



Association Montessori Internationale

# Annual Report 2009





## SIGNS OF GROWTH

## & HARVEST



# Nature, Nurture & Growth

Nature, Nurture and Growth—three terms that form a formidable conceptual bond in the fields of developmental psychology and education, whether they be working in unison or “challenging” each other in the public debate. Nature, Nurture and Growth are cooperating closely in our world and have been determining factors in the years past, when many Montessori initiatives, ideas and hopes have been planted around the world. Some were cultivated intensely, others required undisturbed and quiet growing, whilst yet others cross-pollinated, creating unexpected new paths and synergies. This was a year in which we witnessed many “new shoots” all of which hold a promise for our work in the years to come.

The very start of 2009 saw the fruition of years of preparing the ground for the 26th International Montessori Congress. At the start of January some forty nationalities gathered to imbibe the spirit of Sādhanā in Chennai, India. “Reflective Practice, Spontaneous Living” was the guiding principle of an exceptional congress that offered lectures, workshops, break-out sessions and special activities all connected to this theme. India is an environment full of history and symbolism in the Montessori context—a place where Maria Montessori lived for nearly seven years uninterrupted, from late 1939 to 1946. A place where she was refreshed and thought seriously about new developments, trained many young people, and saw the fertile grounds for her concept of Cosmic Education. And again, sixty years on in Chennai many seeds of friendship and outreach were sown again. The Congress torch has now been taken over by the Montessori community of Portland, who have started planning to host the 2013 Congress.

Answering questions from Congress participants



Also these past few years, AMI has been working hard at nourishing and connecting with an ever growing international network, in a bid to enable children to become the true peacemakers of this world. Montessori friends come from many different backgrounds and countries and their numbers are on the up: the power of the corps of Montessori trainers,

teachers and students is continuously being strengthened by parents, administrators, scientists, authors and educational decision makers.



Auditorium in Chennai

We sought and were sought: in the field of child advocacy, international outreach, peace advancement and parent education we met many people who were inspired by what Montessori has to offer. All were driven by a deep desire to change children’s current learning and living environments, change rusty systems, bring peace and harmony. The common denominator was to create opportunities for children who are in danger of being left behind, be it for economic, social or health reasons. Every contact meant that we re-examined our *raison d’être*. It meant we looked at our roots, and found renewed inspiration. In today’s terminology, Montessori started as a “no child left behind programme.” It opens up, and embraces.

## The current roots of our network

The Montessori roots are widespread. Whilst perhaps not yet visible everywhere, they are anchoring solidly, storing Montessori nutrients, and crossing the world whilst forming an intricate network.

### Teachers, Trainers & Training

AMI teachers and trainers can be found literally in all corners of the world. Teachers who travel to new territories to help set up environments and schools, or to do voluntary work with children. Trainers who relocate to train new teachers in new territories, or to present workshops and seminars to parents and other people who are generally interested in Montessori. These collaborative efforts are essential to create a climate of better understanding of Montessori, and what it has to offer.

There were many new areas of growth, and expansion in 2009. Argentina, Buenos Aires, was excited to see the start of their first AMI primary course, which is being given in a summer format. Japan, Yokohama, started a much-awaited first elementary training, and staying in Japan, Kansai, offered a second First Plane programme (0-6 years) with a strong student enrolment. In New Zealand primary AMI training was started, Vancouver, Canada held a 0-3 course, and San Diego organized a satellite course in Miami, which was bilingual English-Spanish. The Montessori Institute of Milwaukee branched out, with a 6-12 course in Kansas City.

The second primary course in Thailand started, which is helping build a growing interest in Montessori. In China, the young training centre of Hangzhou consolidated with further 3-6 courses being given, which now form a permanent aspect of the Chinese training, and plans were made for the 0-3 programme. The second elementary course began in Chennai. Australia is building on its future, supported by two primary trainers of its own.

In Sweden and France bilingual summer courses attracted students from home and abroad. It is not the first time that we have experienced the magnet of language, and being able to offer bilingual courses from time to time is a strength of AMI, also in the European community. Activities in Switzerland are expanding, with a 0-3 course in Zurich planned, to be followed in the future by Primary Courses in Zurich and Geneva. AMI is in contact with the Czech Republic.

