

Exploration in Collaboration

Children exploring the world of Decimals



Photo Courtesy - Sparkles Montessori

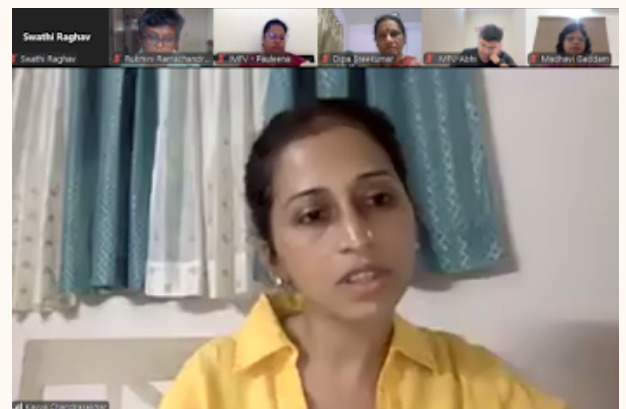
The photo series brings you a glimpse of Elementary (6-12 years) communities where children work collaboratively in their quest for intellectual, social and moral independence.

IMF Events

Talk - 'Transitions in Montessori and Beyond'

Swathi Ragavendran & Aditi Ganesh | Online

The Indian Montessori Foundation hosted an online talk on November 23, 2024 with speakers across age levels. Kavya Chandrasekhar, (AMI 0-3 years Auxiliary Trainer), Dipa Sreekumar, (AMI 3-6 years Trainer) and Madhavi Gaddam (AMI 6-12 years Trainer) highlighted the role that a prepared environment with rich language, possibilities for movement and social experiences plays in the construction of the child. Each trainer briefed about the functioning of the Montessori classroom pertaining to the respective age level. A well supported transition at the right time helps the child flourish, offering them just what they seek developmentally. A toddler is welcomed like a hero into the Primary environment and the child entering the Elementary stage comes in with an abstract mind, refined senses and independence which makes them a social being with love and appreciation for human culture.



The talk emphasised on the idea that 'preparation is key' in any part of the life of a child, which makes the transition from one stage to the next seamless.

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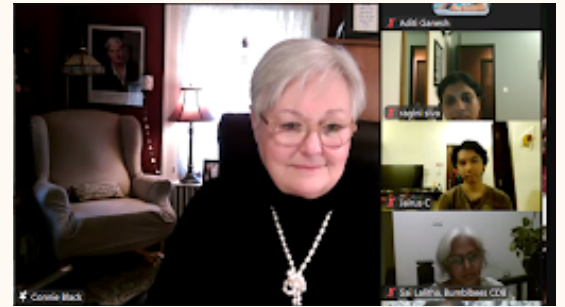
Indian Montessori Foundation IMF

Talks – ‘Educating the Whole Child’ & ‘Montessori Extended Day’ Workshop – ‘Sustaining the Child’s Interest’

Swathi Ragavendran & Aditi Ganesh | Chennai

Supraja Montessori Study Centre organised a series of online events in the months of October and November. It started off with AMI Primary Trainer, Rukmini Ramachandran discussing the implications of educating the whole child for the present and the future. Educators can create a learning environment that truly prepares children for the complexities of life, encouraging them to share, care and live fully, shaping them into responsible and capable individuals for the future.

Connie Black, an AMI Trainer and Montessorian who has worked with children over 30 years, addressed the struggles of balancing work and parenting in today’s fast-paced world. She emphasized that Montessori is more than just an educational philosophy: It is a way of life and children thrive when their routines are consistent and aligned with this approach. Connie pressed on the fact that an extended day Montessori program that operates beyond the conventional school hours could significantly benefit both parents and children though implementing such a program requires careful consideration of several key factors such as: Prepared Environment, Schedules, Staffing, Family engagement, and more importantly: the role of the prepared adult.



