argentina, 6-12 in the USA. The Seminar format that the Thai government was supporting concluded in 2018. Participants are now completing their course and programme requirements.

A new qualification level of trainer will be introduced as of 2019: Associate Trainer. AMI will then have three levels of trainer: Auxiliary Trainers (who can assist on courses); Associate Trainers (who can run courses under the guidance of a Trainer) and Directors of Training (who can guide more than one course in one location at a time).



NEW TRAINERS AND AUXILIARY TRAINERS

Assistants to

Infancy Auxiliary Trainer

Anna Pugacheva, Russia

Tiina Suominen, Finland

Assistants to

Infancy AMI Full Trainer

Eibi Chung, South Korea

Teanny Hurtado Vidales, Mexico

Gabriela Velázquez Sánchez, USA

Primary Auxiliary Trainer

Kim Altmeyer, USA

Setsuko Miura, USA

Ramya Sridhar, India

Ieda J. Torres-Holyoak, USA

Jack Yu, USA

Primary AMI Full Trainer

Liza Davis, USA

Sylvia Maria Dorantes Perez, Italy

Nathalie Justine, France

Tiffany Liddell, USA

Nia Seale, USA

BethAnn Slater, USA

Megan Trezise, USA

Elementary Auxiliary Trainer

Chris Trostel, USA

Elementary AMI Full Trainer

Ellen Lebitz, USA

Dani Vinals, Spain

AMI TRAINING GROUP

Judi Orion

Joen Bettmann

Carla Foster

Shannon Helfrich

Pamela Nunn

Patricia Spinelli

Claudia Guerrero

Gerry Leonard

Members & Affiliated Societies Engage



Membership in AMI is open to everyone who recognises the value of AMI's work and wishes to support our mission.

Each year AMI hosts an annual general meeting (AGM) and Montessori forum for members in April in Amsterdam. In 2018, this event was attended by representatives of 59 countries and registered a record number of attendees.

AMI maintains close contact and cooperation with Montessori societies worldwide. Licence agreements with affiliated societies are in place and there is continued interest from societies in territories new to AMI. New signings this year were with Colombia, Nigeria, Portugal and Latvia. Affiliated societies have increased from 30 in 2015 to 40 in 2018.

Societies become the in-country voice of AMI and organise events and conferences; they also offer to the general public access to AMI Montessori advice and guidance. This report shares some of the events organised by affiliated societies: Bulgaria organised the Brainstorm tour with Steve Hughes and Laura

Flores Shaw, attended by more than 100 participants. Many workshops and assistant courses were held and a collaboration with Montessori Europe resulted in the Bulgarian affiliate hosting the Montessori Europe Congress in October 2018. Key note speakers included Ginni Sackett, Baiba Kruminis Grazzini and Jenny Höglund.

The Chinese Affiliate and AMI Chongqing Beautiful Grassland Montessori Teacher Training centre organised the 4th AMI China Annual Conference with over 600 people in attendance.

The affiliate in Nigeria adapted the Aid to Life books into a Parents' Training programme as part of their outreach initiatives. They partnered with the Lagos state government to work with local governments in order to reach parents at the grassroots level.

As the Thai affiliate continues to plan the 2021 Montessori Congress, they have also begun to develop an ASEAN strategy that will help implement quality Montessori initiatives. Lynne Lawrence spoke at EDUCA, the largest education conference in the region.

AMI focused on more digital benefits for members and sent out a survey in order to get a better understanding of the needs and wants of our members. 2019 will concentrate on delivering improved communication based on the feedback from the survey.

Educateurs sans Frontières

Educateurs sans Frontières is a worldwide Montessori-inspired movement connecting families, educators and partners, building sustainable communities while cultivating positive social change. EsF identifies innovative educational initiatives worldwide that are based on Montessori principles, and supports them with mentorship and networking opportunities, guiding them towards sustainability, expansion, and replication.

EsF initiatives are based on the following principles:

- The promotion of a culture of peace, solidarity and equality
- A clear vision of the Montessori contribution to social reform
- Demonstrated understanding of Montessori principles and practices with the needs of a community in mind
- Community involvement and engagement in the project design and implementation
- Focus on empowerment and long-term sustainability
- Inclusiveness with respect to language, gender, culture and socio-economic status
- Understanding of the value of Montessori principles as a contribution to non-violent social change.

