

Toddlers at Work

The photo series introduces the Young Children's Community (14 months to 2.5 years) and their slow paced environment filled with enriching opportunities for movement, language, and existing in a microcosmic society.

Child exploring puzzles



Photo Courtesy - Global Montessori Centre

IMF Talk for Flagship Schools - 'Fostering a Collaborative Montessori Community'

Vidhya Ramalingam I Online

"If we create and foster a collaborative Montessori community, children are going to be happy and they can then live life in the best possible way that enables them to achieve their potentials"

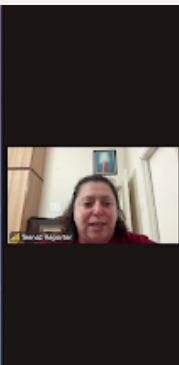
Meaning and Connotation

Foster - 'to feed' 'supply with food' 'nourish'; encouraging growth and development

Collaborate - 'to labour with' 'to work together'

Community - 'common' 'shared' 'public' 'sharing resources, needs, or goals among people'

Montessori - 'Education as Aid to Life'



The August session was organised exclusively for flagship schools and delivered by AMI Primary Trainer Teenaz Reporter. Teenaz began the session by fondly remembering Maria Montessori and reflecting on her visionary legacy on the eve of her birth anniversary. She highlighted that true progress in our work with the children can only be achieved when parents, teachers, and schools - the three integral parts of the Montessori community work in harmony.

Teenaz Reporter emphasised that a collaborative community can only thrive when its members actively uphold core values such as trust, shared understanding, aligned goals, a unified vision, and responsibility

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Workshop – ‘Communities Where Teenagers Thrive’

Kavneet Chadha | Bangalore

The Montessori School and Kriyasthala in collaboration with Montessori Institute of Bangalore held a weekend workshop on August 23 and 24, 2025. Paul Pillai, co-founder of The Montessori Place, an AMI Montessori school in England deep dived into the heart of Montessori adolescent practice for educators and parents to deepen their understanding of the third plane of development.

Rooted in Maria Montessori's cosmic vision, the session offered a rich exploration of how teenagers grow, learn, and find meaning when placed in environments that meet their developmental needs. The group also explored what makes education a force for peace and how as adults, we can guide young people to become co-creators of a just and compassionate world. It was a weekend for reflecting on big questions about work with adolescents, and connecting with others who are walking this path—tending to small, powerful communities where young people can be and become most fully themselves.



"Paul's reflections reminded us that every adolescent carries a unique spark. Our responsibility as adults is not to shape them into something of our own making, but to notice, protect, and nurture this spark so that they may grow into the fullness of who they are becoming" - Kavita Porwal, parent of two adolescent children and a Birth to Three Guide

AMI Orientation Course in Telugu

Team MTRT | Hyderabad/Online



The Montessori Training and Research Trust concluded its first Telugu Orientation Course for the age level 3 to 6 years on September 12, 2025.

"I feel transformed; mentally, emotionally and physically. I've learned to manage stress and anger, bringing peace home instead of tension. The course taught me to be mindful, respectful, and nurturing; especially in relating to children. Though I wish I'd discovered Montessori sooner, I'm grateful I found it now" - Lakshmi Prasanna

AMI Auxiliary Trainer Srilatha Allu left the participants feeling inspired by Montessori pedagogy. Sumalatha shared how the course was well-structured, giving them enough time to absorb each lesson. Real-life examples and breakout room discussions helped connect deeply while curated videos and readings kept them motivated to learn more about Montessori. They each shared what they would do going forward in their work with the children to ensure that the needs of the children are met.

AMI Affiliated Societies Meet

Roopa Sundar | Online

Around 40 Affiliated Societies were invited for an informal online meeting by the AMI Outreach Team. The goal was to get together and share about the current workings, including opportunities and challenges and strengthen relationships. Many countries participated including Switzerland, Kenya, France, Pakistan, Armenia, among others. IMF Trustee Rukmini Ramachandran introduced the streams of work done by the Indian Montessori Foundation and the Flagship Programme that aims to partner with the school community to meet the demand for trained educators.



"With everyone's exchange, it felt as if the dearth of Montessori teachers is felt worldwide and at the same time I was so thankful that we have AMI training at all levels within our reach in India" - Roopa Sundar



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Demystifying Montessori Materials

'What do toddlers do in school?' is a question that always comes up! Janani Rajyasri, parent and educator, brings to light why some materials are set up and how they are used by the children in a Toddler Montessori community (15 months - 2.5 years).

Window Washing

Washing windows captures the young child's love for water, movement, and repetition. This activity offers a full cycle of work: preparing the materials, engaging in the cleaning, and restoring the space to order. It provides opportunities for large gross motor movements that also involve crossing the mid-line - an essential step in integration of both hemispheres of the brain as well as precise, fine-motor actions.