There is continued interest from around the world with many countries knocking at our door. Exchanges on the possibility of AMI training have come from several countries in the Middle East, and much groundwork has already been done in 2009. We hope that in 2010 we will be able to offer AMI training in that part of the world for the first time.

Our established centres throughout the world do excellent work, and have done so year in and year out, building up a solid reputation of excellence when it comes to teacher training, and the AMI diploma. And having mentioned years of work, both the AMI affiliated centres in Bergamo and Sri Lanka are celebrating their 50th course.

AMI trainers everywhere continue to keep up with their professional development through Refreshers and Workshops, and AMI Trainers Meetings. In North America the trainers also meet once a year to connect and gain inspiration. Initiatives to create a similar network for Europe and Asia are also being explored.

And still on the subject of professional development, work has started on a mentorship programme for AMI graduates that will supplement what individual training centres are already offering to their alumni.

## Montessori Societies

The fabric of our Montessori community is also held together by many Montessori groups and societies around the world. In the realization that all of our efforts should reinforce the Montessori message, we have been streamlining the parameters of cooperation with currently affiliated societies, and inviting in new groups that wish to consider affiliation. New groups are expected to form in Latvia, Russia, Bulgaria, Morocco, Mexico, Nepal, and Spain. At the congress in Chennai, the Indian Montessori Foundation was launched.

We are promoting improved collaboration and sharing of ideas and resources. AMI will facilitate communications between affiliated societies; provide communication tools and access to a variety of resources. New collaborative agreements have been drawn up and licence agreements drafted and circulated. We are hoping to phase in the new arrangements over the next few years.

## Montessori Parents

The home and the learning environment have to work closely together. The family at home lays the foundation upon which the child's development is built. School and family form a partnership. To explain why Montessori chooses the approach it takes, we have begun the Parent Support Initiative, a joint venture of NAMTA, MMI London, and MAF under the pedagogical guidance of AMI.

The programme is based around eight foundational Montessori principles: Movement, Independence, Communication, Taking Time, Environment, Activity, Self-Discipline, and Love.

Each topic is introduced by a video clip, which can be placed on web sites for viewing, sent to television stations to air as public service announcements, or shown at a school information session to initiate a discussion.

Each video will be followed up by a flyer and booklet, developing one of the eight key Montessori principles, identifying simple, inexpensive actions parents can take at home to support their child's development. The initial set of video clips and flyers will target children from birth to thirty-six months, but the project aims eventually to develop materials applicable all the way through adolescence. The flyers will also be made available as free downloads on the participating web sites.

Also, a 10 to 15-minute DVD will be developed for each key principle, illustrating the principle and the supporting actions introduced in the video clip and flyer. An accompanying booklet will offer a more detailed examination of Montessori in the home and school environments. Accompanying materials for school-based parent meetings will include PowerPoint presentations,

posters, photos, and other promotional materials.

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## Outreach

But not only our “qualified” teachers are the builders of the Montessori house. Many private initiatives flourish that wish to improve the lives of children, investing in Montessori as the approach that can offer effective tools and herald change. And they prove the Montessori truth that all children can benefit. Perhaps with more of a challenge in some situations, yet where the gains may be greatest. In the poorest city areas, in the poorest countries in the world, in the most difficult of environments. This year in the USA, we have seen inner city programmes being realized funded by charitable organizations, and a bilingual (English/Spanish) parent education programme taking off. We partnered with Indigenous projects in Australia. In Kenya, we are starting a revolutionary Montessori programme to benefit the children, and the adults, in a camp for internally displaced persons. This project could not have happened but for the support of the Youth Hope Foundation, who furnished funds to keep this project up and running for at least the next three years.

## Educateurs sans Frontières

A most important aspect of Educateurs sans Frontières is to deepen the individual and collective understanding of the essential Montessori Principles. This is achieved by developing and stimulating awareness that both individually and together people can create or engage in projects that are close to the Montessori spirit.

Participants of the two assemblies to date (1999 and 2004) are involved in various Montessori projects that take the philosophy out of the classroom, back to its roots working with children and adults in challenging situations, across the world.

