SchoolScape
CENTRE FOR EDUCATORS

MONTESSORI PREPRIMARY COURSE



SchoolScape
CENTRE FOR EDUCATORS

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DO YOU WANT TO

Pursue a career as an educator in the field of Montessori Education?

Homeschool your child?

Set up your school for children aged 2½ to 6 years?

Make your **school stand out?**

Change the way you **relate to your child?**

Improve learning levels of every child, in every domain?

If you answered yes to any of these, the SchoolScape Montessori Preprimary Course is for you. The **ten-month online, live programme** is designed for:

- Educators
- Parents
- School Heads
- Homeschoolers

Tailored for adults to understand children aged **2½ to 6 years** and led by **experienced faculty**, this guided programme immerses you in Montessori's approach, preparing you to inspire young minds in math, language, and beyond. Discover how to nurture children's natural intelligence and growth through **proven Montessori practices.**

This course will help you:

- bring in changes to the classroom systematically
- be in tune with the current ideas of education
- set up schools
- set up a home learning environment

Trusted by the **alumni and 100+ Montessori schools** across India and globally for providing quality education support, SchoolScape's Montessori Preprimary course is an online, live course, focussed on personalized attention, with the faculty maintaining a one-on-one connect with students on a regular basis.



The Montessori Preprimary Course

Early Childhood Care and Education for Preschool educators, based on Montessori principles and practices for work with children aged 2½ to 6 years; LKG to Class 1

The Montessori Preprimary Course, conducted by SchoolScape, Centre for Educators, is designed for teachers, educators, and parents. It offers schools an opportunity to establish new programmes or to bring meaningful change into existing classrooms - systematically, thoughtfully, and in tune with the vision of education outlined in the National Education Policy (NEP) 2020, aligned with international practices for this age group.

Beginning in **January**, the course prepares participants to introduce these changes from the very next academic year. The Montessori approach makes it possible for schools and professionals to adapt its principles and practices effectively and with depth - even within already running systems.

The programme equips educators and parents to help children learn:

- ***with respect,*** *rather than sympathy or patronising attitudes*
- ***with clarity and understanding,*** *rather than mechanical rote learning*
- ***towards independence and confidence,*** *rather than limiting their development.*

Teachers soon see the fruits of their work, as children embrace learning with joy, responsibility, and healthy social interactions. This training benefits not just the child, but also parents, educators, and the school as a whole - upgrading the overall level of learning and academic outcomes.

In a democratic society like India, schools serve as social units where citizens are nurtured. For children to grow into true citizens of both the nation and the world, they need to **experience democracy** in their childhood. Participants in this course are introduced to democratic processes and culture, deepening their understanding of what democracy means in the classroom, in society, and in the daily life of young children.

The Montessori Preprimary Course

Can we create schools and homes where children learn constructively, shaping their personalities as they engage with the world? The Montessori Preprimary Course invites educators and parents to explore this question and discover a path forward.

At its heart, the course recognises that when attention is placed only on the child, the teacher can become the “forgotten citizen.” Yet the teacher’s growth - personal and professional - is equally vital for building schools that are effective, humane, and future-ready.

Here, **life and learning, and learning and life, walk hand in hand** - for the child, and for the educator too.

The Curriculum

The focus of the SchoolScape Montessori Preprimary Course is to help participants learn and practice pedagogy that can be meaningfully applied in schools and education programmes.

Learning takes place through a rich and varied mix of:

- Lecture-discussions
- Demonstrations of activities
- Experiential learning
- Presentations
- Seminars
- Group reading and discussions
- Observation and practice teaching
- Written assignments
- Games and exercises
- Supervised practice sessions
- Material preparation
- Opportunities for reflection and analysis

These experiences are designed not only to impart knowledge but also to enable participants discover their own potential. Skills such as singing, artwork, leading discussions, storytelling, writing, and reading will be woven seamlessly into the programme.

The Curriculum

The course covers the application of Montessori pedagogy to the education of children aged **2½ to 6 years**, and is structured into four sections:

1. **Child Development**
2. **Theory of the Montessori Approach**
3. **Practical Demonstration and Lectures in various domains**
4. **Observation and Practice Teaching**

1 Child Development

This section explores the stages of human growth from birth to adulthood, with special focus on the child from **birth to six years**. It considers developmental milestones and views the child as the constructor of their own knowledge and personhood.

