

AMI Montessori Guide for Elementary Education (6-12 years)

2nd Edition

Codi: 210069

Tipologia: Master

Crèdits: 90.00

Idioma: Catalan, Spanish, English

Data d'inici: 22/08/2022

Data darrera sessió presencial: 26/01/2024

Data de finalització: 26/01/2024

Horari: Start and end dates for each module in the course On site fortnight 1 – From 22-8-2022 to 2-9-2022 Virtual and online fortnight 1 – From 12-9-2022 to 24-9-2022 Virtual and online fortnight 2 – From 3-10-2022 to 15-10-2022 Virtual and online fortnight 3 – From 24-10-2022 to 5-11-2022 Virtual and online fortnight 4 – From 14-11-2022 to 26-11-2022 Virtual and online fortnight 5 – From 5-12-2022 to 17-12-2022 2023 Virtual and online fortnight 6 – From 2-1-2023 to 14-1-2023 Virtual and online fortnight 7 – From 23-1-2023 to 4-2-2023 Virtual and online fortnight 8 – From 13-2-2023 to 25-2-2023 Virtual and online fortnight 9 – From 6-3-2023 to 18-3-2023 On site fortnight 2 – From 10-4-2023 to 21-4-2023 Virtual and online fortnight 10 – From 1-5-2023 to 13-5-2023 Virtual and online fortnight 11 – From 22-5-2023 to 3-6-2023 Virtual and online fortnight 12 – From 12-6-2023 to 24-6-2023 Virtual and online fortnight 13 – From 3-7-2023 to 15-7-2023 Virtual and online fortnight 14 – From 24-7-2023 to 5-8-2023 On site fortnight 3 – From 21-8-2023 to 1-9-2023 Virtual and online fortnight 15 – From 18-9-2023 to 29-9-2023 Virtual and online fortnight 16 – From 9-10-2023 to 20-10-2023 Virtual and online fortnight 17 – From 30-10-2023 to 10-11-2023 Virtual and online fortnight 18 – From 20-11-2023 to 1-12-2023 Virtual and online fortnight 19 – From 11-12-2023 to 22-12-2023 2024 On site three weeks for exams – From 8-1-2024 to 26-1-2024 Dates for written examinations Paper A – Day 8-1-2024 Paper B1 – Day 10-1-2024 Paper B2 – Day 12-1-2024 Dates for oral examinations Days 19, 20, 22, 23, 24 and 25 January 2024 (six days) Graduation date January 26, 2024 Theory and demonstration of Montessori material On site sessions – From 8:30 to 12:30 and from 13:30 to 17:30 Online fortnight – Delivering of 12 lessons (recordings) of 1,5 hours for self-viewing and one online and live meeting of 2,5 hours the second Thursday at 18:00 (Paris time zone) Supervised practice sessions Each online fortnight has a practice session of 1 or 2 hours (with following and recordings). In onsite modules during the most of the time. Discussions / Reading Seminars On Saturdays for the online and live meetings. Observation During 2022-23 academic year. They are compatible with the online lessons. Practice sessions During academic year, final part of 2022-23 and the first part of 2023-24. They are compatible with the online lessons. Center opening hours for MIRTC students: Monday to Friday from 8 a.m. to 11 p.m. and Saturday from 9 a.m. to 8 p.m.

Lloc de realització: Montessori Palau International Research and Training Center, MIRTC

Places: 40

Preus i descomptes

Preu: 13.750 €

13.750€ (2.000 € Preinscripció + 11.750 € Matricula)

Companies enrolling 2 or 3 employees in the same academic year (the same academic year)

12.375€ (2.000 € Preinscripció + 10.375 € Matricula)

Companies enrolling 4 or more employees in the same academic year (the same academic year)

Sessions Informatives

	Data	Hora	Lloc
Sessió informativa 1	14/04/2022	15:00	Sesión informativa en Español - ONLINE por videoconferencia con el programa ZOOM fent clic aquí
Sessió informativa 2	10/05/2022	19:00	Information session in English - ONLINE by videoconference with ZOOM clicking here

Raons per fer el curs

New master edition 2023

Check [here](#) the website of the new master's degree edition starting in August 2023.

New edition with in person attendance during three summers:

From 3-7-2023 to 4-8-2023 (in person saturday 8-7-2023)

From 1-7-2024 to 2-8-2024 (in person saturday 6-7-2024)

From 30-6-2025 to 1-8-2025 (in person saturday 26-7-2025)

Reasons for completing the course

Montessori teaching focuses on encouraging self-development in children, in a respectful way, and on the implementation of practical aspects of the classroom, something which currently attracts many parents and professionals from all over the world. Therefore, some of the reasons for taking this course are:

- To know the principles of the Montessori method in depth and their practice in a class of 6 – 12 year olds.
- To obtain the double qualification of a Master's degree from the university and the AMI diploma.
- To take the only Montessori AMI course for 6 – 12 years recognized as a Master throughout Europe.
- To participate in a Master at the University of Girona in assistance with the Fundació Universitat de Girona.
- To participate in the only Montessori AMI course for 6 – 12 years currently offered in Spain.
- To obtain the diploma of the Association Montessori International, currently considered to be the most prestigious and complete Montessori training at world level.
- International recognition for guides trained with the support of the Association Montessori International.
- To take the AMI 6 – 12 course at an international level, adapted to the Spanish Russian and English curriculums, with all the cultural richness that this implies.
- To enjoy priority in applications for places as observers or for teaching practice in the Montessori Palau school.