With the next EsF Assembly being planned for 2011, a Working Party has been established to study the practical and theoretical aspects of EsF. The EsF section on the AMI web site will be re-written and re-designed to define the rationale of the EsF programme more clearly. As well as text, photographs and footage of past and ongoing projects will be included.

## The new roots of our network

Our new trainers on the “horizon” are our new roots. The participants in the (primary level) Seminar Format have appropriately adopted “New Shoots” as their collective name.

The “protagonists” of the Seminar Format, launched in 2008, kept up their enthusiasm; this format blossomed and grew to carry the “new shoots” forward to each subsequent seminar at the Washington Montessori Institute. Since the last days of February, 2008 until mid-March of 2010, not only have the aspiring new trainers travelled distances, great and relatively small, to come together and immerse themselves in the Montessori principles. They have grown—individually and collectively—in the knowledge that theirs has been a unique journey, an undertaking of faith in themselves, in their fellow travellers and not least in their mentors.

The “new shoots” hail from ten different countries and they stand on the threshold of AMI trainer status, looking forward to putting into practice the knowledge gained and to passing on their joy in their work to those with whom they have a common goal, the formation of the child. AMI is proud to acknowledge their work and to welcome them. When we took on board the series of innovative seminars as part of the Training of Trainers Programme back in 2007, we had hopes, aspirations, and very little background on which to gauge the efficiency of this type of training. Looking back on the path we have travelled alongside the trainers-in-training who put their trust in us, we have a feeling of satisfaction and achievement. This seminar format has been a breakthrough on many fronts and forms a firm foundation for carrying the idea forward to the Assistants to Infancy (0-3) and Elementary (6-12) levels.

Already there are plans for the Elementary seminars to start in October 2012 and we are very pleased to announce that even at this early stage, there is a growing interest. Our target here also is to gather together a group of trainers-in-training of diverse nationalities, ages, and experiences so that the internationality of AMI and the universal child are represented. We are inviting experienced Elementary Trainers to lead the seminars and to encourage the trainers who have graduated more recently to form part of the training staff. Once again, we are indebted to Loyola University in Maryland for providing the premises to house our second venture.

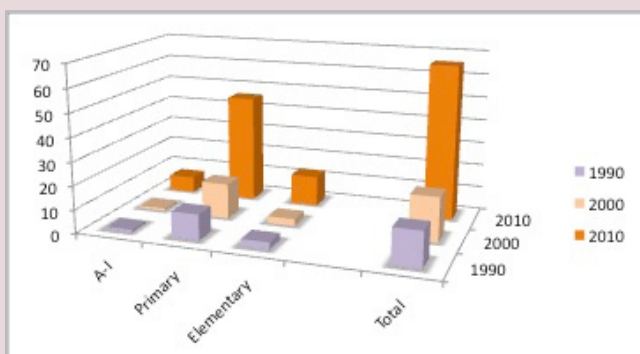
We must also turn the spotlight on the trainers-in-training at the Assistants to Infancy, Primary and Elementary levels who have opted for following a more sequential format: trainers-in-training who are working with children throughout the academic year and devoting their summers to the Training of Trainers programme; trainers-in-training who have relocated to another training centre/country for one whole course cycle and trainers-in-training who are combining research on their final papers with the day-to-day aspects of a course. Their work and efforts are reflected in the number of graduates at

Auxiliary Trainer and Trainer status in the past year and we are more than pleased to welcome them too into the AMI family of Montessori teacher trainers.

With the departure of newly qualified trainers, new and aspiring candidates at all three levels of training are always ready to fill the breach. It is a continuous process of welcoming the new applicants, nurturing the inexperienced trainers-in-training and speeding those whose training has reached fruition to new and exciting pastures.

In that respect, the future of AMI training courses looks bright and the work of the Training Group undiminished. That work would never be possible without the goodwill and commitment of the AMI Directors of Training and trainers around the globe upon whom we call on constantly to assist with the Training of Trainers Programme in a variety of ways, not least in the implementation of the programme itself, interviewing prospective candidates, or carrying out classroom observation visits.

