

Synopsis: AMI Open Forum Day 1 – 12 April 2007

Question 1

If there were no boundaries or restrictions, where do we want the Montessori movement to be in 10 years time? What are our aspirations and dreams? What will the Montessori movement look like? What will its impact be?

- Outreach
- Include all Montessori groups not just AMI
- More Montessori in Latin America
- Acceptance of Montessori as a system – no need to explain
- Research on Montessori children
- Person to person approach
- More trainers – more teachers
- Core knowledge course – teachers/parents
- Outreach programmes
- Montessori beyond schools and testimonies about success
- Compilations of stories to talk to Governments – policy paper format
- Central compository for information
- Unity package
- Affordability
- Reality testing of any visions or goals
- Parent education initiatives including world issues vis a vis Montessori
- Education of young volunteers
- Archives of Dr Montessori's writings, etc
- Training colleges – quality not quantity
- Statement of new meanings for “movement”
- Special education information
- Ambassador of cosmic education
- Simplify training of trainers programme
- Open forum every year
- Communicate with professionals other than teachers
- Parent support initiative
- Indigenous policy development for all countries where relevant
- Invite VIPs to visit schools
- Formal recognition of diploma that spans age groups
- Goals to be congruent
- Define vision

Summary: All seems to come under outreach – internal and external

Question 2

What are the challenges and obstacles facing the Montessori movement?

Communication

- Change mindset
- Difficult to communicate message clearly and efficiently
- Translation of jargon

Training

- Multitude of Montessori training centres with disparate aims and objectives
- Refresher courses opening to non-AMI
- Recognition of Montessori training
- Flexible training and validation in places where no training centre
- Training affordability and access
- Bridge gap between AMI and other Montessori organisations
- Possibility of opening up courses, etc to non-AMI trained teachers, parents etc. – need guidelines

Other

- Inability to self-promote
- Insulation
- Compliance, opening up schools, challenges with provision of resources
- Fragmentation
- Lack of recognition of Government regulations by AMI (re school accreditation)
- Guidelines for school recognition
- National and international differences

Question 3

What is AMI's role in leading the Montessori movement?

- Template for quality assurance programme including need for history of training – measures and processes for course development etc
- Accreditation for AMI Diploma
- Creativity in opening up a school
- AMI set up to protect work of Dr Montessori
- Developing parameters
- Have public presence and inspiration
- Continue development of method
- Knowledge database
- Mobilise everyone
- Define leadership
- Social change
- Educate adults on nature and principles of childhood
- Have AMI representative at all conferences
- Provide pathway for individuals
- Empower parents and teachers

Summary: Leadership – knowledge, inspiration, guidelines and resources

Question 4

What capacity, services, capabilities and resources will we need to carry out our leadership role and achieve the goals we envisage?

- Money
- Quality assurance templates
- Professionalism – harness volunteers
- Write proposals to seek funds and grants
- Alternative mechanisms to harness quality

- Independent corroboration by scientists
- Training, research and development, links with Universities
- Grants – use Affiliates to do groundwork
- Template for grant applications
- Need goals for fund-seeking
- Messages need to be international & resources shared
- Feasibility studies visible to others? template
- Communication network
- Support for training centres and schools
- Create new business structure – paid staff etc
- Network to parents and schools directly
- Technology, e.g. database of Affiliates, technical support
- Streamlining training centre templates
- Links to websites and website development
- Look at existing resources, e.g. Handbooks for training centre
- Staffing to manage new ideas
- Improve capacity building
- Reach out and keep quality at same time

Summary: Professional/business models being provided and used – business acumen
Communication tools and techniques