Unique Master in AMI Montessori Guide for Elementary Education (6-12 years) in Spain with international recognition

Presentació

Presentation

The Master's course for AMI Montessori Guide 6 to 12 years is designed for the achievement of a thorough knowledge of the theory and practice of the Montessori principle in Elementary education, with the aim of helping children to develop and adapt to society. The course covers all areas of the curriculum, which in Montessori education are much more numerous than those found in traditional education. These areas encompass philosophy, psychology and the contents of the various areas of knowledge with their materials and activities for teaching-learning. The course's methodology includes theoretical classes, practical classes with the materials, observations and teaching practice in Montessori schools.

The proposed course format includes the Foundation course for the 3 to 6-year-old level. All theory and practice topics related to the 3 to 6-year level will be covered in an integrated way throughout the course. We want to relate all these issues as we work on the issues of the 6 to 12-year-old level. To do this we have the collaboration of AMI 3-6 trainer Eduardo Cuevas. It is not possible to validate these subjects as they are an integral part of the other subjects.

The calendar and schedule for this course is designed for teachers and other professionals who work and want to have the best Montessori training. This course format combines self-learning and flexible hours with live online and on site meetings.

On site meetings are essential in AMI courses to give quality and consistency to learning. These meetings help a lot to create community, encourage collaboration and ensure good supervision in practice with the materials. The course begins in two on site weeks where the theoretical and practical basis of Montessori and the learning dynamics of the course are established. In these two weeks we will also review the essential knowledge of the stage of 3 to 6 years and will begin the practices with the materials.

There will be a total of four on site modules, three for two weeks and the last for 3 weeks. In the second and third on site modules, most of the hours will be devoted to supervised practice and dynamics for cooperative work. The last module will be for three weeks. The albums and the final master's thesis will have to be handed in and there will be reviews and supervised practice. There will also be final exams and graduation. In these on site weeks the Saturday of the first week will be school.

The other weeks of the course are called “virtual and online fortnight” and they all follow the same structure.

During the fortnight, 12 recorded sessions will be shared so that each student can view them whenever they want and do the corresponding work at the times that suit them best. Each session lasts approximately 70 to 90 minutes and the student will be able to see it as many times as necessary in order to better understand the procedures and topics covered by preparing their personal album.

Please note that session scripts will be provided with basic information but the student will need to make their own description of most of the content. It is recommended that during the fortnight students be able to practice with the materials presented. If students do not have a Montessori environment or materials, they can try to practice with simulations of materials that can be shared. At the end of each fortnight, on the last Thursday afternoon (or on a day to be agreed upon), there will be a live online meeting for the whole group. Between fortnight and fortnight there is at least one week without a course. The goal of this fortnightly organization is to allow job to be done while the course is taking place.

Supervised practice with materials will be done in the classroom weeks, but it is advisable to look for materials to practice also during the academic year.

During these months you will also need to do 3 weeks of observations at a Montessori school and then 4 weeks of practice teaching at a school with an AMI Montessori guide. These observations and practices can be done while the course is taking place.

A student handbook will be provided at the beginning of the course, detailing the course specifications and operation.

Objectius

The principal objective of the Master is:

- Acquire the conceptual, emotional and technical capacity to guide the self-development of children in a Montessori environment of 6 – 12 years.

This involves:

- In-depth knowledge of the evolutionary psychology of children in accordance with the theory of Dr. Maria Montessori, which concurs with the latest scientific discoveries.
- In-depth knowledge of the Montessori proposal for helping the child's self-development and simultaneously helping to improve society.
- Personal and emotional preparation for observing the child and reaching out with respect towards his own self-development.
- Understanding and recording of the educational and methodological proposals in all areas of knowledge, in an interdisciplinary manner.
- In-depth knowledge of the materials and prepared environment of the 6 – 12 age group
- Knowing how to adequately present materials and stories in the different areas of the curriculum.
- Knowledge of the organizational and technical skills necessary for the direction of a Montessori environment for the 6 – 12 age group.

Sortides professionals

- Guide in a Montessori Elementary Education class. In Spain a teaching degree is also required to teach in a school.
- Recognized professional capacity as a teacher of the 6 – 12 age group in Montessori schools throughout the world.
- Administration and assessment of educational projects in all types of businesses related to education.

A qui s' adreça

The Master is especially directed towards teachers, educationalists, psychologists and other educational professionals who wish to obtain the AMI Diploma to be Montessori guides in the 6 – 12 years' environment. Nevertheless, it is also open to any person from any background who wishes to get to know in depth the Montessori proposal for the 6 – 12 age group.

Requisits d'admissió

University degree in the field of Education Science, Pedagogy, Psychology or other related university degrees. It is also possible to take the Master being the holder of other university awards, depending on the personal circumstances of the individual. If the applicant does not hold a university degree and for personal or professional reasons wishes to study for the Master, the possibility exists of obtaining the AMI Montessori diploma for 6 – 12 years but instead of being awarded the Master's degree, receiving a Certificate of Attendance from the Fundació UdG: Innovació i Formació.

This Master requires a great deal of work and preparation at university level and therefore during the registration process references, an exposition of motivation and a personal interview with the director of the Master will be required, to clarify any doubts.

Informació relacionada

Required readings

In the following link you will find the required readings for the course: [Required readings](#)

Information in Russian

In the following link you will find a document with all the information about the course in Russian: [Information in Russian](#)

Language

This is an international course offered in three official languages: Spanish, English and Russian. Classes are taught in Spanish, with simultaneous translation into English and Russian (provided when the minimum number of students for each language is reached. The organization reserves the right to cancel any of these three language options if the minimum number of students is not reached). The necessary curricular adaptations will be made in terms of language and culture, and all the materials will be available in the three languages.