Increase of participants in the Training of Trainers Programme over the years 1990-2010



## Special projects

### Montessori Summer Seminar

In order to bring Montessori to a wider field of people in the teaching profession or humanities, the Montessori Summer Seminar concept was developed by the Dutch teacher training college Edith Stein. Together with AMI and the University of Münster, Germany they linked up to provide a programme rich in diversity, covering the science of Montessori, the history, the outreach, as well as current research and the future. This packed programme also provided a physical journey to several Montessori landmarks. The format proved very successful in drawing participants from many countries, who returned to their homes with new insights and unbounded enthusiasm.

## New Trainers and Auxiliary Trainers in 2009

**Naoko Ogawa**



**Gretchen Hall**



**Jenny Marie Hoglund**



**Jennifer Shields**



**Uma Ramani**



**Carla Foster**



**Connie Black**



**Benoît Dubuc**



## Our Partners: UN and Unesco

'If one day Unesco resolved to involve children in the reconstruction of the world and building peace, if it chose to call on them, to discuss with them, and recognize the value of all the revelations they have for us, it would find them of immense help in infusing new life into this society which must be founded on the cooperation of all.'

Maria Montessori, Fourth Session of the General Conference of Unesco, Florence, 1950.

The importance of our connections with the United Nations and Unesco continues to grow. We thank Evelyn Greenberg, and Silvia Dubovoy, AMI representatives to the UN, and Victoria Barrès, AMI's representative to Unesco. There is a growing commitment and realization within bodies that achieving universal primary education means more than full enrolment. It also encompasses quality education.

The United Nations designated the first ten years of this century as the International Decade for the Promotion of a Culture of Peace and Non-Violence for the Children of the World. UNESCO was entrusted with the coordination of the activities of the organizations of the United Nations system to promote a culture of peace, as well as liaison with other organizations concerned in this matter. AMI was among the first NGOs to join the Decade and has contributed regularly.

Our representatives work hard to make the Montessori voice being heard louder within these organizations. The AMI bulletin includes regular updates on themes that tie in with issues put on the agenda by the UN and Unesco.

**Only when children already can develop an awareness of their rights, can they practise their human rights as adults. Only when children already can experience that their freedoms and rights end where the rights of others begin, will they not misunderstand their rights as privileges when they are adults.**

## Our scientific roots:

### Books and archives

Scientific was one of the key words that Maria Montessori would use to describe her findings, and the basis of her ideas. In today's world new technology can help underpin Montessori's science, and this is increasingly done. The need is felt that the Montessori world itself can contribute more to dialoguing with the scientific world, and providing background. In addition, a network of Montessori researchers that keeps each other informed of new publications and developments would benefit schools, and affiliate organizations alike. We are currently working on establishing an International Research Committee that will comprise both AMI researchers and scholars from outside, but related, disciplines.

To help scholars and students alike, Montessori's primary texts need to be available as widely as possible. And, her work is spreading also on paper, in her own words, as more and more translations of valued and well known titles are being made.

### New books published in 2009

Italian: *Dall'infanzia all'adolescenza* [From Childhood to Adolescence], Franco di Angeli, Milan

Russian: *The Absorbent Mind*, Charity Foundation "Volunteers", St. Petersburg

Slovenian: *The Secret of Childhood*

Ursulinski zavod za vzgojo, izobrazevanje in kulturo, Ljubljana

### Other titles that will appear soon are:

Chinese (International Training Center of Montessori Education of China, Hangzhou)

*The Absorbent Mind*

*To Educate the Human Potential*

*The Secret of Childhood*

*What You Should Know About Your Child*

Czech: *From Childhood to Adolescence*, Nakladatelství Triton, Prague

Norwegian: *The Discovery of the Child* Montessoriforlaget, Bekkestua

Montessori translations in Polish and Vietnamese are in the pipeline.

The Deutsche Montessori Gesellschaft commissioned a German translation of AMI's publication *Maria Montessori—An Anthology*, which was introduced at the German educational fair "Didakta."