2018 EsF participants



The Educateurs sans Frontières (EsF) division has organised 6 assemblies since its inception in 1999. With each new assembly the participants refined the remit and programme, widened the scope and intensified collaborative efforts. The 6th EsF was held from 4-18 August at the Sustainability Institute in Stellenbosch, South Africa in collaboration with the Indaba Montessori Institute. The Assembly, themed “Strengthening Communities for a Sustainable Future”, brought together 95 individuals from all around the world to discuss the potential of Montessori education for social change. The assembly included many opportunities to focus on Montessori education on the African Continent. The group honoured the past and looked forward to the future, with a focus on sustainable living for all. They created a statement on sustainability as a guiding document for EsF, and a guide to “Engaging Communities”. The Assembly helped generate new initiatives, including a programme for young offenders and one for adults with learning disabilities in the United Kingdom.

More background and downloadable presentations can be found on montessori-esf.org.

THE 2019 ASSEMBLY WILL BE HELD IN TEPOZTLÁN, MEXICO

Corner of Hope & Samburu



Corner of Hope, Kenya, remains a true flagship initiative, supported by the Youth Hope Foundation, who continued their long-term commitment to its success. Corner of Hope and its “off-shoots”, such as working with the Samburu people with a nomadic life style, is also supported by small gifts from private donors, as the work done there clearly demonstrates the value of Montessori. The school continues to be a beacon for quality Montessori education and more visitors are coming from within the continent and beyond as awareness of Montessori is growing. Many are asking for mentoring and consultation for setting up their own Montessori environments.



Community engagement in 2018, visiting the Manyattas

The Samburu nomadic school initiative, in collaboration with the Matalai Foundation, started in 2018 with a community engagement programme. Four Samburu teachers are undertaking their 3-6 training and two teachers from Corner of Hope have moved to the region and act as senior members of this new team. A central resource centre will be established in 2019 along with two satellite schools that will follow the movement and settlement patterns of the Samburu who, as pastoral nomads, travel for water and fresh pastures for their animals. A team of four teachers (2 senior teachers from Corner of Hope and 4 Samburu teachers) is now based in the Namunyak Conservancy and visits the Ntaparani and Tintil settlement areas to work with the children and parents in temporary Montessori environments.

Peter Hesse Foundation, Haiti



Throughout 2018, the Peter Hesse Foundation continued its work of training Montessori teachers and providing scholarships to individuals who will work as teachers for at-risk children in poor communities and assisting qualifying graduates with furniture and didactic materials to open their own schools.

The Foundation provided continuing support to partner schools in the form of technical visits, in-service training, and special seminars for teachers. In July 2018, 28 students passed their exams to become Montessori teachers and almost all of them are now employed as teachers in schools which the Foundation helped to set up over the years. The Foundation is currently training a new group of 35 student teachers. Their training will be completed in July 2019.

Four of the schools in the area were provided with Montessori materials and furniture by the Foundation. One of the schools that was destroyed by hurricane Matthew received funding for a school building, as well as furniture and materials.

In-service training at the Foundation's training centre was provided in Liancourt. Teachers from 17 Montessori schools from across Haiti attended the seminar and shared discussions of their own classroom experiences.

Montessori Football



The Montessori Football programme is aligned with the Montessori philosophy of human development and enables teachers and schools to integrate sports activities as whole child development, contrary to the more traditional practice of sporting activities. This approach has been developed by Ruben Jongkind (former Head of Talent Development at the leading football youth development academy in the world, AFC Ajax) in collaboration with AMI. This AMI certified programme enables schools and teachers to integrate sports activities that align with their principles and practice. In 2018, the certificate course was offered in a number of countries, with the pilot programmes being spearheaded in China, Australia and Mexico. Several more countries will offer pilot programmes in 2019. Plans are underway to establish a fund to enable children from under-served or at-risk populations to also receive this unique approach.

Aid to Life



The Aid to Life website offers clear, simple, straightforward advice to young parents that is easy to understand and, most importantly, easy to apply.

At the moment the site discusses the age group birth to three, focusing on four major areas: communication, movement, self-discipline and independence. The website will be extended with a new section on the 3-6 child, and preparations are underway. The website has been upgraded and is now responsively themed and accessible via mobile devices. French and Serbian translations were added. Aid to Life is currently available in 10 different languages. A custom site generator was built, so future translations can be entered directly by translators and then be instantly generated.

Montessori Architecture



Many years ago the idea was “hatched” to identify architectural patterns that are found in great Montessori environments and create a resource for the whole community. It was not until the Arthur Waser Foundation (Switzerland) decided to invest in building a school in Tanzania, and investigate the best approach, that this plan could become a reality. The goal is to make a design instrument that guides architects and school administrators to help them adapt learning spaces to different geographical and culturing settings, while maintaining Montessori principles. Data was collected on exemplar Montessori schools. Supported by the pedagogical knowledge of AMI, a project was initiated to create an architecture manual. The prototype instrument will be tested in Tanzania. The project leader, Benjamin Stæhli, has presented details to Montessori stakeholders on a number of occasions. A print publication is envisaged for 2020. An online tool is in development.