Depending on the level of demand, the incorporation of other languages may be considered. Students may submit their albums and materials and sit their exams in any of the three official languages. Students may also present albums in other languages, with the prior approval of the Training Director and depending on the availability of translators.

Pla d'estudis

Bases of the Montessori theory and their consolidation in the 3 – 6 year stage

The foundation course offers a basic comprehension of the essential theory of development and the essential principles applied in Montessori teaching. These essential elements and their implementation in the First Plane of the child's development will be the basis for understanding the child in the Second Plane.

The topics covered are: human tendencies, the four planes of development, the absorbent mind, sensitive periods, independence, freedom and discipline, normalization, social development, the prepared environment, the prepared adult, the mathematical mind and

observation.

The student must carry out some hours of observation of children between 3 – 6 years, and hand in resumes and personal notes.

The approach to working with children of between 3 and 6 years of age in the Montessori environment

This involves a description of the instrumental development of reading and writing skills, of the acquisition of motor skills, of the mathematical mind and of the adaptation to culture through the development of personal independence. There will be a theoretical introduction to the four principal areas of the 3 – 6 years' environment and the principal elements and materials, to understand how the work continues in the 6 – 12 group: practical life, the senses, language, mathematics, and the cultural extensions included in them (art, music, science, geography, history....) Emphasis is placed on a general description of the activities and materials which are offered to the child, establishing connections with the work of the 6 – 12 group and its relevance in Elementary teaching.

The aim is to connect the Second Plane child with the activities he has carried out in the 3 – 6 class and also to identify and rectify bases of learning which are lacking.

Observation of children of 3 – 6 should be carried out, and resumes and personal notes handed in.

Theoretical bases of the Montessori approach to education as applied to childhood from 6 to 12 years

With the fundamentals provided in the previous assignments as a starting point, the theoretical topics related to the self-development of human beings and how we can encourage it in a respectful and efficient way are studied and described. We analyze the characteristics of the different stages of development and their educational approach, especially in the 6 – 12 year-old stage. This stage is one of a certain stability and is essential for the acquisition of all the elements of our culture, morality, socialization and science. There is an in-depth study of the necessities of development, human tendencies, the balance between limits, freedom and responsibility, imagination and creativity, social and moral development. The proposal of cosmic education for children of this age is studied in depth, offering it to them through the Great Stories and key lessons.

The prepared environment of the classroom, its care and maintenance are defined as well as how to use the external environment on trips to the town and to natural settings.

Guided reading, debates and activities are organized to look more deeply into how to react to the psychological characteristics of children between 6 and 12 years old.

The transformation of the adult, techniques of observation and the management of a Montessori 6 – 12 class

This assignment is designed to give Montessori guides the skills, resources and practical tools to maintain their attitude of observation of and respect for the child while managing a prepared 6 – 12 years environment. Skills and techniques of observation and management of the environment are practiced, to achieve a respectful watching, admiration for the child's evolutionary process and efficient help for his self-development.

The principal contents are: The role of the adult in the environment; the material and social prepared environment, preparation and maintenance. Techniques of detailed observation and record keeping. How to protect self-development and remove obstacles in the prepared environment. The planning and preparation of presentations. How to prepare and explain stories. How to carry out individual monitoring and evaluation. Reports, information and assessments. Deal with legal requirements such as examinations and tests. The children's work, work journals. Special features of work in a 6 – 9 and a 9 – 12 class. The adaptation to a Montessori class, the first days of the course. The transition from 3 – 6 to 6 – 12. Managing cohesion and group work in the classroom. Inclusive classroom and attention to diversity. Materials and resources in a Montessori classroom. Implementation of the prepared environment for 6 – 12. Independent school outings. Relationship with the surroundings and team work. Administrative topics relating to school management and how to manage communication and the relationship with parents and the educational community.

Geography, educational approach, techniques and the presentation of developmental

materials

Work in the area of geography is part of the context of the other disciplines of knowledge within cosmic education. The aim is to offer a general vision and a description of how the laws of the universe function, underlining how the various natural elements, human beings and humanity act in harmony in an interdependent manner. Through the understanding of how the universe functions, the aim is to awaken a feeling of gratitude and responsibility for the environment in children.

Stories, materials, and all sorts of resources especially designed to explain to children how particles, the universe and the Earth function, and how humanity has adapted to the planet, will be worked on. In the area of geography, we work on astronomy, meteorology, physics, chemistry and geology and descriptive geography. In the field of human geography, work includes the geographical situation, regions which have their own special importance, what the people who live in each region are like, what type of activities they practice, the way in which human beings are interdependent, what technologies have been developed through the centuries and how the economic system functions. Much importance is given to the experimental factor, to discover the physical and chemical laws of the elements.

Biology, educational approach, techniques and the presentation of developmental materials

Work in the area of biology is part of the context of the other disciplines of knowledge within cosmic education. The aim is to offer a general vision and a description of how the laws of the universe function, underlining how the various natural elements, human beings and humanity act in harmony in an interdependent manner. Through the understanding of how the universe functions, the aim is to awaken a feeling of gratitude and responsibility for the environment in children.

