INTERNATIONAL DIPLOMA IN
MONTESSORI TEACHER TRAINING (IDMTT)
SYLLABUS

SNo	Subject Code	Subject	Max.Marks
1	IDMTE1	Foundations of Montessori Philosophy and Child Development	100
2	IDMTE2	Montessori Method and Curriculum Areas	100
3	IDMTE3	Montessori Learning Environment and the Role of the Adult	100
4	IDMTE4	Observation, Assessment, and Classroom Management	100
5	IDMTE5	Contemporary Trends and Global Perspectives in Early Childhood Education	100

1.Foundations of Montessori Philosophy and Child Development

Unit I – Life and Legacy of Dr. Maria Montessori

Historical background and early life of Dr. Montessori – Educational and professional journey – Discovery of the Montessori Method – Contribution to global education – Key milestones in the development of Montessori education

Unit II – Principles of Montessori Education

Respect for the child – Freedom within limits – The absorbent mind – Sensitive periods – Prepared environment – Auto-education and purposeful activity – Individualized learning and self-discipline

Unit III – Theories of Child Development

Overview of child development theories – Contributions of Jean Piaget, Erik Erikson, and Lev Vygotsky – Comparison between Montessori theory and other developmental models – Stages of development as per Montessori

Unit IV – The Absorbent Mind and Sensitive Periods

Characteristics of the absorbent mind – Unconscious and conscious learning phases – Importance of early childhood experiences – Sensitive periods for order, language, movement, refinement of senses, and social skills

Unit V – Stages of Human Development According to Montessori

The four planes of development (birth to 24 years) – Characteristics and needs of each plane – Psychological and physical aspects of growth – Role of the environment and educator at each stage – Transition between planes

Unit VI – Importance of Early Childhood Education

Critical period of 0–6 years – Brain development in early years – Role of stimulation, attachment, and socialization – Long-term benefits of early education – Montessori's vision for peaceful societies through child-centred education

2. Montessori Method and Curriculum Areas

Unit I – Introduction to the Montessori Method

Core concepts of the Montessori method – Scientific pedagogy and its application – Role of the environment, the materials, and the adult – Development of will, independence, and concentration – Principles of freedom, order, and discipline in Montessori education

Unit II – Practical Life Activities

Importance of practical life in early childhood – Exercises in care of self, care of the environment, grace and courtesy, and control of movement – Indirect preparation for writing, reading, and math – Analysis of movement and coordination – Development of independence and responsibility

Unit III – Sensorial Education

Purpose of sensorial training – Exploration of the senses and refinement through materials – Introduction to dimensions, colors, shapes, textures, sounds, smells, and tastes – Preparation for intellectual concepts in mathematics and language – Control of error and self-correction

Unit IV – Language Development

Montessori approach to language acquisition – Development of spoken language, vocabulary, and phonetics – Sandpaper letters and moveable alphabet – Introduction to writing and reading – Grammar, sentence structure, and creative expression – Role of oral storytelling and language games

Unit V – Mathematics and Arithmetic

Concrete to abstract approach in math – Number sense and sequence – Decimal system and place value – Operations using Montessori materials – Conceptual understanding through bead frames, stamp games, and golden beads – Introduction to memorization and abstraction

Unit VI – Cultural Areas in the Montessori Curriculum

Introduction to geography, botany, zoology, history, art, and music – Use of globes, puzzle maps, classification cards, and timelines – Cultural awareness and appreciation – Integrated learning across subjects – Development of respect for nature and humanity

3. Montessori Learning Environment and the Role of the Adult

Unit I – The Prepared Environment

Definition and importance of the prepared environment – Key characteristics of a Montessori classroom – Order, beauty, simplicity, and accessibility – Relationship between the environment and child development – Designing indoor and outdoor Montessori spaces

Unit II – Components of the Montessori Environment

Role of materials, furniture, and layout – Age-appropriate and developmentally suitable materials – Child-sized tools and furniture – Importance of natural light, calm colours, and peaceful atmosphere – Environment as a silent teacher