“The speaker’s message served as a reminder that true collaboration with parents requires listening, understanding, and mutual respect-ensuring that both educators and families work together as partners in supporting the child’s development” - Jain Aravinth, Executive Director, Indian Montessori Academy, Coimbatore



“It was a lovely reminder that while academic skills can be built over time, instilling independence and values from the start is the key to raising balanced and compassionate individuals” - Nilofer Rafi, Primary Guide, Chennai

Following this, the Centre hosted an engaging three-day workshop on sustaining the interest of the child, where observation became the foundation. Elizabeth Philip, a Primary Guide was struck by how detailed observations including a child wandering or speaking can be seen through the lens of ‘work’. *“I got better clarity on what my observation was missing and what I needed to work on.”* Many practical ideas of offering a presentation without getting distracted, preparing the environment and taking care of the beauty at all times of a day were discussed.

Harikumar Venkatramani shared how recording observation continuously and objectively is paramount to analyse and plan forthcoming activities for a child. Memory is a slippery slope and anything recorded later might be tainted with assumptions or interpretations. The workshop concluded on an inspiring note, with participants feeling equipped and motivated.

The thoughtfully curated event brought together educators, parents, students, and child development enthusiasts to explore practical strategies and insights for nurturing and maintaining a child’s enthusiasm for learning in various environments.

Rukmini Ramachandran, Director of Training, made a special and exciting announcement that the center is launching the **AMI 12-18 ErdKinder programme from the upcoming year, 2025!**



AMI Membership

Membership of AMI is open to all individuals. AMI members form an active community with a strong international presence, putting Montessori education in the spotlight and making a difference to the lives of children. AMI Membership brings with it: educational publications such as the AMI journal, digital newsletters keeping you up to date with their latest work and news from across the globe, and discounted offers at congresses, refreshers and other events.

Become part of a worldwide community dedicated to the rights of the child and to supporting human development. Membership fees begin at 40 euros.

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IMF Orientation for AMI Students

Vidhya Ramalingam | Online

“One of the most remarkable takeaways was seeing individuals from across the world coming together for a singular, noble purpose: spreading the Montessori philosophy far and wide. This collective effort exemplifies the power of unity in driving a mission that benefits children and society at large” - Snehith Bonthu

The Indian Montessori Foundation brought students from all training centres together to introduce them to the work done by IMF. The meeting offered an inspiring glimpse into the multifaceted work being carried out to advance Montessori principles. To Sushma Ramayanapu, it gave an overview of the various wings - School Connect Team, Digital Media Team and Publications Team and how volunteer contribution from each and every volunteer made a difference to serve the community in a better way.



Students at MTRT, Hyderabad, attending the IMF meeting from the Training Center

AMI Primary Orientation Course

Team MTRT | Hyderabad



Montessori Training and Research Trust (MTRT) offered an online AMI Orientation Course in the month of October, 2024. Some of the participants were mothers of young children, some planning to start their own school and some were to enhance their professional development. At the end of the program, many reflected on how they wished they too were educated in this method or that they had knowledge about this philosophy before they had their own children.

Many of them also enrolled themselves for the Adjunct Program to be conducted from December 16, 2024. “This course further deepened my understanding of the Montessori philosophy, particularly in fostering independence and respect in young children,” shares Girish Chouhan.

Good Reads – Books for Under Three

Sumana Rao

Books are an essential and beautiful inclusion in any home and community. This series brings to you book suggestions that come highly recommended for infants (below 1 year) and toddlers (1 to 3 years).

‘Tickle, Tickle’ by Helen Oxenbury has a charm with a very limited number of pages, only four. It is very suitable for lap sitters. The lines are short and with sounds, like squelch squelch and accompanied by their illustrated actions. It is a simple fun read for all children with the enjoyment of tickles at the end.

The babies depicted on the pages are large with racial diversity. The babies are shown in action such as washing, brushing and scrubbing. The visuals are eye catching for the babies. We can also observe a subtle humour in the illustrations like pants slipping off bottoms, a baby squeezing a sponge on the head of another.

**The writer is a trained adult leading a Toddler Programme in Mysore*



Bitten by the History Bug

India is home to innumerable heritage sites that have stood the test of time. This series highlights some of these grand marvels that tell stories of human life and work with some references that children can reach to on visiting these places.