In the area of biology, the appearance of living beings, the realms of living beings, simple and advanced classification, observation and experiments, types of animals, the functions of the systems and apparatus of living beings, especially humans, are studied. The area of botany is broadened with more detail to encourage children to observe and experiment with the functions of living beings. Aspects of health are also included, such as diet and physical exercise. Stories, materials, experiments and a variety of resources especially designed to explain to children the characteristics, necessities and function of living beings and how they form a very important element in the global balance of the planet, are studied.

Outings to natural environments and the observation of and direct contact with natural elements become especially relevant.

History, educational approach, techniques and the presentation of developmental materials

Work in the area of history is part of the context of the other disciplines of knowledge within cosmic education. The aim is to offer a general vision and a description of how the laws of the universe function, underlining how the various natural elements, human beings and humanity act in harmony in an interdependent manner. Through the understanding of how the universe functions, the aim is to awaken a feeling of gratitude and responsibility for the environment in children.

We work on the arrival of mankind to the Earth, and how since the first moment he has always acted to satisfy his needs while at the same time adapting to different places and circumstances while his environment was changing.

Working from the keys to the fundamental necessities of human beings, different eras and social groups in history are studied. Special emphasis is placed on the general vision of human evolution through numerous materials such as timelines, posters and stories. In the area of history, the geological ages, the prehistoric and historical ages, key elements for the study of history, the most influential civilizations of history, work with timelines and types of migrations are studied.

Arithmetic, educational approach, techniques and the presentation of developmental materials

Work in the area of arithmetic is part of the context of the other disciplines of knowledge within cosmic education. Arithmetic is approached as a language created by man's mathematical mind, which allows him to adapt to his environment and improve it. History, geography, biology and the social environment are abundant in mathematics.

We work with stories, materials, experiments and all types of resources designed to explain to children how the laws of mathematics function. The area of arithmetic is extensive and envisages working with a wide range of materials which help children to understand mathematical concepts in depth. In the area of mathematics, the system of numbering, other bases of numbering, the four operations,

problems, multiples and factors, measurements, powers, polynomials, square roots and cubic roots, fractions, decimal numbers, negative numbers, proportion, statistics, advanced problems, algebra and equations are all studied.

Geometry, educational approach, techniques and the presentation of developmental materials

Work in the area of arithmetic is part of the context of the other disciplines of knowledge within cosmic education. It implies the knowledge and measurement of the forms in our surroundings. Its relationship with mathematics, history, geography and biology is very close.

We work on stories, materials, experiments and all types of resources especially designed to present to children the keys to how to analyze their surroundings from a viewpoint of geometry. There are many manipulative materials which allow much creativity and led to the making of discoveries about laws and relationships in the forms of our surroundings.

In the area of geometry, fundamental concepts for analyzing the forms of the environment such as equivalences and the basic naming of geometrical figures and bodies are studied, along with measuring instruments, geometric constructions, lines, angles, flat figures, polygons, the circle, the relationship between figures, area, volume and the principal laws and theorems.

Language, educational approach, techniques and the presentation of developmental materials

Work in the area of language is part of the context of the other disciplines of knowledge within cosmic education. It is language which has allowed the human being to create concepts and build his reasoning mind. A deep understanding of the function of different types of words, the formation of words and how they are organized to build sentences is the basis for the mastery of the use of verbal communication.

In the area of language, we study the evolution of language and our mother tongue, the construction of words, semantics, etymology, morphology, syntax, oral expression, reading, writing and literature.

In order to thoroughly get to know the work in language, stories, materials and all types of resources especially designed to present to children the keys of how to analyze and use language are studied.

Music and art, educational approach, techniques and the presentation of developmental materials

Work in the area of language is part of the context of the other disciplines of knowledge within cosmic education. Art and music are languages created by the human mind, allowing for a wider range of expression and creativity.

In the area of music, we study how to incorporate music into the atmosphere of the class through singing, rhythm, movement, listening sessions and musical language. There are also some specific materials especially designed for handling, for the understanding of musical language and creativity. In the area of art, techniques, elements and the basic principles for creating and interpreting works of art are studied.

Practice in the use of developmental materials and presentations in the different areas

The supervised internships are done in the face-to-face part of the course. We want students to be able to practice with the materials, increasing their skills and experience in a Montessori model classroom. This is the ideal moment to explore and apply the concepts learned during demonstrations and theoretical classes, and to work in close collaboration with other students under the supervision of qualified staff certified by the AMI. Students work with other students, often assuming the role of the child among them, in order to perfect their technique and get to know the materials in more depth. A member of the teaching staff certified by the AMI is on hand to clear up questions and offer suggestions, so that students can gain the maximum benefit from this practical experience. Fulfillment of the hours of supervised training is indispensable in order to take the written and oral examinations. The model Montessori classroom in which this supervised training is carried out is completely equipped with Montessori fixtures and materials. Whenever it is possible, it is recommended to undertake extra hours of practical training and the teaching center makes the model classroom available during the week for all students who wish to dedicate more time to this activity.

It is considered that students will also be able to carry out some hours of practice with materials outside the classroom sessions in an

autonomous way with the help of real materials or simulations.

Practicum (observation of children and Montessori environment)

Students must complete three weeks (90 hours) of observation of children and Montessori environments in an Elementary School, under the supervision of a Montessori guide certified by the AMI if it's possible. The observations allow the students to advance their studies in a Montessori classroom, help them to discover the reality of the children and guarantee the development of habitual, precise and dynamic movements which students can apply to their future daily practice. During every day of observation, students will observe the class within Guidelines of Observation which have been previously studied. These guidelines, or hints, are designed to focus the student's attention on one particular aspect of the child's development and/or the Montessori theory. Students must record their observations and draw up a report of observations.