A child-sized basket with a mister or spray bottle, a squeegee, and a drying cloth are kept available on a low shelf. The adult invites the child to participate, drawing attention to some dirt on a window or simply inviting by spraying some water on the window. The adult shows the child to spray some water on the window and follows this by using the squeegee from top to bottom. Children delight in this as it involves water and the sound of the squeegee is very satisfying. The adult follows by showing dirty water on the squeegee and shows the child to wipe this with the cloth and continue with more spraying, cleaning and wiping.

As with all work in the Montessori environment, the adult slows down, speaking minimally, letting the child collaborate in the process. The child learns not only how to clean but also how to care for the tools, wiping the squeegee along the way and returning the basket back to the shelf for the next child.

This seemingly simple task offers a wealth of developmental benefits - strengthening concentration, sequencing, balance, and coordination. It also nurtures the child's connection to the environment.



Photo Courtesy - Navadisha Montessori School

Experiencing Montessori

Kavneet Chadha

This series explores parents' perspectives and the advantages they associate with their child's participation in a Montessori community.



Anusha, Aradhana's parent, shares how attending a Montessori school has positively impacted her child. Aradhana joined the school at just 20 months old, and one of the most significant changes Anusha observed was a noticeable boost in her confidence. As a child for whom any change in her usual routine was very upsetting, Aradhana adapted remarkably within just a few weeks. She began expressing herself more clearly and confidently and showed eagerness to do household chores independently.

Anusha shares that after being part of the Montessori community for a couple of years, the most meaningful gains became clear. *"As a parent, the most rewarding aspect was seeing my child genuinely enjoy learning, finding it both fun and engaging."* The greatest growth was in developing core life values and blossoming into an independent and thoughtful child as a result of being nurtured in a safe and thoughtfully prepared environment.

Reflecting on the Montessori approach, Anusha shared that the principles that most inspired her were self-motivation, independence, empathy, confidence, and self-paced learning—all of which had a profound impact on their parenting journey.



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Stories from Casa

Anju Asokan

Time and again, children bestow us with moments of absolute wonder. This series follows such instances in the Primary (3-6 years) classroom reinforcing faith in the work that we do with children and the collective community.

"The words were all taken with enthusiasm and we were asked for more, for the age of three to six is one of an insatiable thirst for words, that cannot be too long and complicated for the child" Maria Montessori, Education for a new world, Aakar Books, Page 77.

It was a sunny morning just past mid-September. A small group of children gathered around a certain capsule-sized thorny bundle in the garden outside the environment. A 5.6 year old and a 6 year old engaged in conversation about it. They went back and forth, descriptively attempting to guess what this creature might be: "Could this be a baby porcupine? Just born?", "Maybe a mini-hedgehog?" "Is it a small piece of rotten cactus?", "Some spiky animal for sure", "Or a mix of dust and thorns". They sat staring at it in wonder.

Photo Courtesy: Carnegie Museum of Natural History



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What Brought me to Montessori!

Vidhya Ramalingam

Many times Montessori is something that we stumble upon! And once we do, we begin to see children in a new light, wishing we had known before. In this space, Montessori Guides from varied backgrounds share their Montessori journeys.

Divya Reddy and Sangeetha Srinivasan have been working with children for over eight years now. Their respective journeys into Montessori education were inspired by their families – while Divya was introduced to it by her uncle, Sangeetha learnt about it through her children who were studying in a Montessori school. While both initially believed that they were simply learning a new pedagogy, they soon discovered that Montessori was much more than that. Divya expresses with awe that this journey has transformed her understanding of what education truly means. She now sees it as a way of nurturing real-life skills integrated naturally into daily life activities with an emphasis on strong emotional and social development while teachers gently guide the children by supporting their development.



"The 'Aha' moments and the pure innocence the children carry with them each day continue to inspire me" - Divya Reddy

