



AMI MONTESSORI ASSISTANTS CERTIFICATE PRIMARY 6-12

AMIAC6-12

Course Brochure

Focus of the Assistant's work

The intention of the Assistants Course is to help interested adults become informed, capable, and supportive assistants to a trained primary teacher. Further, the programme may serve as an information course for administrators of schools and parents.

- To learn the Montessori philosophy with regard to child development
- To observe the primary child (2nd plane of development)
- To learn how to interact with the Montessori trained teacher
- To learn how to interact with the primary child
- To acquire the ability to support the development of the child by assisting the teacher

Duration of the course programme

- Sixty hours at the Centre, and nine (9) additional hours of observation in a Montessori primary class. The observations are to be done either immediately after the course or parallel to the course.

Course structure options

- Two full weeks
- One full day a week for ten weeks
- Five weekends (could include a Friday evening session)
- Weekends plus some evenings

Note: Whatever the format chosen, the course should not be extended beyond twelve weeks.

Recommended reading

It is recommended that selected reading from the three books below be assigned during the course to prepare the assistants for continuing their study after the course.

- To Educate the Human Potential
- The Formation of Man
- Education and Peace

Other readings may be included.



Units	UNIT CODE	UNIT TITLE
	I.	Introduction to Montessori
	II.	Introduction to Montessori's theory of human development <ul style="list-style-type: none"> • Needs and tendencies • Self construction • Four planes of development • Characteristics of child in second plane
	III.	The prepared environment for the second plane <ul style="list-style-type: none"> • The primary teacher • The materials • Other adults (assistant, experts)
	IV.	The plan for the primary child <ul style="list-style-type: none"> • Cosmic education • The pedagogical techniques (examples of lessons may be included) • Role of teacher (transmitter of knowledge, inspiration) • Class composition (mixed ages, sufficient children) • Story telling/oral introductions (Great Stories/ other stories) • Content knowledge (key lessons) • Sensorial/imaginative presentations, leading to abstraction • Develop imagination, leading to creativity • Awareness of necessity for social/moral development • Going Out (implementing the child's self construction) • Other adults (there is more outside the classroom)
	V.	Freedom and responsibility <ul style="list-style-type: none"> • Freedom as applied to child in primary environment • Responsibility as applied to child in primary environment
	VI.	Interacting with the primary child <ul style="list-style-type: none"> • Manner of speaking to a child • Appropriate direction for a child • Manner of redirecting child
	The Assistant	Assisting the trained teacher: <ul style="list-style-type: none"> • Have regular meetings with the teacher • Observation of the children that supports the work of the teacher/child • Maintenance of the environment • Ordering supplies • Accompanying children on Going Outs • Role Model for appropriate classroom behaviours (language, movement, activity) • Maintain confidentiality

Further requirements from the student	
	<ul style="list-style-type: none"> • Submission of three papers (500 words each) on topics set by the course, to be submitted by a date stipulated by the course director. At least one of these topics should be on a theory topic. • In order to obtain the Primary Assistants Course Certificate a minimum of 90% attendance is required for the lectures. 100% of observation hours must be fulfilled.



The Australian Centre for Montessori Studies (ACMS) is a national organisation committed to providing quality training to the Montessori teaching community, and to those interested in becoming qualified in the Montessori method.

Montessori education is growing in Australia, particularly in the early childhood sector. Parent demand for quality and choice is becoming more discerning, resulting in an increased number and capacity of Montessori schools and centres. As a result, there is a high demand for trained Montessori educators.

There are basically two components to teaching qualifications within Montessori, one being what is mandated by the government and the other being the Montessori pedagogical training required by a Montessori school/centre.

One of the aims of the National Quality Framework is to improve and nationalise early childhood qualifications and educator to child ratios. As a result, educators working with children from birth to preschool age will require at least an approved Certificate III level education and care qualification, with higher qualifications required for half the staff.

In a Montessori setting, this means that all Montessori assistants will require a Certificate III in Early Childhood Education and Care. Teachers will require at least a Diploma of Early Childhood Education and Care, with some requiring teaching degrees, depending on the setting.

In addition to these qualifications, Montessori training is provided at the assistant and teacher level. ACMS is the only training centre in Australia authorised to deliver Association Montessori Internationale (AMI) training courses. AMI is the recognised international authority on Montessori education and directs studies in affiliated teacher-training institutions around the world.

ACMS provides the AMI Montessori Certificate course for Montessori assistants and the AMI Montessori Diploma course for Montessori teachers. There are three separate courses for the Montessori Diploma aligned to the age group of the child – the Assistants to Infancy 0-3 course, the Early Childhood 3-6 course and the Primary 6-12 course.

Prospective educators are encouraged to visit the Australian Children's Education & Care Quality Authority (ACECQA) and the relevant state teachers institution websites for further information about qualifications and teacher registration.