

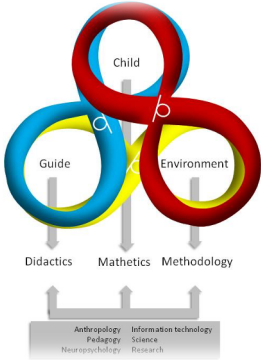


MONTESSORI TEACHER EDUCATION PROGRAM (TEP)

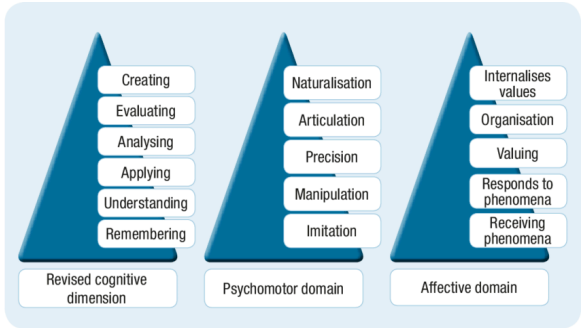
ELMENTARY MONTESSORI ECUCATION

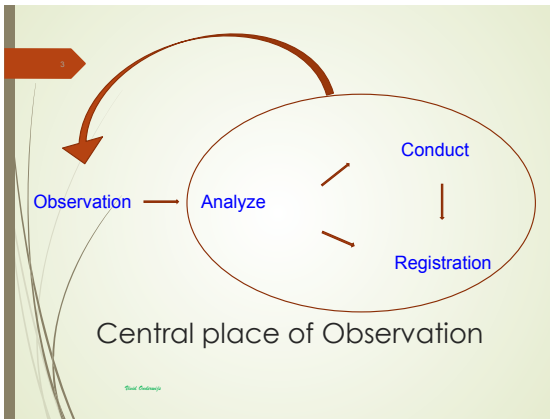
AGE OF CHILDREN: 6-12 YEARS

DESCRIPTION	CONTEXT	DATA
The TEP course Montessori Teacher Education Program 6-12	This MONTESSORI course trains students on a theoretical and practical level to be a Montessori teacher in Montessori Elementary schools.	<p>The NMV Certificate:</p> <p><i>“Montessori Teacher in Elementary Education; Age 6-12”.</i></p> <p>is awarded upon the Requirements for Certification of the Dutch Montessori Association in Cooperation with VIVID Onderwijs Nederland.</p> <p>VIVID Onderwijs works in cooperation with Montessori Europe (ME). The certificate will also state Nienhuis Montessori as an official and preferred material partner.</p> <p>The Certificate is signed by the NMV and Trainers of the course.</p> <p>In order to sit for the oral interview the student has a minimum of 90% of attendance and has worked in Class and out of Class Study and Practice.</p>
Required time	In total: 320 hours	<ul style="list-style-type: none"> • 120 hours Academic in Class, face-to-face instruction, in Class practicum and digital instruction. Interviews and feedback. • 200 hours for Academic out of Class study, practice,
Methodology	Our way of working is based on research and has a scientific approach to train Adults. We use the methodology of Joyce and Showers for training and coaching.	Presentations of Theory / Modeling / practice and Feedback by the Trainers.
Application requirements	Bachelor degree in education. The special requirements of the governments	Students with a Montessori diploma for a particular age 0-3 or 3-6 or 6-12 can also step in to complete or upgrade the level.

	have to be discussed before the course starts.	For this an Interview with the Trainers is obliged before the start of this course. The Trainers will give the requirements for the Certification.
Quality of a Montessori teacher	Interest in scientifically items is the basic attitude, which is needed to educate.	To be a Montessori teacher the student has to develop a learning attitude and communication skills with children, parents, assistants, nannies and colleagues.
Achievements:	<p>Knowledge, attitudes and skills about: The Teacher – Child/Student relation.</p> <p>The teacher in relation with the environment and the child in relation with the environment and Materials.</p> <p>The teacher in relation to Parents and other Communities (role play in macro loop).</p> <p>Knowledge from different sciences: Anthropology, development Psychology, Pedagogics, Neuropsychology, Learning psychology, Informatics.</p>	<p>Micro loops:</p> 
Qualification Award:	The students built a Portfolio and a Pitch to finish the course and to present this in the Interview with the trainers and the NMV examiner .	<p>The Portfolio is built up with Personal Information, Goals, Evaluations, Reflections and Proves of the In Class Academic Parts, Out of the Class Academic Parts and In and Out of the Class Practice Reports.</p> <p>This document is used as proof of personal development and discussed two times in a personal interview.</p>

Trainers:	<p>drs. Eduard van de Vijver</p> <p>drs. Elisabeth Mattijssen</p> <p>and one person from a Centre in The Netherlands for Montessori Daycare Infancy and Toddlers.</p>	See the description on the end.
COURSE UNITS:	DESCRIPTIONS:	PRACTICAL WORK/PORTFOLIO
MONTESSORI EDUCATION	The aim of this subject is learning to think and to study about the Montessori contents and the history before, during and after dr. M. Montessori developed her ideas and spread them out.	<p>Academic out of Class: Reading recent articles and Study of Literature</p> <p>In Class Practicum: Presentation of own knowledge</p>
LEARNING	The aim of this subject is the process of learning. The Students also learn about different kinds of learning strategies.	<p>Process: Cognition and Metacognition (Tacit, Aware, Strategic and Reflective Use), Memory and Motivation, Reflection and Evaluation, Individual and Cooperative Learning.</p> <p>In Class Practicum and Out Class Practicum to exercises.</p>
PEDAGOGICS	Theory about education and pedagogical styles by M. Montessori's education and later Pedagogues. The aim is to develop the ideas of students about Freedom and Responsibility in	<p>Academic out of Class: Study Literature.</p> <p>In Class Practicum: work with cases</p> <p>In- and Out Class work with video-interaction</p>