An introduction to embryology provides insights into the needs of the newborn, while highlighting the special powers of the child and the critical, sensitive periods of development. A glimpse into the second plane (6–12 years) and the adolescent years (12–18 years) helps participants see the continuity of human development.

The course offers a vision of what is required for a carefully prepared environment and for the spiritual preparation of the adult who guides the child.

The Curriculum

2 Theory of the Montessori Approach

These lectures focus on the origin and principles of the Montessori approach. Some of the key themes include:

- The role and attitude of the adult
- The function of the “prepared environment”
- The learning materials as tools for development, rather than merely didactic aids

All lectures revolve around the central concept of **education as an assistance to life**, with the child being the centrality for human development and creativity.

Participants also gain insight into setting up a *House of Children*: preparing the right kind of environment, organising the space, and understanding its administration.

3 Practical Demonstration and Lectures in various domains

This section deals with the scientific nature and structured presentation of the materials offered to children aged 2½ to 6 years in a Montessori environment.

Areas include:

- **Exercises of Practical Life:** helping the child acquire coordination, independence, and social awareness
- **Sensorial Activities:** enabling educators to perceive the intelligent exploration of the environment, leading the child to build a connected, cognitive template
- **Language Activities**: guiding the development of spoken language, leading toward writing and reading
- **Mathematical Activities**: fostering the mathematical mind, including the four operations of arithmetic within the decimal system, up to thousands.
- **Other Areas of Human Culture**: from gardening to geometry, and the beginnings of zoology, history, and geography.

The Curriculum

Children's spontaneous exploration of language, and the historical and psychological roots of this journey, reveal how young learners are among the most vital contributors to human culture.

Course Work includes:

- Lectures: participating educators to summarise in a written format
- Practice Classes: weekly sessions in small groups, where participants practice the techniques of the presentations given
- Assignments: written work to be submitted online
- Material Albums/Files: containing illustrated notes of the Montessori apparatus, their demonstrations, exercises, and specifications, students to supplement notes with illustrations and their own class notes.
- Material Preparation: teacher-made charts, cards in areas such as geometry, zoology, botany, language, and geography. Samples will be provided; in some cases, a fee may be charged for soft or hard copies.

4 Observation and Practice Teaching

Observation of children is an integral part of the course. Visits to Montessori Houses of Children or similar environments will be scheduled, with practice teaching organised in two or three phases, on days other than class days, with guidance on maintaining records and understanding children's developmental progress.

Assessments, Reviews, and Examination

Assessments will take place periodically in different ways and will contribute to the final outcome of the course.
These include:

- An online mid-term review
- An online final examination that includes theory, practical with viva voce
- Spontaneous assessments for quick feedback
- Individual conferences to review progress periodically

Schedule

Classes will be held three days a week, scheduled in the afternoons and on Saturdays to suit the convenience of working teachers, parents, and schools.

Timings:

- **Thursdays and Fridays: 1**:30 PM – 4:00 PM
- **Saturdays:** 8:30 AM - 11:00 AM
- Weekly Practice sessions, conducted online and at the Centre for local participants
- Two or three weeks of classes for five continuous days
- Contact classes for 11 days that are not mandatory
- Mandatory online practice sessions

Admission Procedure

Step1: Online Application
Submit the completed online application form along with the application fee by the specified deadline. Incomplete applications will not be considered.

You will get an automatic email confirmation soon after you apply, with a link to the Admission Form.

Step 2: Admission Form
Submit the completed Admission Form prior to the online interview.

Step 3: Online Interview
An online interview will be scheduled. The date will be notified by email to the applicants.

Step 4: Admission Confirmation
Upon the successful interview, an admission confirmation email will be sent, including the course fee invoice and additional documents required to finalize the admission process.

Step 5: Completion of Admission process
The required documents and the fee to be paid within the stipulated time.

Admission Procedure

Documents Required Upon Admission

- A write-up on ‘My Childhood’, written as spontaneously as possible in English, to be submitted in one’s own handwriting
- Two recent passport-size photographs
- A complete resume
- Copies of mark sheets and certificates supporting all educational and other relevant qualifications
- A medical certificate confirming good health and fitness

Fee Payment

- The application fee must be paid at the time of application through the website payment gateway; no application will be processed unless the fee has been received.
- The course fee is payable in advance and must be settled by the due date indicated in the confirmation email.