Students may choose where to carry out their observations, in any part of the world, but always in an Elementary school where there is a prepared Montessori environment and preferably with a guide certified by the AMI to apply the Montessori approach. When choosing the center for training, it is necessary to have the prior approval of the director of the Master. Indispensable collaborative agreements should be drawn up between the University and each center of training and therefore, the student must submit the internship data form to the director several weeks before the start of the internship. The MIRTC is situated in the Montessori Palau Girona school, which has 16 classrooms and Elementary teachers certified by the AMI available to welcome students who have to complete observations.

Practicum (training as a Montessori guide)

During the course students must complete four weeks (120 hours) of training as a Montessori guide in an Elementary school, under the supervision of a Montessori guide certified by the AMI. Internships are not allowed to be performed in the work environment. The totality of internships in the school itself should be avoided. Teaching practice allows students to apply their knowledge of the child's development and of the materials and to work directly with children in authentic Montessori classrooms. This is the moment for them to put into practice and perfect their skills to give presentations about the different areas of the curriculum, as well as to improve the learning process regarding the management of a Montessori Elementary education class.

Students may choose where to carry out their observations, in any part of the world, but always in an Elementary school where there is a prepared Montessori environment and a guide certified by the AMI to apply the Montessori approach. When choosing the center for training, it is necessary to have the prior approval of the director of the Master. Indispensable collaborative agreements should be drawn up between the University and each center of training and therefore, the student must submit the internship data form to the director several weeks before the start of the internship. The MIRTC is situated in the Montessori Palau Girona school, which has 16 classrooms and Elementary teachers certified by the AMI available to welcome students who have to complete observations.

The Final Master's Thesis

The Final Master's Thesis consists of a summary of the course work in the form of a report. There is one section of the report where the most outstanding characteristics of the Montessori approach to education are set out and the work in each area will be described from the viewpoint of interaction with the other areas in the context of cosmic education.

There will be a section describing the personal process of transformation of the student obtained from the notes made during the course and this will be compared with the transformation of the adult proposed by Maria Montessori. There will also be a practical demonstration of the application of the Montessori principles, in a situation which is real and meaningful for the student or a research paper on a Montessori-related topic. The Final Master's Thesis is indispensable for obtaining the title of Master from the university and it will be assessed once all the other assignments have been approved by the AMI. This TFM (Final Master's Thesis) may be carried out in a group.

Titulació

Master's course of the AMI Montessori Guide for Elementary Education (6-12 years) by the University of Girona.
Postgraduate Course in Montessori Fundamentals and Early Childhood Education

*Pending approval by the University of Girona.

*It does not include the rate of issue of the title.

Metodologia

The Master combines classes of theory and demonstration with bibliographical studies, participative sessions, active exploration, supervised practice sessions, the elaboration of materials, observation and teaching practice.

The theoretical classes offer a general view of the psychology and the development of the child according to the Montessori system with special emphasis on the specific psychological characteristics of children between 6 – 12 years of age. Students consolidate their knowledge of key concepts such as self-construction, plans of development and the human tendencies and practical aspects of the management of a Montessori environment. Theoretical classes, discussions and the educational resources which are offered and used are indispensable for preparing the student for respectful communication with children, the adequate preparation of the prepared environment and the guidance and protection of the child in the process of self-construction.

At this age, children need a broad curriculum with a global vision of the interconnection among all the elements of the universe. The Montessori program which is offered to children of this age is cosmic education, in which the different areas of knowledge are presented in an interdisciplinary manner (Geography, Biology, History, Geometry, Music and Art). The lessons which constitute the essence of Montessori Elementary education are presented: the five Great Stories (or Great Lessons) and the key lessons. Students learn to appeal to the imagination of the child, and open up his ever more reasoning mind through a combination of stimulating stories, practical materials and autodidactic activities designed to encourage the students to explore all sciences and knowledge.

The greater part of the course is dedicated to the in-depth knowledge of the concepts included in the activities and materials which are offered to children of 6 – 12 years about all these areas of knowledge. Demonstrations will be given of the techniques of the use and presentation of the stories and materials in all the academic disciplines. The aim is for the student to keep a good record of them and practice well in the prepared environment while creating personal albums which are sufficiently complete, understandable and significant for future use at professional level.

Students should read, analyze and discuss different lectures by Dr. Montessori and about the development of the child. During the course, readings and debates will be proposed on observations, academic contents and relevant aspects of educational practice.

Students also work on the knowledge and preparation of a complete prepared indoor environment and the management of the outdoor environment, such as excursions and relations with the community. There are certain specific materials which should be prepared and known in depth as requirements of the course. Likewise, each student should ensure that he obtains a set of Montessori posters and the time lines Montessori as necessary, basic material for his future professional activity. These posters can be obtained on line from the AMI web (AMI digital) or through the Training Center.

– Time for taking notes during demonstrations and theoretical classes.

Students must attend and actively participate in all Montessori pedagogy lessons and hands-on demonstrations with the materials.

Face-to-face lessons:

Some of these lessons will be in person, with the requirement of 90% attendance to be able to access the exams and then obtain the degree. The lessons take place in a specially prepared classroom with all the necessary infrastructure to enable working individually and in a group (cameras, projector, screen, audio system for translations and support for computers). Attendance at these classes (minimum 90%) is indispensable for taking the written and oral examinations.