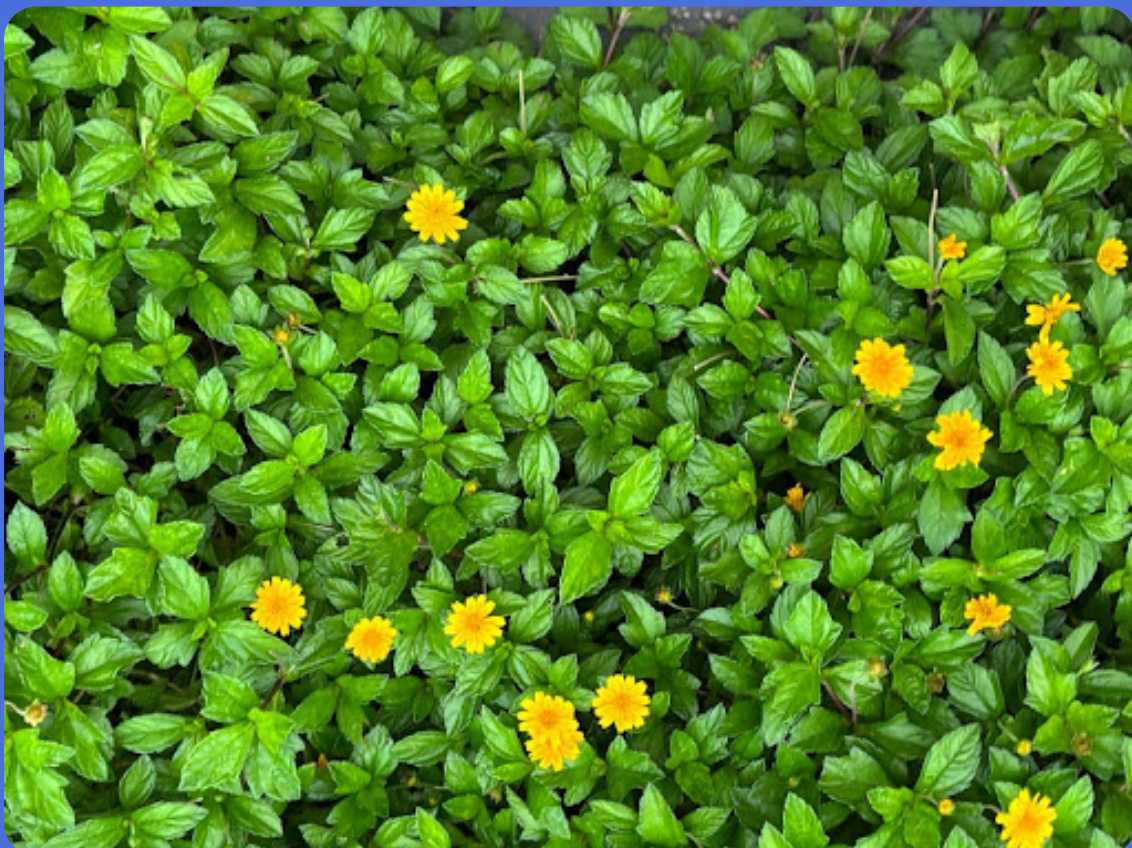


"Every child is unique and yet somehow every child is the same. To get that idea reinforced every year, inspires me" - Sangeetha Srinivasan.

Sangeetha says that she was truly taken by surprise on how deeply her Montessori journey has changed her entire perspective. "It taught me to see the world through the eyes of a child and to trust in their capabilities. Along the way, it didn't just shape me as an educator—it helped me grow as a person" she says honestly. She fondly recalls a moment when a child who always found it hard to wait her turn to fill water at the water tap was gently supported with patience and kindness. She encountered the child's frequent tantrums with calm and steady guidance. Then one day, she noticed that without any prompting, the child quietly waited in line. "It was a small moment, but a powerful reminder that with kindness and trust, children grow—and it reaffirmed my faith in Montessori's philosophy", she reflects.

Nature Snap

Nature in all its vastness and minuteness, seen through the eyes of children!
"Brightness in Darkness" shot by Devika Panchalavarapu, 6 Years, Hyderabad



Songs for the Elementary

It's a Small World - Disneyland

Performed by Elementary Children of
Anugraha MHOC, Hyderabad

[Link to the Song - It's a Small World](#)



Lyrics – It's a Small World

Disneyland

It's a world of laughter, a world of tears,
It's a world of hopes and a world of fears.
There's so much that we share.
That it's time we're aware,
It's a small world after all.

Chorus

It's a small world, after all.
It's a small world, after ail.
It's a small world, after all.
It's a small, small world.

There is just one moon and
one golden sun.
And a smile means friendship
to everyone.
Though the mountains divide.
And the oceans are wide.
It's a small world after all.

Chorus

It's a small world, after all.
It's a small world, after ail.
It's a small world, after all.
It's a small, small world.



"The child has a fundamental role in the construction of the human being. If the dignity and the rights of workers are recognised, so should be the dignity and the rights of the worker who produces man. Based on the affirmation of the child's dignity, we have to ensure the child's right and freedom to grow and develop wholesomely, so that he can contribute to human progress with all his faculties, thus fulfilling the task assigned to him by nature."

Maria Montessori, Citizen of the World, p. 54





EVENTS 2025-'26

Sat 19th July 2025	Talk	Montessori Education. An Aid to life	Online
Sat 23 August 2025	Volunteering for IMF	Working together for a thriving community	Online
Sat 30 August 2025	Exclusive Talk for Flagship Schools	Fostering a collaborative Montessori Community	Online
Sat 20 September 2025	Talk	Nourishing Body and Spirit. The Child's Journey with Food	Online
Sat 19 October 2025	Talk	Navigating the Adolescent years	Online
Sat 15 November 2025	Talk	Helping Children Grow in Harmony	Online
Sat 6 December 2025	Orientation	Work of the Indian Montessori Foundation	Online
Fri 23 January 2026 Sat 24 January 2026	CONFERENCE	<u>Seventh National Montessori Conference: SAPARYA</u>	Onsite - Mumbai
Sat 21 February 2026	Exclusive Talk for Flagship Schools	Designing a Prepared Outdoor Environment	Online

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