Ajanta and Ellora

The Ajanta and Ellora caves are rock-cut cave sites in the Aurangabad district of Maharashtra. They are known for their art, architecture, and religious and cultural significance: Ajanta is a group of 30 Buddhist caves with intricate sculptures and paintings that date back to the 2nd century BCE, while Ellora is a group of 34 caves dedicated to Buddhism, Hinduism, and Jainism, and known for its sculptures and architecture that date back to the 5th to 10th centuries CE. The caves are separated by about 100 kilometers but are often mentioned together because of their importance and aesthetics.



'ASI World Heritage Series; Ajanta by Debala Mitra and Ellora' by P.R.Srinivasan are brilliantly illustrated with concise descriptions of the caves. It is a valuable addition to the library of any history follower. There are many books that go deep into the details while these series, more in the form of pocket guides, focus on offering the essentials for visitors.

Source
<https://whc.unesco.org/en/list/250/>
<https://www.goodreads.com/series/210420-asi-world-heritage-series>



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-Maria Montessori

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Demystifying Montessori Materials

Vidhya Ramalingam

A Montessori classroom offers a wide range of developmental aids whose aims are more than what meets the eye. This series brings to light why some materials are set up and how they are used by the children in a Primary Montessori community (3-6 years).

Long Bead Chains

Developing the ability to count numbers in sequence and skip count is essential as it is an integral part of everyday activity. From playing games to shopping and cooking, counting is there in our daily lives. The long bead chain is a material that enables children to practice sequential counting from 1 to 1000 as well as skip counting by 2s, 3s, and so on up to 10s. The material consists of 10 long chains of different colours representing numbers from 1 to 10. The number of beads in each chain corresponds to the cubes of that specific number. For instance, the chain representing the number 9 will have 729 beads ($9^3 = 729$). The material also contains labels with the multiples for each chain and their corresponding squares and cubes.

Children begin counting the chain, bead by bead from one end to the other, placing the labels with multiples along the chain. As they count and label the chain, they begin to notice the predictable patterns of numbers that occur in sequential counting and the multiples associated with each number, preparing them for multiplication in the future. When the chains are unwound for the activity, children are thrilled and amazed to see the sheer length of the chains. For them, the whole process of counting the beads, sorting out all the labels and finding the correct ones to place along the chain is nothing less than a treasure hunt. Through this lengthy math activity children learn way more than just counting - it's also about being organised, patient and committed.



Frequently Asked Questions Answered by AMI Trainers!

We often wonder during the developmental years if we, as caretakers of young children, are making the right decisions and providing our children with the support they need. In this segment, we have trained educationalists answer queries to help us in this journey.

How can a parent help with language work at home?

Zarin Malva, AMI Primary Trainer

Parents are the child's first educators and they should give him precise and correct language. At home, from the very beginning, speak the language clearly to the child. Give him factual experiences of the world around him. Take him out with you wherever possible. Not only to gardens and zoos but also to the market. Expose him to the items of culture, talk to him about history, geography, science, using correct and precise terminology. He will pick up all this vocabulary without any effort. The greater and richer the experience, the more he will be able to communicate with confidence and ease. Always listen to your child with patience. Give him the opportunity to express himself. Read to him. Tell him stories about real life that he can easily relate to. Poems, songs and rhymes will help him to appreciate his language. All these oral skills will facilitate his writing, reading and further work with language.



Nature Connect – Resources to Explore

Anju Asokan

Children arrive into human habitats that exist amidst the glory of nature, nestled in an envelope of biodiverse organisms. This series seeks to bring the reader closer to nature with a line up of resources that educate and entertain.

Early Bird

We're back with some more ineluctable love for birds. Surfing through the waves of the Early Bird webpage, one can find scores of bird related resources. As Dr Montessori intended for the child, the citizen of the world, to study the correlation between life and its environment, we offer them the keys to unlock this majestically biodiverse world.

Early bird offers a range of riveting resources (all multilingual) for children to traverse the bird trail. Ever heard of an interactive poster? Their series of posters that have common birds hailing from different habitats invites you to click on a bird, shows you its photograph, its precise name, some fact nuggets and plays a tiny audio clipping of its call!