A few completely new Montessori titles are close to completion. AMI has been working on the preparations of two major Montessori titles, to be published by the Montessori-

Pierson Publishing Company. One is the English translation of *Psicogeometria*. The original manuscript of this title was located in the Archives and used as the starting point for an annotated edition

by Professor Benedetto

Scoppola. Together with Kay

Baker he also reviewed

the English translation,

and they

also carefully checked

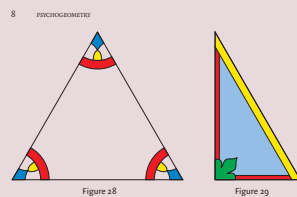
the many illustrations,

and corrected

these where necessary. We are

very much looking forward to

the launch of the book in the autumn of 2010.



Another publication that will come out this year is the 1946 London Lectures. This cycle of lectures given on Montessori's London course in 1946, the first after the second World War, has always been seen as one of the most comprehensive sets of lectures, and we trust they will be a valuable asset, both from a contemporary and historical point of view.

A number of previously unpublished articles and lectures by Maria Montessori were translated and published in our academic journal *Communications*, as part of the publishing projects that are closely connected to the Archives Project. The Archives Project has been made possible by a generous donation from the Westridge Fund, courtesy of Mrs O. Oppenheimer, which enabled us to embark on cataloguing and describing Maria Montessori's pedagogical writings. The Maria Montessori Archives rest with the AMI, and as they had never been professionally organized, they were not accessible to researchers. This work has turned out to have a "universal" touch, in that it is expanding with new documents, that are subsequently digitized and added to the archives.

With the completion of the work very close, we have already been able to help facilitate the research of several academic scholars, working in the field of feminism, history or "plain" Montessori.

We hope that with the establishment of The Maria Montessori House, the Archives will have a permanent place, and that we can offer excellent research facilities to researchers and scholars.

The Archives Project is supported by the Archives and Translation Committee, who help identify which previously unpublished material is deserving of publishing and translation. The Committee also advises on current translation projects that AMI is considering, and on the translation of current titles, and retranslation of old editions.

## Our Communications

Everything we do is communication, and we have been stepping up the frequency with which we engage in this. On a personal level, our board and committees support the core of our work, and every new initiative that develops or is being developed, by travelling to new territories, speaking to authorities, and promoting our hopes of peace. Their commitment is unique.

On another level of communication, much work went into the AMI Digital project: a special web site where people will be able to purchase and download a wide range of Montessori resources, following the I-Tunes concept, with a discount for AMI members. Apart from increasing the scope of our work, and servicing an ever growing group of people, and promoting Montessori, the site will also offer these services free to our trainers and training centres, and hence support their work. All items on the site will be subject to prior pedagogical review to ensure access to high quality, pedagogically correct resources. This project is a vast undertaking and is being realized thanks to generously donated time by all involved.

The web site will offer photographs, materials for all environments, such as language cards, and charts; presentations, video clips, books, booklets and Montessori-related gifts, as well as AMI publications *Communications* and the AMI ebulletin would be offered digitally via this channel.

The bulletin is increasingly becoming a publication whose success depends on the contributions of our membership. Facilitated and coordinated by AMI, we have started to build up a growing network of frequent contributors, who inspire their fellow members and each other. We hope to be able to build on this progress.

The editorial board of *Communications* has further developed our journal into a truly academic publication, to which also scholars from other fields are increasingly contributing.

Not only communication is everything; looks are also key elements. AMI's communications via the web, and hence its looks, were ready for a make-over, which again followed from having to re-engineer the web site to incorporate new possibilities of the second generation Internet. It was decided to unify all of AMI's visual expressions and send out the same, easily recognizable, message. Quotations were sought from companies in four countries in connection with the AMI rebranding project, and work has started. The redesign of the web site is contingent on this development.

## The Maria Montessori House

Last year the house next door to AMI in Amsterdam came up for sale, and AMI was given first right of refusal. This opportunity suddenly brought very close to realization long cherished wishes of creating a Museum, Open Archive and Research Centre. We would like to use the house also for giving lectures and



Maria Montessori's study at Koninginneweg 161, Amsterdam

seminars, based on research and insights into Dr Montessori's vision of education. We also need to promote the less well-known aspects of her work as a scientist, as a feminist, as a champion of human rights and of course particularly as a champion for children. To sum up our ambition: we envisage 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 great contribution in the forefront of current thinking and educational practices. At the moment of writing this report we were informed that one donor is truly sharing our dreams by making available the house to AMI.