Eligibility and Expectations

- Applicants must be **at least 18 years old** at the time the course begins. No exceptions will be made for those under 18.
- Applicants should have completed general education up to the **Higher Secondary School Certificate (HSC)** level. Graduation in any subject will be preferred.
- **Proficiency in English** is recommended, as it is the medium of instruction. Fluency will enhance comprehension, though translation assistance can be arranged if required. If participants request translation, a person may be appointed, and the costs shared among those opting for it.

The **Director of the Course** reserves the right to grant exceptions in special cases at their discretion.



Admission Procedure

Expectations from the Participant

- All participants are expected to contribute actively to the collective learning environment, fostering mutual respect, empathy, and acceptance.
- A commitment to practicing the learnings in both professional and personal life is essential for cohesion within the group and the broader Montessori community.
- Personal development and attitude toward learning are as important as subject knowledge and will be valued and nurtured throughout the course.

Material Requirements

Participants are expected to arrange their own stationery, recommended books, and selected learning materials to support their journey through the course.

Essential stationery items include:

- Art papers in 5–6 colours
- Cutter/blade/pair of scissors (2–3 types)
- Gum, paste, glue
- Pencil, eraser, instrument box, metal scale
- Files, loose papers, hole guards, bookmarks
- Colour pencils, poster paints
- Stapler, punching machine

This list is for general guidance. Additional or specific instructions will be provided during the course.

As hands-on experience is central to Montessori practice, access to **Montessori materials** is essential. These will be available at the SchoolScape Centre. Where possible, students may also seek the support of a neighbourhood school to arrange access at a mutually convenient time.

Printable and digital resources to enrich learning and guide material preparation will be shared at appropriate stages.

Since this is an online, live course, participants will need:

- A reliable high-speed internet connection
- A laptop to attend online sessions and manage coursework through the learning portal
- An additional device (such as a phone or webcam) with a tripod stand for practice sessions, to focus on the activity

Course Details

SchoolScape, Centre for Educators, offers various options for doing the course, depending on your purpose of enrolment:

1 Diploma Course

2 Assistant Teacher Certificate Course

3 Audit Certificate Course

1 Diploma Course

Diploma holders are qualified to work directly with children in a Montessori environment and to apply Montessori pedagogy in the education of children aged 2½ to 6 years in any setting - at home, in an NGO learning programme or a school. This qualification does not extend to working with children under 2½ or over 6 years of age, nor does it permit the holder to train adults in Montessori pedagogy. The Diploma also grants the right to use the name "Montessori" for the group of children under their care, provided the environment is fully equipped, directed, and organised in accordance with Montessori practices, as outlined during the course.

Course Requirements:

- Minimum 90% attendance
- Completion and submission of all subject albums and associated assignments: Exercises of Practical Life, Sensorial, Language, Arithmetic, Culture and Montessori Theory
- Two rounds of observation, including teaching practice at an associate school
- Completion of practice hours
- Completion of theory and practical examinations

2 Assistant Teacher Certificate Course

This certificate programme enables adult students to take on a supportive role in the classroom, working under the guidance of a qualified Diploma holder. It is also ideal for parents who wish to deepen their understanding of Montessori pedagogy and bring its principles into their own homes, supporting their child's growth and learning.

The programme may be especially suitable for adults who face learning difficulties, or for those who prefer to contribute in an assisting capacity rather than take the lead, while still engaging meaningfully with the Montessori approach.

Course Details

2 Assistant Teacher Certificate Course

Participants enrolled in the Diploma course who are unable to appear for the final examinations may still be awarded an Assistant Teacher Certificate, provided their attendance has been satisfactory. The same consideration will also be extended to those enrolled in the Audit course.

Assistant Teacher Certificates, however, do not qualify holders to work independently in charge of children in a Montessori school, nor do they entitle holders to use the name "Montessori" or to train adults in the Montessori method.

Course Requirements:

- Minimum 75% attendance
- Completion and submission of two Subject albums, to be chosen from the subjects listed and the Montessori Theory album along with associated assignments to be attempted and submitted.
- Two rounds of observation at an associate school
- Completion of practice hours
- Appear for the practical and the theory examinations

3 Audit Certificate Course

The Audit course is intended for individuals preparing for leadership or administrative roles - such as school heads, coordinators, or others supporting Montessori environments, child rights, welfare, and education programmes.