Among things one can buy, there's a 40 piece jigsaw puzzle, bird bingo, making your own bird art, craft like sketching, colouring & origami and some free downloadable resources in several Indian languages.

Visit their page with this link: <https://www.early-bird.in/>





Understanding the Adolescent

Chaithanya Yalamanchili

This segment aims to throw light on the needs of adolescents as they integrate academics with purposeful work and prepare to become contributing citizens who are self-confident and possess skills needed to thrive in society.

Fostering Economic Independence in Adolescents

Economic independence is of vital importance to adolescents, as it equips them with the skills and confidence needed to transition seamlessly into adult life. Adolescents begin to understand money as a tool and as a medium of exchange, not for personal gain, but as a means to meet the needs of the community. Money's role in the economy is likened to the circulation of blood, highlighting its necessity to circulate in sustaining and nourishing a functioning society. This analogy helps students grasp economic interdependence and the flow of resources. Adolescents engage in real adult work by addressing the needs of their immediate society and gaining financial rewards for their efforts. By understanding income and expenses, adolescents gain insights into household financial management, helping them become financially independent as a community.



Through production and exchange, the adolescents learn plan budgets to allocate financial resources effectively for optimal produce. The shop serves as an avenue for trade and exchange. It serves as a medium for social interaction, enabling adolescents to connect with their community and gain a deeper understanding of its needs. Adolescents engage with diverse customers, gaining valuable experience in communication and mastering the art of bargaining. As they run a store, they maintain detailed financial records, providing them with a foundational understanding of accounting principles. The shop integrates academic learning by exposing adolescents to the history of trade, the principles of economics and commerce, and the practical application of mathematics.

As an adolescent practitioner, I have consistently observed adolescents' enthusiasm for managing money, showcasing their eagerness to handle finances and pride in the financial outcomes of their production and exchange endeavors. One memorable instance involved an adolescent proposing to sell diyas during Diwali, recognizing the widespread tradition as an opportunity to monetize a cultural practice. He sourced raw materials at the best prices and, with peers, spent a week crafting and painting diyas. Their dedication was inspiring, balancing community responsibilities while completing their products. Their sense of pride, the community's recognition, and the financial rewards they achieved emphasized the importance of their contributions and efforts.

Chaithanya Yalamanchili heads the Erdkinder program at Pragnya Montessori School, Hyderabad. He holds an AMI diploma in elementary education and Adolescent studies. He also holds a bachelor's degree in Engineering and a master's degree in Mathematics.




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1. Presenting Indian Languages: Theory and Practice
Jan 24th and 25th, 2025
by Cheryl Ferreira
2. Rooting School Administration in Montessori Principles
Jan 30th and 31st, 2025
by Supraja Training Team



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Prepared Social Experiences

Kavneet Chadha

A child's life very soon extends beyond the immediate home and into the larger society. How can this transition be enjoyable by all parties? In this series parents and teachers share their strategies for preparation and planning for these new social experiences.

Shubhasree Sunder Rajan, mother to 8 year old Maitreya and 5 year old Maadhurya speaks about her experience with her children at different eating places like restaurants and cafes. Her children are enthusiastic about food and expressing their likes and dislikes while eating in a restaurant or someone else's place has become a part of their growing up.

Preparation for the child based on the setting has played a significant role in getting them comfortable and aiding in their exploration. *"We prepare the children for what to expect in any new social experience."* They talk about how the environment will be and what are the rules that they must respect in that particular place. This is helpful as the child is not taken aback and is comfortable in an inexperienced situation.

Involving children in the kitchen has aided in getting comfortable with textures, processes, gratitude and appreciation towards food. Whenever they plan to go to a restaurant, they are informed in advance about the kind of place, like if it's an outlet for a quick bite that does not have a seating facility or outdoors. The conversation then continues to the kind of food that can be expected. *"They either look forward to savouring the experience of their favorite delicacy or sometimes become aware that there might not be a suitable option of what they might like and coming up with a solution of an alternative is done collaboratively."* Freedom of choice from the menu is shared but also the limits in place about trying to have a clean plate and not leaving food behind.