The United Nations and UNESCO



The importance of our connections with the United Nations and UNESCO continues to grow. We thank Evelyn Greenberg and Sharon Lickermann, seasoned and new AMI representatives to the UN; and Victoria Barrès, AMI's representative to UNESCO for liaising with these bodies and advocating for Montessori and the importance of education.

There is a growing commitment and realisation within those non-governmental bodies that achieving universal primary education means more than full enrolment. It also encompasses quality education, access, girls' rights and increasingly Early Childhood Education is found high on the agendas. AMI subscribes to the UN's Sustainable Development Goals, particularly the ones that cover education, environment, social justice and peace. We know that many schools express their commitment to the UN Goals by engaging in special projects, involving students and staff.



Left Sharon Lickermann, right Evelyn Greenberg, United Nations. Photo right, Victoria Barrès, UNESCO

We must prepare men for the new world which is spontaneously building itself around us as a phenomenon of evolution; we must make them conscious of the new life which is coming about, in order that they work for it.

At the same time we must gather together all the elements of this new world and organize them into a science of peace.

Maria Montessori, "Education and Peace", Lecture delivered to the International Bureau of Education, the forerunner of UNESCO, 1932.

Legacy

Research

AMI held a very successful meeting of researchers from around the world at the AGM in 2018. The purpose of the day was to bring together a global research community to learn from each other and brainstorm together what AMI could do to be of service.

The outcome of the meeting was to set AMI upon a new course of action. A Research Development steering committee was established comprising, Tricia Miller PhD, Steve Hughes PhD, APBdN and Paige Bray EdD. This group worked together throughout 2018 to identify what needed to be done. The result: a new remit and revised membership of the steering committee for the Global Research Group.

The GRG will advance relationships with the scientific world, academic institutions and other Montessori organisations and provide a 'community of practice' forum in order to establish a network facility where researchers can connect. To this end an online facility has been created and 4 communities of practice, identified from discussions in the Research meeting, will initially be created. In addition, the GRG will promote and support research of impact and outcomes of the Montessori method including the development of measurement indicators and assist in the creation and dissemination of research tools to enable the collection of data from the schools around the world as well as Montessori outreach initiatives.

Specifically, the Research Day focused on the Developmental and Environmental Rating Scale (DERS) a self-administered tool explained by Jackie Cossentino EdD. This programme is a research-backed tool for quantifying the things Montessori environments do well, and that have been shown to support children's development across a wide range of domains and with lasting effects.

RESEARCH GROUP

Tricia Miller PhD

Steve Hughes PhD, APBdN

Paige Bray EdD

Louise Livingston MSc EdN

Laura Flores Shaw PhD

Karen Bennetts PhD

Dynamic archives

AMI is fortunate to be entrusted with the preservation and promotion of Maria Montessori's physical pedagogical legacy. Thousands of historical documents make up her archives; thanks to the careful work that has been spent on the cataloguing and the frequent engagement with international researchers, many more documents have been donated, where the original owners or their estate had every confidence that their archive could be happily bequeathed to AMI and so ensure the documents will become available for future study and research.

We would like to single out a very special donation received in 2018: the 1920s architectural drawings for an ideal Montessori school by Dutch architect Ad Grimmon, developed in close consultation with Maria Montessori. His great-niece Cilly Jansen, herself an expert on architecture, donated the drawings of this school, which was never built.



Maria Montessori House

It is AMI's mission to develop the Maria Montessori House into a museum, archive and research centre that is vibrant, cutting edge and visionary, stimulating open discussion and debate, providing information and original material that will place Montessori's vision in the forefront of current thinking and educational practices. It is our vision to offer a creative environment with a unique Montessori spirit, for a global network — both on location and online.

The Maria Montessori House is developing ways to offer lectures and presentations for 'a new generation'. In 2018 we offered a series of Maria Montessori House Talks where some of our trainers met with the local Montessori community, delving deeper into an aspect of the Montessori philosophy. These talks were followed by lively question and answer sessions, and networking opportunities, which have led to new initiatives being explored.

We feel encouraged to engage with early childhood educators from countries that still are cautiously learning about Montessori. The number of individual visitors also continues to increase — it appears that the Maria Montessori House is increasingly becoming a “must-do” destination for Montessori travellers.