It offers a comprehensive understanding of the Montessori approach, the prepared environment, and the role of the adult, with a focus on theory and observation. However, it does not prepare participants for direct work with children or qualify them to train others in the Montessori pedagogy.

Course Requirements:

- Minimum 60% attendance
- Completion and submission of two subject albums, to be chosen from the subjects listed and the Montessori Theory album, along with associated assignments
- One round of observation at an associate school
- Completion of the theory examination

Course Guidelines and Policies

1 Meeting Course Requirements

To support a consistent and meaningful learning experience, all assignments, subject albums, and course requirements must be completed and submitted within the timelines communicated during the course.

Timely submission of written assignments is essential; candidates who do not meet deadlines may not be permitted to appear for the final examinations.

Participants are expected to complete and submit their assignments and update their Subject albums before their individual conferences, held regularly. Submissions received after these meetings will be considered late.

If there are delays in submitting Subject albums or if additional attendance is needed, the following charges will apply to help cover the extra support and evaluation involved:

- **Late Submission of Subject Albums:** 1% of the total course fee per subject, to be paid before the next review cycle.
- **Additional Attendance Hours:** 2% of the total course fee for every 10 extra hours needed to meet the course requirements. This amount is to be paid when the student confirms the schedule for the extra hours.

Please note that the fee for additional attendance does *not* replace the need to complete the required number of hours. Both the time and the fee are necessary to fulfil course requirements.

These measures are meant to support steady progress while allowing some flexibility in exceptional circumstances

2 Examinations Policy

The examination consists of two components: a written paper and a practical assessment as a viva voce.

The practical assessment will be conducted online by a panel of examiners, led by an external head examiner.

There will be a Mid-term Assessment to give students an experience of how the examinations are conducted in tune with the Montessori philosophy.

Course Guidelines and Policies

Both the theory and practical examinations are a step to enable students to complete the course requirements and maintain quality. It is not necessary for students to be anxiety-driven. Steady work through the year is sufficient to be prepared.

Participants are eligible to appear for the final examination only if:
· All course requirements have been satisfactorily completed
· All dues have been cleared

3 Re-examination Policy

If a student is unable to appear for the scheduled examination due to a valid reason, they may be granted the opportunity to reappear at a later date. A written application explaining the absence must be submitted on or before the original examination day. Medical reasons must be supported by a valid medical certificate.

In such cases:

1. An examination fee must be paid again (5% of the total course fee)
2. If additional class attendance is required, the associated fees will be calculated based on the Course Guidelines and Policies
3. SchoolScape will decide and schedule the date for the re-examination.

In the case of an unsuccessful outcome:

- The examining team will decide whether the student needs additional practice hours or a re-examination to successfully complete the course.
- If the student is permitted to reappear for only one part of the examination, a re-examination fee of 5% of the total course fee will apply.

If the student is unsuccessful in the re-examination, they will be required to complete the full course again to qualify for the Diploma or Audit certificate or Assistant Teacher Certificate.

Course Guidelines and Policies

4 Attendance Policy

To be marked present, the participant's camera must remain on, and they must be clearly visible to the instructor throughout the session. Attendance will not be recorded if the participant is driving during class or if poor connectivity prevents meaningful participation.

The official name of the student is to be displayed on the screen for attendance to be duly calculated.

5 Class Recordings

Recordings of classes will be made available for up to three weeks after each class. Please note that viewing a recording does not count as attendance.

6 Payment and Refund

Please note that all course fees - including application, examination, and course material fees - are non-refundable, except in cases where a valid reason is submitted in writing within one week of the course commencement date.

If a student needs to switch between the Diploma, Audit Certificate, or Assistant Teacher Certificate courses for a valid reason, they must discuss this with the faculty and notify the Centre in writing within one week after the Mid-term assessments. Please note that any fee differential is non-refundable.

In the event that a student may have to discontinue the course due to a valid reason, they are required to notify the centre within one month of the course commencement. Should this occur, the student will have the option to rejoin the course in the following year by paying only the application fee.

If a student is unable to complete the course (including submissions and examinations) within two years of enrolment, they will be required to retake the entire course, including full payment of both the application and course fees.