	Montessori education, Citizenship and Sustainability.	
DIDACTICS	Theory and means of teaching. The subjects are related to the role of the teacher in educating children.	<p>In Class Practicum: Case study with the Revised Taxonomy of Bloom</p>  <p>Out of Class Practicum: descriptions of the role of the teacher made by the student.</p>
DEVELOPMENTAL PSYCHOLOGY	The aim of this subject is to introduce the theory of M. Montessori about Human Growth and Development, but also by the latest neurological developmental science. A special theme is about children with special needs. All as far as special for the ages 6 to 12.	<p>Subjects of development are: Planes of development (with self-care, social and emotional development) Perception, Locomotion, Language, Grammar, Mathematics Arithmetic and Geometry, Science (history, biology, geography etc.) and Arts.</p> <p>In Class Practicum: Knowledge of the Aims and Objects. Academic Out of Class: study of Literature</p>
MATERIALS	All the Montessori materials within the range of the age 6-12 years old. We work with the objects and aims of each material.	<p>In Class Practicum:</p> <ul style="list-style-type: none"> • The materials are demonstrated, exercised and explained • Exercises in combination with the learning strategies. • Making decisions for guiding • Setting goals (SMART) <p>Out of Class practicum: Work with the List of Materials and core-concepts.</p>

ENVIRONMENT	The Students practice the activities and learn about the role of the enriched environment. Special theme is: Going-out.	<p>In Class Practicum with:</p> <ul style="list-style-type: none"> • Management in a group • Rules and routines <p>Out Class Practicum:</p> <ul style="list-style-type: none"> • Design of prepared Montessori environments.
OBSERVATION AND DOCUMENTATION	These two most important items are trained in a scientific way, which means goal-orientated observations and good practice in documentation.	<p>Academic in Class and In Class Practicum:</p> <ul style="list-style-type: none"> • Goal orientated observation • Analyze of observations • Conclusions/Conduct • Documentation/Registration  <p>Out of Class Practicum: 10 Goal orientated Observations with all the necessarily steps.</p>

PERFORMERS / TRAINERS

drs. Els Mattijssen and drs. Ward van de Vijver, directors of Vivid Onderwijs. Vivid Onderwijs is a member of the Dutch Montessori Association (NMV) as well as a member of Montessori Europe (ME).



drs. Elisabeth C.J. Mattijssen is a Master in Pedagogy and registered in Health Care Netherlands as psychologist.

She has a Private Company for psychological assessment: Praktijk voor Psychodiagnostiek and is a partner of VIVID Onderwijs.

From 1963 to 1969 she worked as a Montessori teacher with children from 4 to 12 years.

From 1969 to 2006 she worked as a professor and Montessori teacher trainer at the Hogeschool Leiden.

Next to this she wrote many articles for the Dutch Montessori magazine about child development and she developed 3 child monitoring systems, one for regular schools and two specifically for Montessori schools. She coaches school development during about twenty years in the Netherlands, Belgium, Germany, Ukraine, Kosovo, Russia, Kazakhstan, China, Vietnam, Aruba, and Lebanon. She also participated in the development of a project in the Netherlands called 'A new approach to mathematics in Montessori education'.

She consults schools, regular and Montessori schools in several subjects, like coaching, management, didactics and methodology.

She is a member of the NMV (Nederlandse Montessori Vereniging) and Montessori Europe.



drs. Ward van de Vijver is Master in Pedagogy.

After a career as teacher, headmaster, coach and consultant in the inner cities of The Hague and Rotterdam, he educated teachers at the Hogeschool Rotterdam. He trained school staffs and directors. His company 'Vivid Onderwijs' is specialized in innovation of education for inner city schools and school development.

The work for school development was rewarded with a national price (Mommers-prijs).

He used and constructs evidence based and data driven methods in school development during about twenty years in the Netherlands, Belgium, Ukraine, Kosovo, Lebanon, Russia, China, Vietnam, Aruba and Germany.

He is interested in evidence-based principles of Montessori education and Observation and brought them in into the Training: Montessori education in the 21e century. He published about school development, orthography, arithmetic, and motivation. He consults schools about management, reading, language and arithmetic to get better results.

Literature (Required Reading):

Montessori, M. The advanced Montessori method. Vol. I. and Vol. 2

Montessori, M. The Discovery of the child.

Literature (Recommended Reading):

Feez, S. Montessori's mediation of meaning: a social semiotic perspective

Helfrich, M. Montessori Learning in the 21e Century: A Guide for Parents and Teachers

Jaap de Brouwer e.a., Perspectives on Montessori 2022

Stoll Lillard, A. Montessori, the science behind the genius. Oxford, 2017. Third edition

National and International books about Human Growth and Development: Developmental Psychology, Learning psychology, Pedagogics, Neuropsychology and Sociology.

Hattie John A.C, Visible Learning, a Synthesis of over 800 meta-analysis relating to Achievement.

Dehaene, Stanislas, How we learn, the new science of Education and the brain. Penquin Books