With the future beckoning at us from next door, we need to build our fund-raising campaign to be able to rebuild the house from top to bottom, and have to rely on our friends to help finish the realization of a unique centre.

## Sowing

The year was filled with journeys towards the future, and yet we had to say goodbye to some special people, rooted in the Montessori movement: Bob Portielje, former AMI's president of many years (1983- 2000) died. His steady leading of AMI is something for which we are deeply grateful. Silvia Singh, director of trainer at the 0-3 level died in October. Their commitment has helped prepare today's ground. Another seed from the past that has germinated.

Maria Montessori wrote, 'This is our destiny: to sow! To sow everywhere, without ceasing—never to harvest'. She continued, 'we abandon all and travel the world, as did those in former times who would sow seeds and go their way. This is our destiny: to sow! To sow everywhere, without ceasing never to harvest.'



The seeds were and are being sown. We thank all of our members and volunteers for their tremendous work in helping to bring in the harvest. There will be other and new crops to pick next year!

# A few thank-you's during the 2009 Board Reception

*Some gifts and warm words to outgoing board members  
Judi Orion, Victoria Barrès,  
Sally Connellan and Sue Birdsall.*



*Pieter van der Linden, who was leaving the board after fifteen years as AMI's treasurer, stayed on for another year to "fill the gap".*



*Virginia McHugh Goodwin received a small gift to thank her for twenty years' service to AMI's work in the United States.*

# AMI Committees in 2009

## Board

André Roberfroid, President  
Lynne Lawrence, Executive Director  
Pieter van der Linden, Treasurer  
Peter Davidson, Silvia C. Dubovoy, Annette Haines,  
Salma Imtiaz, Monte Kenison, Molly O'Shaughnessy,  
Mary Caroline Parker, Christian Schjetnan,  
Kamini Sundaram, Maria Teresa Vidales

## Advisory Council

Helen Brophy, Elizabeth Hall, Barry Hilson, John O'Halloran,  
Orcillia Oppenheimer, Hilla Patell, Charlene Trochta

## International Representations

### United Nations, New York:

André Roberfroid,  
Evelyn Greenberg, Silvia C. Dubovoy

### Unesco, Paris:

André Roberfroid, Victoria Barrès

### International Coalition for the Decade of a Culture of Peace and Non-Violence for the Children of the World, France:

Victoria Barrès

### Association for the Development of Education in Africa Standing Committee Early Childhood Education:

André Roberfroid

## AMI/MM75 Fund Joint Funds Development Commission

Molly O'Shaughnessy, David Kahn

## Training Group

Ann Dunne, Janet McDonell, Judi Orion, Molly O'Shaughnessy,  
Rukmini Ramachandran

## Material Committee

Sandra Giralto, Baiba Krumins Grazzini, Monte Kenison,  
Lynne Lawrence, Jean Miller, Judi Orion, Maria Teresa Vidales

## Scientific Pedagogy Committee (SPC)

Annette Haines (chair), Silvia C. Dubovoy  
Sandra Giralto, Baiba Krumins Grazzini, Lynne Lawrence,  
Judi Orion, Patricia Spinelli

## Subcommittees of the SPC

### Archives and Translation Review sub-committee

Annette Haines, Baiba Krumins Grazzini, Irene Fafalios,  
Hilla Patell, AMI staff members

### Adolescent Study sub-committee

Silvia C. Dubovoy, Baiba Krumins Grazzini,  
Jenny Marie Hoglund, David Kahn, Greg McDonald

### Montessori International University sub-committee

Annette Haines, Kay Baker, Silvia C. Dubovoy,  
Montse Julia, Lynne Lawrence, Janet McDonell

### Special Education ad hoc sub-committee

John Erhart, Silvia C. Dubovoy, Nancy Lechner,  
Janet McDonell, Maria Roth, Monica Sullivan Smith,  
Nimal Vaz (advisor), Yeu-Fen Wu

### Educateurs sans Frontières Working Party

Sally Connellan, Silvia C. Dubovoy, Victoria Barrès,  
Takako Fukatsu, Monte Kenison, Jules Layman, Emily Green,  
AMI Staff member

## Editorial Board Communications

Kay Baker, Alexander Henny, Harald Ludwig,  
Renilde Montessori, Rita Schaefer Zener