Virtual and online classes:

Within each "Virtual and online fortnight" the student will have available the links to all the lessons on the Moodle platform. They will be lessons equivalent to 12 sessions of the course lasting approximately 70 to 90 minutes each. The student will have to visualize these lessons and take annotations to fill the handout of each lesson with content that will also be found on the Moodle platform. This task will be done as autonomous work and the student will be able to choose the schedule that suits him best but within the same fortnight. During the week after the fortnight it is necessary to upload the documents prepared to the Moodle platform to be reviewed. It is necessary to foresee the dedication time that is needed to be able to view the recording, take annotations, include images and edit when establishing a sustainable schedule in the personal organization itself. The last Thursday of each fortnight or the day to be decided at the beginning of the academic year, there will be an online meeting which must be attended live via telematics with the zoom platform.

In order to access the recordings, each student must register on the video hosting platform PANOPTO (free basic registration).

– Supervised practice

The supervised practices are carried out in the face-to-face part of the course, so that students can practice with the materials and carry out the activities worked on at a theoretical level. This is where skills and experience are acquired, working with Montessori materials in a Montessori model classroom. It is the best moment to explore and apply concepts learned during demonstrations and theoretical classes and to work in close collaboration with other students under the supervision of qualified and certified AMI personnel. Students work with each other, often taking on the role of the child, to perfect their technique and get to know the materials in greater depth. Members of the teaching staff, certified by the AMI, are available to answer questions and offer suggestions so that students can gain the maximum benefit from this practical experience.

The Montessori model classroom where these supervised practical classes are carried out is fully equipped with Montessori equipment and materials. Where possible, extra hours of practice are recommended, and therefore the educational center provides access to the model classroom for extra hours and also on Saturdays.

It is considered that students will be able to perform some hours of practice with materials outside the classroom sessions in an autonomous way with the help of real materials or simulations.

– Observation and practice in Montessori schools

Observation and teaching practice are two essential elements of the course and allow the students to carry on their studies of the child's development in Montessori schools with AMI guides. During observation the students witness the interaction of the children with the materials and amongst themselves, while in teaching practice they give lessons to the children in real Montessori classes, also with the supervision of experienced, AMI certified guides.

– Guidance, monitoring and personal assessment

A tutorial system is organized with weekly tasks, revision and personal assessment to help each student individually so that he can satisfactorily complete his training and evaluation process.

– Final Master's Thesis

The Final Master's Thesis consists of a composite assignment covering the whole course in the form of a report accompanied by the 9 final albums and the materials worked on. In part of the report the most important characteristics of the Montessori approach will be set out, and the work in each area will be described on an interdisciplinary basis interacting with the other areas in the context of cosmic education. Part of the said work will consist of a description of the student's own personal transformation which will be worked on in light of the adult model proposed by Maria Montessori. The assignment will include a practical section, applying the Montessori principles in a context which is real and significant for the student. This Final Master's Thesis is indispensable for obtaining the title of Master from the University of Girona and it will be assessed once the other assignments have been passed by the AMI. The final assignment may be prepared in group.

Sistema avaluació

– Continuous evaluation

The students' work is assessed continually throughout the course. Students receive constant advice and help through personal contact with the teaching staff and communication mainly through e-mail or the Moodle platform. Assignments are regularly revised, comeback is offered and details are recorded for assessment.

During the supervised practical work, which is carried out independently by the student, the teaching staff will observe how the student works with the materials, and is available to offer additional help if necessary. During the course, individual tutorials with students are organized to ensure the greatest possible degree of communication and collaboration. The staff help the student to be organized and offer useful and constructive opinions so that students can improve their efficiency, achieve their learning objectives and maintain a good level throughout the course.

– Final assessment

For the final assessment of the different subjects, firstly the completion of all course requisites will be evaluated, especially the assistance at 90% of lessons and supervised practice sessions, handing in of all work, albums, materials and the correct completion of observation and practical classes. On a second level, written and oral examinations will be assessed.

The written exam consists of two parts and takes place on three different days, in sessions of three hours each day. Students can choose the questions they want to answer from several options. The first day, the questions are about Montessori theory, while the

second day and third day are about practical aspects of the curriculum areas. During the whole course, students carry out activities and do written exercises which serve as guidance for the written examination and the staff offer advice on where to concentrate their efforts. The oral examinations take place at the end of the course before an examining tribunal presided over by an external examiner nominated by the AMI.

The oral examinations are carried out on an individual basis and the student presents a lesson for each area. The lessons to be presented are decided by drawing lots and the students have a few minutes to prepare their lesson before the examination begins. At the end of the presentation, the examiner and the student have a conversation about the lesson, the materials used and the relation to the child's development and the fundamental principles of the Montessori theory. The oral examination consists of three sessions of approximately one hour each, and in each session the student presents the lessons which correspond to two areas.

Once the examinations and the assessment of the other requirements have been completed, the official AMI assessment committee decides if the student is qualified or not to receive the official AMI diploma. When all the subjects have been approved, the Final Master's Thesis will be assessed, this being essential for receiving the title of Master from the University. This assignment may be completed in group. The Final Master's Thesis consists of a composite assignment covering the whole course in the form of a report and research on a Montessori-related topic.

The final day of the course is Graduation Day. In this ceremony students will receive the AMI Montessori Guide 6 – 12 years Diploma, and the AMI Montessori Guide 6 – 12 years Master's degree from the University of Girona.

In this ceremony there may be students who receive the AMI Diploma but not the Master's degree if they did not have an approved University qualification or if their Master's course final assessment has not been submitted or approved.

Students who have not completed the requirements to obtain the AMI diploma will have a maximum of one year to complete them.