Unit III – Mixed-Age Grouping and Freedom within Limits

Purpose and benefits of mixed-age grouping – Social and academic development in multi-age settings – Strategies for guiding freedom and responsibility – Establishing clear boundaries and routines – Promoting self-regulation and peer learning

Unit IV – Role of the Montessori Adult

Characteristics of the Montessori guide – Preparation of the adult through inner discipline and observation – Non-interference while supporting independent learning – Building trust and respectful relationships with children – Being a role model for calmness, patience, and respect

Unit V – Observation and Record-Keeping – Purpose and techniques of observation in Montessori settings – Observing behaviour, interests, and development – Using observations to plan individualized lessons – Maintaining records of progress and challenges – Ethical considerations in observation

Unit VI – Promoting Independence and Responsibility

Creating opportunities for choice and self-direction – Encouraging care for self, others, and the environment – Strategies for nurturing intrinsic motivation – Developing work habits, time management, and decision-making skills – Supporting emotional, social, and moral development through the environment

4. Observation, Assessment and Classroom Management

Unit I – Introduction to Observation in Montessori Education

Importance of observation as a core Montessori technique – Historical and philosophical basis for observation – Qualities of an effective observer – Techniques for objective and non-intrusive observation – Using observation to understand the child's developmental needs

Unit II – Observation Tools and Documentation

Types of observation methods including narrative, checklist, and time sampling – Guidelines for recording observations – Interpretation and analysis of data – Using documentation to inform planning – Ethical responsibilities in child observation

Unit III – Assessment in the Montessori Context

Formative vs. summative assessment – Assessment as a tool for learning rather than ranking – Individual progress tracking – Portfolio creation and anecdotal records – Aligning assessments with Montessori philosophy and developmental milestones

Unit IV – Classroom Management through the Montessori Lens

Creating a peaceful and orderly environment – Understanding and guiding behaviour without punishment or reward – Role of grace and courtesy lessons – Techniques for conflict resolution and emotional regulation – Fostering a respectful classroom culture

Unit V – The Role of the Adult in Classroom Leadership

Managing time, space, and transitions effectively – Maintaining consistency and predictability in daily routines – Supporting individual and group activities – Encouraging intrinsic motivation and independence – Strategies for redirecting behaviour positively

Unit VI – Collaboration with Families and the School Community

Importance of parent-teacher communication – Sharing observations and progress with families – Involving parents in the learning process – Building a school culture of trust, respect, and shared responsibility – Addressing concerns collaboratively and sensitively.

5. Contemporary Trends and Global Perspectives in Early Childhood Education

Unit I – Evolution of Early Childhood Education

Historical development of early childhood education across cultures – Major contributors and their philosophies – Shifts in understanding child development – Emergence of global early learning standards – Impact of cultural values on educational practices

Unit II – Contemporary Theories and Approaches

Constructivist, Reggio Emilia, Waldorf, and HighScope approaches – Comparisons with Montessori philosophy – Integration of child-centred and play-based learning – The role of inquiry, discovery, and hands-on experiences – Influence of neuroscience and brain development research

Unit III – Inclusion and Diversity in the Early Years

Understanding diversity in culture, language, ability, and background – Principles and practices of inclusive education – Strategies for supporting children with special needs – Anti-bias education and multicultural awareness – Promoting equity and access in early learning environments

Unit IV – Technology and Innovation in Early Childhood Education

Role of digital tools and media in modern classrooms – Benefits and challenges of screen time in early years – Technology-enhanced learning through interactive and sensory applications – Balancing traditional Montessori materials with modern innovations – Ethical use of technology with young children

Unit V – Global Policies and Initiatives in Early Education

Key international frameworks and agreements (e.g., UNCRC, SDG 4) – Comparative study of early childhood policies in different countries – Government and NGO roles in promoting quality education – Monitoring and evaluating early childhood programs globally – Advocacy for universal access and investment in early years

Unit VI – Professionalism and Evolving Role of the Educator

Changing expectations and roles of early childhood educators – Lifelong learning and reflective practice – Leadership and collaboration in early education settings – Engagement with families and communities – Global standards for training, ethics, and professional conduct