

AMI's Bold Goal in Action for Trainers

Phoenix, AZ, USA

AMI REFRESHER COURSE

February 20, 2018

The Bold Goal Steering Committee agreed in Seattle to advance 'BGI' work by:

The strategic communications team shared the Parents as Early Childhood Education Consumers.



We presented (here) on Parents as Early Childhood Education Consumers, and Bold Goal strategy implementation. As promised, we came ready to provide updates on work launched in Seattle:



Establishing a Directorate for AMI's Bold Goal Initiative to ensure the project is integrated at the system-level for AMI.

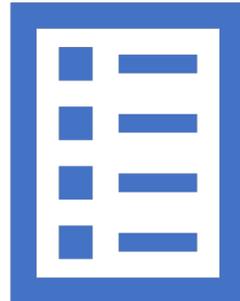


Convening diverse funders to support AMI's Bold Goal strategy and to diversify support for implementation.

Designing a project to establish a shared services center to support the AMI training community in the U.S. so that it can train more adults for more roles more quickly.

AMI Bold Goal After Action Report (Seattle)

Excerpts from the Directorate of Bold Goal Implementation Proposal, 2/2018



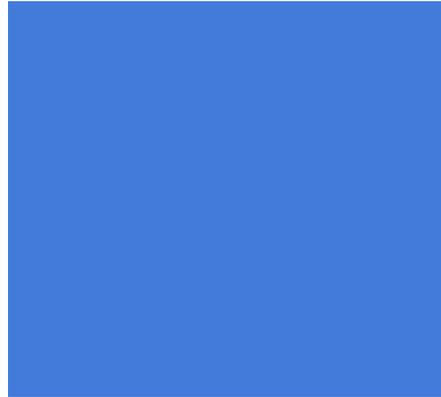
Requests support for the Directorate of Bold Goal Implementation (the DBGI') for two years.

After two years, AMI in the U.S.A. ... will incorporate and continue the function.

... [S]upport during the interim will deliver the capacity AMI needs in place now to:

- **1) Generate new fee-revenues** from increased training, outreach courses, and membership, and
- **2) Fundraise for our future** with U.S. ... partners, and
- **3) Ensure, coordinate, collect, and share information on Bold Goal implementation** to facilitate natural collaborators, identify duplication, and quickly see, support, and spread activities that generate the outputs we need (see [Appendix A, Outputs column in the Bold Goal strategy](#)).

Directorate for Bold Goal Implementation



Establish national, coordinated support services for AMI training to support tripling of AMI trainees for certification by 2021 from 2016 levels per the Bold Goal *and to establish a platform capable of supporting exponential growth in trainees after 2021.*