Finançament

Finançament

Bank financing

Students enrolled in activities for the 2018-2019 academic year may finance the payment in 10 instalments.

The Fundació has agreements in place offering preferential terms for their students with the following entities:

- Banc Sabadell
- CaixaBank
- Banc Santander
- BBVA

Financing through the Agència de Gestió d'Ajuts Interuniversitaris i de Recerca (AGAUR)

With the aim of facilitating access to Masters and Postgraduate courses, the Agència de Gestió d'Ajuts Universitaris i de Recerca (AGAUR) promotes the following loan programme.

For more information, click [here](#).

Fundación Estatal para la Formación en el Empleo – FUNDAE (formerly Fundación Tripartita)

Workers whose enrolment is being paid by a private company, can apply for a subsidy through the Fundación Estatal para la Formación en el Empleo – FUNDAE (formerly Fundación Tripartita)

To apply for this subsidy, the worker must contact their company's Human Resources department.

For more information, click [here](#).

For further information, please send an email to: economia.fundacioif@udg.edu

Payments can only be financed in case of residing in Spain.

Quadre docent

Direcció

Dani Cañiguerall Viñals

Holds a Diploma in Elementary Education from the University of Girona. He has worked in various state schools and since 1989 has been an Elementary teacher in the Montessori Palau Girona. He holds the AMI Diploma as a Guide in Elementary Education (6-12), which he completed in Girona in 2005. With more than 15 years of experience as a Montessori guide, he has directed and participated in talks, workshops and seminars related to the Montessori method. He has been responsible for coordination in his Montessori school and has assumed functions related to educational innovation in the Montessori Palau Girona. He holds the AMI Diploma in Infant Education (3-6) awarded by the University of Vic. He participated as a speaker in the 27th International Montessori Conference held in 2013 in Portland (Oregon). During his teacher training, he actively participated in the first AMI 6-12 course in Prague and in the first international AMI 6-12 course in Girona. In the 2018-19 academic year, he completed part of an Interuniversity Master in Inclusive Education. Since 2015 he has been specializing in the work of María Montessori in Barcelona. About this stage she has found unpublished documents and has written various articles in specialized magazines. It is also dedicated to helping schools and teachers discover and better understand Montessori. Collaborate with researchers on education and with the Montessori district of Perugia. He is currently finishing a PhD in Education at the UVic University. Since November 2018, he has been an international trainer of AMI guides in Elementary Education. He has participated in AMI certificates (assistants and refresher courses) and is now doing his second Master in AMI Montessori Guide for Elementary Education.

Coordinació

Ana Julià Barnadas

Ana Julià Barnadas holds a Degree in Philosophy and in Physical Activity and Sport Sciences. She holds the AMI (Association Montessori Internationale) Foundation Course 3-6 and Elementary 6-12 Diplomas. She has completed 0-3 and 3-6 training for the Institutes for the Achievement of Human Potential (Philadelphia, USA). She is a teacher at Baccalaureate level and coordinates the Training and Innovation section at the Montessori Palau Girona. Since 2012 she has chaired the Spanish Montessori Association. She co-directs the Montessori International Research and Training Centre (MIRTC) and has given presentations at congresses and collaborations in various media outlets on educational issues.

Professorat

Dani Cañiguerall Viñals

Holds a Diploma in Elementary Education from the University of Girona. He has worked in various state schools and since 1989 has been an Elementary teacher in the Montessori Palau Girona. He holds the AMI Diploma as a Guide in Elementary Education (6-12), which he completed in Girona in 2005. With more than 15 years of experience as a Montessori guide, he has directed and participated in talks, workshops and seminars related to the Montessori method. He has been responsible for coordination in his Montessori school and has assumed functions related to educational innovation in the Montessori Palau Girona. He holds the AMI Diploma in Infant Education (3-6) awarded by the University of Vic. He participated as a speaker in the 27th International Montessori Conference held in 2013 in Portland (Oregon). During his teacher training, he actively participated in the first AMI 6-12 course in Prague and in the first international AMI 6-12 course in Girona. In the 2018-19 academic year, he completed part of an Interuniversity Master in Inclusive Education. Since 2015 he has been specializing in the work of María Montessori in Barcelona. About this stage she has found unpublished documents and has written various articles in specialized magazines. It is also dedicated to helping schools and teachers discover and better understand Montessori. Collaborate with researchers on education and with the Montessori district of Perugia. He is currently finishing a PhD in Education at the UVic University. Since November 2018, he has been an international trainer of AMI guides in Elementary Education. He has participated in AMI certificates (assistants and refresher courses) and is now doing his second Master in AMI Montessori Guide for Elementary Education.

Eduardo José Cuevas González

He became acquainted with the scientific and spiritual dimension of Dr. Montessori's proposal in 1971 at the University of Puerto Rico, while taking an elective course on elementary education, which changed the course of his life.

In 1973 he completed his first Association Montessori Internationale (AMI) course for ages 3 to 6 in Mexico City, where he remained for 9 transformative years under the tutelage of Nan Hanrath.

In 1982 he returned to the Island of Enchantment where he founded and directed the Montessori Ambiente "Clarita Lugo de Sendra", as suggested to him by Mr. Mario Montessori, in his endeavor to become an AMI Trainer.

In 1987, after having completed an additional 2 years of training at the Midwest Montessori Institute, under the wise direction of Ms.

Hildegard Solzbacher, he returned to Puerto Rico to found the Center for Montessori Studies in Puerto Rico and the Caribbean, year in which he held his first AMI training course.