Certain practices of making sure to carry a water bottle while stepping out and washing hands before the start of a meal are encouraged. *"This has evolved over time where she and her sister do the checks with each other."* As her children are growing up and moving to questions of 'why' regarding their vegetarian food choices, Shubhasree strives to tackle with openness.

Preparation around challenges with respect to time or type of food during travel also becomes essential. *"Being able to identify a comfort food that is mostly available across regions has also helped in encountering challenging situations during travel"*. Possible alternatives like playing a game while waiting or to be a part of the process for looking out for an eatery have proved to be helpful for Shubhasree. She also mentions that etiquette around eating like use of hands, spills, time taken are ongoing conversations and it is important to have them at neutral times instead of when things don't go right. Such awareness makes social experiences pleasant and wholesome for everyone involved.

Children and Safety

Dr Chetan Ginigeri, Consultant Pediatrics & Pediatric Intensive Care Unit of Aster Hospital, shares tools to be equipped with by different parties for safeguarding children. Contact Dr Chetan at drchetanmd@yahoo.com.

Winter Safety for Children: Tips from a Pediatric Expert – I

As winter sets in, it brings with it cooler weather, festive cheer, and opportunities for outdoor fun. However, the season also introduces several safety concerns, particularly for young children. Being aware of these risks and taking proactive steps can help ensure a safe and enjoyable winter for your family.

1. **Accidents Due to Poor Visibility:** Shorter days and frequent fog can significantly reduce visibility during winter, leading to increased accidents, especially near roads.

- Equip bicycles and strollers with reflectors.
- Dress children in bright, reflective clothing for outdoor activities.
- Supervise children closely during outdoor play, especially near busy streets.

2. **Water and Snow Accidents:** While snow and frozen water bodies may seem exciting, they pose significant dangers like slipping, drowning, or hypothermia.

- Never allow children to venture onto frozen lakes or ponds, as ice thickness can be deceptive.
- Ensure children wear waterproof boots to keep their feet dry and warm.

3. **Increased Risk of Infections:** Winter sees a surge in viral infections like the flu, respiratory syncytial virus (RSV), and COVID-19, as colder temperatures encourage indoor gatherings.

- Vaccinate children against seasonal flu and other preventable diseases.
- Teach frequent handwashing with soap and water for at least 20 seconds.
- Maintain well-ventilated indoor spaces to reduce the spread of airborne infections.





EVENTS 2024-'25

Sat 20th July 2024	Talk	Montessori Education - Its relevance today	Online
Thu 31 August 2024	Talk	The Significance of the Hand in Education	Online
Thu 12 September 2024	Talk	Understanding Adolescents - Jenny Hoglund	Onsite - Chennai
Thu 12 September 2024	Talk	Path to Self Expression- Role of Language in Development Speaker - Teenaz Reporter	Onsite - Hyderabad
Thu 12 September 2024	Talk	Path to Self Expression- Role of Language in Development Speaker - Anahita Gandhi	Onsite - Bangalore
Thu 19 September 2024	Talk	Path to Self Expression- Role of Language in Development Speaker - Zarin Malva	Onsite - Mumbai
Sat 23 November 2024	Talk	Transitions in Montessori and Beyond	Online
Thu 5 December 2024	Workshop	AMI Students Orientation Present work of IMF	Online
Thu 23 January 2025	Talk	Setting Boundaries - Road to Self Discipline (3-6 topic) Speaker - Kavya C	Onsite - Bangalore
Thu 23 January 2025	Talk	Setting Boundaries - Road to Self Discipline (3-6 topic) Speaker - Madhavi Latha	Onsite - Hyderabad
Thu 23 January 2025	Talk	Setting Boundaries - Road to Self Discipline (3-6 topic) Speaker - Hemalatha Rangarajan	Onsite - Chennai
Thu 23 January 2025	Talk	Setting Boundaries - Road to Self Discipline (3-6 topic) Speaker - Suneeta M	Onsite - Mumbai
Sat 22 February 2025	Talk	A Day in a Montessori Environment	Online

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