The Amsterdam Museum curated an exhibition on 1001 influential women of the 20th century; as they had included Maria Montessori, we were asked to loan a few historical objects to provide some tangible connections to the person.



Publications and Publishing

Following the spread of Montessori education to “new” countries, requests for translations into new languages are an obvious development. Since it is important to help advance the availability of primary Montessori texts in as many languages as possible, AMI collaborates with the Montessori heirs (The Montessori-Pierson Publishing Company) in entering into translation agreements covering many languages. Where possible, AMI promotes that a reviewer selected by AMI be added to the translation process: in such cases the book can feature the AMI logo as a quality mark. Currently titles are available in 26 languages. 2018 saw the preparation of a new publication in the Montessori series - a combination of articles previously published separately, now entitled “Citizen of the World - Key Montessori Readings”.

AMI JOURNAL

In 2018 the AMI Journal paid tribute to the pedagogical legacy of AMI trainer Annette Haines, who had died the year before. Annette wrote many articles for AMI and NAMTA, which is why both organisations collaborated very closely in preparing this journal that featured an exquisite selection of her work. Work on the next journal, celebrating 20 years of Educateurs sans Frontières, continues.

EDITORIAL BOARD

Alexander Henny

Steve Hughes

David Kahn

Susan Feez

Harald Ludwig

Paola Trabalzini

Rita Zener

Legacy

Celebrations to Engage the Community



90 & 150 Years

In 2019 AMI will commemorate its foundation date in 1929. Our website incorporates a 90s section that brings together some archival gems and invites contributions from the community to focus on both history and hopes for the future.

One year on, in 2020, the Montessori community will celebrate Maria Montessori's date of birth in many ways: 150 years since 31 August 1870 is the perfect occasion to spotlight the achievements of a woman driven by an indomitable desire to improve the lives of children. Montessori was an innovator and pioneer, not only in the field of education.

First and foremost she directed her energies at advocating for a just society: human rights is the *fil rouge* that runs through her life and work: the rights of women, the rights of children, the rights of humankind.

A 150 website will become available for the international community in order to support and promote engagement with this special year. It will offer free resources for download, such as media files, photos, and presentations. In addition, it will be a platform for all to share special events and activities.



2021 Congress

The 2021 International Montessori Congress in Thailand will be the “finale” of a year full of commemorative, festive and forward looking events. Preparations by the team, headed by Kannekar Butt, Christine Harrison and Megan Tyne are well underway. The goal of the Congress is to raise awareness and understanding of Montessori education as a global influence in a rapidly changing world. The theme, “Education for a New World”, promises to inspire all delegates to appreciate the significance of their work and to return home with renewed vigour. The Thai Montessori community is supported by a diverse range of organisations and groups. Montessori is found in both private and public institutions, and is officially represented as a high quality learner centred education programme in Thai government schools.

Our Vision and Mission

Vision Statement

The vision of Association Montessori Internationale (AMI) is to support the natural development of human beings from birth to maturity, enabling them to become the transforming agents in society leading to a more harmonious and peaceful world.

Mission Statement

AMI will use its internationally recognised authoritative voice regarding the unique nature of childhood and natural human development to advocate for the rights of children and adults to have access to nurturing, developmentally appropriate, educational environments. AMI will do this by preserving the legacy of Maria Montessori's vision whilst continuing to innovate and increase the impact and reach of Montessori principles and practice. We will continue to uphold AMI quality standards whilst reaching out to collaborate and partner with individuals, communities and organisations who share our vision.

AMI INTERNATIONAL BOARD

Philip O'Brien, President
Ian Stockdale, Treasurer
Jennifer Davidson
Henk Franken
Christine Harrison
Jacquie Maughan
Patricia Miller
Larry Quade
Junnifa Udozike

AMI ADVISORY COUNCIL

Victoria Barrès
Barry Hilson
Steve Huffman
Orcillia Oppenheimer
Hilla Patell
André Roberfroid
Christian Schjetnan
Charlene Trochta



ASSOCIATION MONTESSORI INTERNATIONALE

Koninginneweg 161

1075 CN Amsterdam, The Netherlands

Phone: + 31 20 6798932

info@montessori-ami.org

WEBSITES

Association Montessori Internationale — montessori-ami.org

Educateurs sans Frontières — montessori-esf.org

Aid to Life — aidtolife.org

Montessori for Dementia and Ageing — montessoridementia.org

Montessori for Adolescents — montessoriadolescent.org

Montessori Digital — montessoridigital.org

A Natural Engagement with Life