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# AMI Training Courses

Argentina	Fundación Argentina María Montessori	Buenos Aires	Casa dei Bambini
Australia	Australian Montessori Teacher Education Foundation	Melbourne	Casa dei Bambini
		Sydney	Elementary
		Brisbane	Casa dei Bambini
Canada	Foundation for Montessori Education	Toronto	Casa dei Bambini
	Montessori Training Centre of British Columbia	Vancouver	Casa dei Bambini
	Montessori Training Centre of British Columbia	Vancouver	Assistant to Infancy
Finland	Palmenia Centre for Continuing Education	Helsinki	Casa dei Bambini
France	Institut Supérieur Maria Montessori	Paris	Casa dei Bambini
Germany	Montessori Internationales Ausbildungszentrum e.V.	Munich	Casa dei Bambini
India	Navadisha Montessori Institute	Chennai	Casa dei Bambini
			Elementary
	R.T.I. Montessori Training Course	Mumbai	Casa dei Bambini
	The Montessori Training and Research Centre	Hyderabad	Casa dei Bambini
Ireland	Montessori College at Mount St. Mary's	Dublin	Elementary
			Casa dei Bambini
Italy	Fondazione Centro Internazionale Studi Montessoriani	Bergamo	Elementary
Japan	Montessori Institute of Tokyo	Sagamihara-shi	Casa dei Bambini
	Montessori Institute of Tokyo	location Toyama	First Plane of
			Development
	Montessori Institute of Tokyo	location Yokohama	Elementary
Korea	Korea Montessori Institute	KwangMyung-City	Casa dei Bambini
Mexico	Instituto Internacional Montessori	Mexico	Assistant to Infancy
New Zealand	Maria Montessori Education Foundation	Auckland	Casa dei Bambini
P.R. China	International Training Center of Montessori Education of China	Hangzhou	Casa dei Bambini
			Assistant to Infancy
Pakistan	Montessori Teachers Training Centre	Karachi	Casa dei Bambini
Sri Lanka	Good Shepherd Maria Montessori Training Centre	Colombo	Casa dei Bambini
Sweden	Maria Montessori Institutet	Dalby	Casa dei Bambini
Switzerland	Montessori CH Internationales Ausbildungszentrum Schweiz	Zürich	Elementary
Thailand	The Montessori Teacher Training Center of Thailand	Nakhon Pathom	Casa dei Bambini
United Kingdom	Maria Montessori Institute	London	Casa dei Bambini
East USA	Montessori Institute of Atlanta	Atlanta, GA	Casa dei Bambini
			Elementary
	Montessori Institute of San Diego (location Miami)	Davie, FL	Casa dei Bambini
	Montessori Training Center of New England	Hartford, CT	Casa dei Bambini
			Elementary
	Washington Montessori Institute	Columbia, MD	Casa dei Bambini
			Elementary
Mid USA	Hershey Montessori Institute at Lake Erie College	Painesville, OH	Elementary
	Montessori Institute of Milwaukee	Milwaukee, WI	Elementary
			Casa dei Bambini
	Montessori Institute of Milwaukee	Kansas City, MO	Elementary
	Montessori Training Center of Minnesota	St. Paul, MN	Casa dei Bambini
			Elementary
	Montessori Training Center of St. Louis	Troy, IL	Casa dei Bambini
	The Montessori Institute of North Texas (MINT)	Dallas, TX	Assistant to Infancy
			Casa dei Bambini
			Elementary
West USA	Montessori Institute Northwest	Portland, OR	Casa dei Bambini
			Assistant to Infancy
	Montessori Institute of San Diego	La Jolla, CA	Casa dei Bambini
			First Plane of
			Development
	Montessori Teacher Training Center of Northern California	Mountain View, CA	Casa dei Bambini
	The Montessori Institute	Denver, CO	Assistant to Infancy

New courses are planned at the Casa dei Bambini level in Switzerland, the Czech Republic and Saudi Arabia. Assistant to Infancy courses are expected in Switzerland and England. A new First Plane of Development course will be offered in Spain.

See AMI web site for full details on training — [www.montessori-ami.org](http://www.montessori-ami.org)