Eduardo, with his adventurous spirit and desire to be a citizen of the world, has directed the first AMI courses in Hartford, Connecticut, USA and in Gerona, Spain, and participated in the first course at the University of Uppsala, Sweden. For 21 years he directed the Montessori Training Centre of British Columbia in Vancouver, Canada. Currently, he is Director of Training for the Fundación Vizcaya course in Bilbao, Spain. He has been a speaker at AMI conferences in Australia, China, Sweden and the United States, among others.

He has a Master's degree in Elementary Education from Loyola University and doctoral courses at the University of British Columbia. He has 38 years of experience as a consultant to schools, as well as in successful parent education programs, and having created the DVD "Because No One Was Born a Parent". He served for six years on the board of AMI in Amsterdam, The Netherlands.

Aleksander Modekin

Aleksander Modekin works as a teacher of Elementary Education in the Semitsvetic Montessori School, Dolgoprudny, in the district of Moscow, Russia. He holds a Degree in Law and an additional Diploma in Education. In 2018 he graduated at the Montessori Palau International Research and Training Center (MIRTC), where he undertook a training course in AMI Elementary Education. Mr. Modekin has presented various lectures and workshops in different educational conferences in Russia. Furthermore, he is currently participating in an educational research project and is studying a postgraduate course.

Gladis Routier Cañigüeral

Gladis Routier Cañigüeral has been a teacher of Elementary education in the CCE Montessori Palau Girona since 2008. She holds a Degree in Elementary Education from the University of Barcelona and holds an Interuniversity Master's Degree in Youth and Society. She obtained the AMI Diploma in Elementary Education (6-12 years) at the *Centro Internazionale Studi Montessoriani* in Bergamo (Italy). She participated in an AMI extension course in artistic education in Bergamo. She has participated as an assistant in AMI Montessori training courses in Girona.

*La direcció es reservarà el dret a fer canvis en l'equip docent en cas que algun dels professors no pugui impartir la seva matèria, garantint el mateix nivell de qualitat i categoria professional.

Entitats promotores

Fundació UdG: Innovació i Formació



Montessori Palau Girona



Montessori Palau International Research and Training Center



AMI Montessori Guide for Elementary Education (6-12 years)

Inici curs: 22/08/2022

Data darrera sessió presencial: 26/01/2024

Fi curs: 26/01/2024

Data tancament acta avaluació: 27/03/2024

Sessions Informatives

	Data	Hora	Lloc
Sessió informativa 1	14/04/2022	15:00	Sesión informativa en Español - ONLINE por videoconferencia con el programa ZOOM fent clic aquí
Sessió informativa 2	10/05/2022	19:00	Information session in English - ONLINE by videoconference with ZOOM clicking here

Calendari

Data	Lloc	Inici matí	Fi matí	Inici tarda	Fi tarda
22/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
23/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
24/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
25/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
26/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
29/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
30/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
31/8/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
1/9/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
2/9/2022	Presencial – Face to face	08:30	12:30	13:30	17:30
22/9/2022	Seminario - Seminar			18:00	20:30
13/10/2022	Seminario - Seminar			18:00	20:30
3/11/2022	Seminario - Seminar			18:00	20:30
24/11/2022	Seminario - Seminar			18:00	20:30
15/12/2022	Seminario - Seminar			18:00	20:30
12/1/2023	Seminario - Seminar			18:00	20:30
2/2/2023	Seminario - Seminar			18:00	20:30
23/2/2023	Seminario - Seminar			18:00	20:30
16/3/2023	Seminario - Seminar			18:00	20:30
10/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
11/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
12/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
13/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30

	face				
14/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
17/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
18/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
19/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
20/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
21/4/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
11/5/2023	Seminario - Seminar			18:00	20:30
1/6/2023	Seminario - Seminar			18:00	20:30
22/6/2023	Seminario - Seminar			18:00	20:30
13/7/2023	Seminario - Seminar			18:00	20:30
3/8/2023	Seminario - Seminar			18:00	20:30
21/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
22/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
23/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
24/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
25/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
28/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
29/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
30/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
31/8/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
1/9/2023	Presencial – Face to face	08:30	12:30	13:30	17:30
28/9/2023	Seminario - Seminar			18:00	20:30
19/10/2023	Seminario - Seminar			18:00	20:30
9/11/2023	Seminario - Seminar			18:00	20:30
30/11/2023	Seminario - Seminar			18:00	20:30
21/12/2023	Seminario - Seminar			18:00	20:30
8/1/2024	Presencial – Face to face (written exams)	08:30	12:30	13:30	17:30
9/1/2024	Presencial – Face to face	08:30	12:30	13:30	17:30
10/1/2024	Presencial – Face to face (written exams)	08:30	12:30	13:30	17:30
11/1/2024	Presencial – Face to face	08:30	12:30	13:30	17:30
12/1/2024	Presencial – Face to face (written exams)	08:30	12:30	13:30	17:30
15/1/2024	Presencial – Face to face	08:30	12:30	13:30	17:30
16/1/2024	Presencial – Face to face	08:30	12:30	13:30	17:30
17/1/2024	Presencial – Face to face	08:30	12:30	13:30	17:30
18/1/2024	Presencial – Face to	08:30	12:30	13:30	17:30

	face				
19/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
20/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
22/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
23/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
24/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
25/1/2024	Presencial – Face to face (oral exams)	08:30	12:30	13:30	17:30
26/1/2024	Graduació – Graduation	08:30	12:30	13:30	17:30