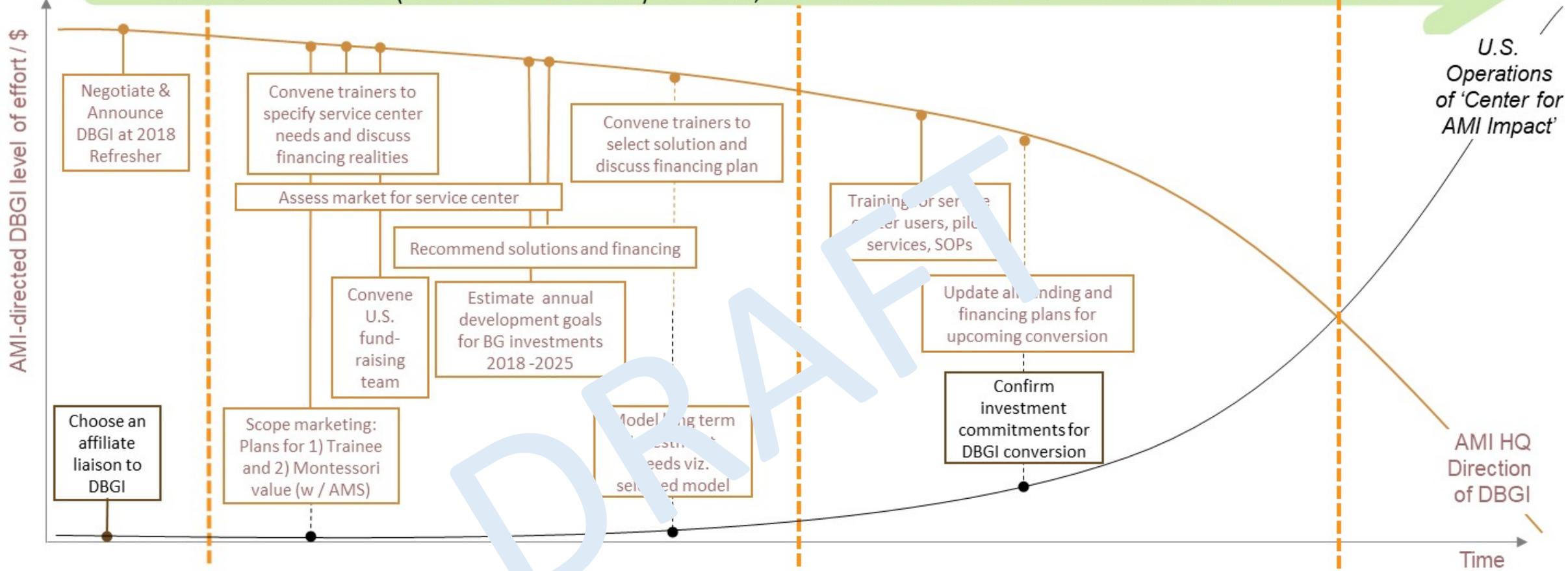
DBGI TARGET TWO-YEAR OUTCOMES

With a bridging investment to support the DBGI for two years, AMI will:

- Establish national, coordinated support services for AMI training to support tripling of AMI trainees for certification by 2021 from 2016 levels per the Bold Goal *and to establish a platform capable of supporting exponential growth in trainees after 2021.*
- Ensure dissemination of scholarship aimed at policy visibility for AMI's outcomes for children.
- Partner across the U.S. Montessori landscape to spread quality Montessori in the public sector through 1) shared messaging around teacher certification, and 2) joint, targeted, and research-based communications for parents on Montessori's value and certified Montessori teachers.
- Build internal communications processes between AMI headquarters and U.S. operations to:
 - Support delivery of revenue- and interest-generating outreach courses by AMI.
 - Connect through communications our AMI membership and school communities to regularly refresh and renew each other in our shared mission ($I = f(C \times A \times E)$), and
 - Identify and support talent within the AMI network to ensure a steady pipeline of trainers and other mission-critical AMI leaders for the next 10-, 20- and 30-years.
- Promote a nationwide network of professional development offerings prioritizing support to AMI trainees and schools, but also available to child development practitioners more broadly.

These are the outcomes against which AMI will track success and around which we will manage the DBGI. They come from our Bold Goal strategy, which was developed as a whole community effort

BOLD GOAL STRATEGY (ACTIVITIES & OUTPUTS) INITIATED, TRACKED & SPREAD BY DBGI TO PREPARE FOR CONVERSION



MARCH 2018 DBGI CONVENES

- DBGI staff contracts and deliverables confirmed
- Plan for training service discovery confirmed
- Plan for partner-based marketing confirmed

MARCH 2019 DBGI TRAINING SERVICE OPERATIONAL

- Agreements on funding for service center thru 2020 in place
- Fundraising and 2020-25 cost models aligned
- Financial alignment with affiliates for 2020-25 operations underway

FEBRUARY 2020 DBGI CONVERSION FROM AMI TO U.S. OPS.

- Reporting on BG Outputs → Outcomes
- Training Service Operations
- Development, Communications, Talent & Data Coordination with AMI

AMI will establish the DBGI by:

Overseeing DBGI staff, consultant, and vendors to stand-up operations, including:

- Develop central training service center –
 - Continue discovery with training community (building from Seattle 2017 start) to further specify national-level services required to optimize training delivery;
 - Conduct market research to identify service center support options that best meet the needs identified by the training community;
 - Facilitate training community discussion about the costs and benefits of various service center investment options; model out-year investment from training community (and, most likely, annual fundraising targets) required to sustain different service options;

AMI Training Community wants to stop doing:

- Stop verbalizing negativity
- Stop expecting martyrdom
- Stop balkanization of training centers; coordinate
- Stop center by center financial management
- Stop trainers doing PR and marketing
- Stop worrying about scarcity
- Stop wishing and go and do
- Stop parochialism and speaking only to the converted
- Stop starting from scratch; build off others' work wherever we can
- Stop isolating from potential partners
- Stop being controlling: loosen up
- Stop being rigid
- Stop fearing innovation
- Stop worrying whether someone will say it exactly like I do
- Stop hunkering down in our own echo chambers
- Stop saying "Monte-something"
- Stop delivering "one-offs" without sustainability plans
- Stop using "Montessori" so much; talk about human development
- Stop shutting out non-trainers; collaborate instead
- Stop waiting for diversity to come to us: go get it

AMI Training Community would happily stay up all night to:

- Match Montessori to current science
- Mentoring new teachers
- Preparing students for the course
- Talking about Montessori
- Creating partnerships
- Talking about pedagogy
- Supporting traditional educational students as they learn about and approach Montessori training

- Support for MACTE self-studies
- A central system for trainee paper submissions and reviews, etc.
- Standard system for trainee application management
- Data collection support for enduring state compliance
- Database of prepared, job-ready, AMI trained adults
- Database where trainers can learn about one another's special abilities (e.g., Alison's autism course)
- Centralized place to manage observations and practice teaching requirements
- Information for trainees about schools in the field and their needs, and information about teachers with special interests
- Central location with course and exam schedules that all trainers / training center staff can see
- Streamlined system and support for conducting and filing feasibility studies
- Grant writing and fundraising support
- Information on materials for a new community
- Searchable resource bank for trainees and graduates
- Access to published research (i.e., behind paywalls, such as ERIC)
- Quality marketing collateral, such as videos, we can use to promote AMI training
- IT support and training for tracking outcomes data, and training on using SEO and social media, for example
- Policy and advocacy / government relations capacity
- Success stories to share among training centers around advocacy, fundraising, new models of training
- Post graduate mentorship, opportunities for jobs, professional development opportunities
- Support to conduct feasibility assessments in communities out of current training center reach or range
- Recruitment and resource support for future trainers to take the training of trainers
- Database of state standards and our AMI crosswalk

FUNCTIONS
WE NEED
CENTRALLY
COORDINATED
TO SUPPORT
AMI TRAINING
IN THE U.S.

N/3

How many items are you prioritizing amongst?

Divide the sum by 3. This is how many votes you get.

$22/3 = 7$ items you can flag.

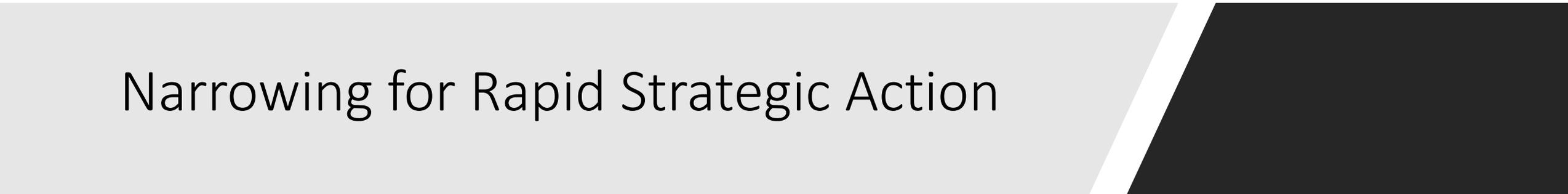
Take 7 votes and put your mark next to your top 7 on this list OR add up to 7 new items. Not both. Either / or.

Round 1, then repeat.

You are looking for trends not consensus at this stage of narrowing.

Where do we see convergence? Where do we see divergence?

What does this tell us about the training service center's design?



Narrowing for Rapid Strategic Action