Course Guidelines and Policies

7 Access to Individual Sessions for External Participants

Individuals or groups who would like to attend a specific lecture or session, or a series, are welcome to do so. This option is open to everyone, including alumni. A fee of Rs. 500 per session applies. Alumni are eligible for a 15% discount.

Interested participants may contact us to register for a session or series.

8 Copyright and Intellectual Property

Please note that:

- Notes and materials shared by SchoolScape are protected by copyright.
- Class recordings may be shared with participants for academic use but remain the intellectual property of SchoolScape.
- SchoolScape reserves the right to use images and videos from the course for marketing and outreach purposes.

Any copyright-related disputes or legal matters arising from the use of the course materials shall fall under the jurisdiction of the courts in Bengaluru.



Recommended Reading

Books by Dr. Maria Montessori

- The Secret of the Childhood (New edition 1982)
- The Absorbent Mind
- The Discovery of the Child
- A Child in the Family
- Education for a New World
- Education and Peace
- The Formation of Man
- What you should know about your Child
- To Educate the Human Potential
- The Advanced Montessori Method Vol. 1, Vol. II
- From Childhood to Adolescence

Leaflets by Dr Maria Montessori

- The Child
- Reconstruction in Education
- Peace and Education

Books by other Authors

- Maria Montessori: Her life and Work by E. M. Standing
- Education for Human Development: Understanding Montessori by Mario Montessori Jr.

Articles and Papers

- Movement, Activity, Learning and the Construction of Personality by Amukta Mahapatra
- Democracy in the Montessori Classroom by Amukta Mahapatra
- Where the mind is without fear: an article on Neel Bagh & David Horsburgh by Amukta Mahapatra



SchoolScape, Centre for Educators

SchoolScape is a centre dedicated to the growth of teachers and support professionals, enabling schools, organisations, and education departments to enrich the quality of learning in the classroom. At its heart, the centre nurtures education that is rooted in democratic principles, practices, and processes.

Our work has spanned research, evaluations, and large-scale initiatives, including:

- A base-year study of Activity-Based Learning (ABL) in Tamil Nadu, India before and after its state-wide introduction in more than 37,000 elementary schools. The report, Effectiveness of ABL Programme under SSA, TN (2007–08), documented this journey.
- A study of learning outcomes of Class 3 and 4 children in government primary schools across two districts of Uttar Pradesh and one region in Gujarat, for CARE, an international organisation.
- An evaluation of a national-level early childhood education resource centre, for ICICI.
- An internal evaluation report for IBM, in collaboration with NCIS, on CSR interventions in Chennai Corporation Schools and Andhra Pradesh Residential Schools.
- Hosting the 12th International Democratic Education Conference (IDEC) in Bhubaneshwar, Orissa (2004), which brought together over 350 delegates from 18 countries, including 100 children.
- Hosting the 25th IDEC (2018) in Bangalore, alongside the 3rd Asia-Pacific Democratic Education Conference (APDEC) and the 1st India Democratic Education Conference (InDEC); followed by the 2nd InDEC in 2019 in Coimbatore, Tamil Nadu.

Launching Chalshiksha (2022), a 3-day residential festival in Bangalore that celebrated films on education as a doorway to learning, with screenings, talks, workshops, open forums, art, music, traditional games, and shared conversations.



Amukta Mahapatra

Founder-Director



Founder and Director of SchoolScape, she has been associated with the field of school education for many decades. She has worked with small, independent schools and also developed programmes that have been implemented by the education departments across a state or taken to many states in India. Wherever she has worked, she has fought for the child's right to live and learn spontaneously.

She started her teaching career at The School K.F.I, run by the Krishnamurti Foundation India in Chennai. Later, as the first principal of Abacus Montessori School in Chennai, she enabled Montessori practices from preschool to high school, to be seen from a contemporary perspective. While working with UNICEF, she helped to develop a Quality Package to be implemented in government schools across ten states.

She conducted a programme called the Professional Development of Teacher Educators for the faculty of the DIETs (District Institutes for Education and Training) in Tamil Nadu. The education department took the evolved modules forward and trained 200,000 elementary teachers across the state. This was the harbinger for the ABL programme for primary schools to be developed and later implemented in all 37,500 elementary schools in the state.

She has organised many national and international conferences and is the initiating force for the movement of democratic education in India, under the banner of IDEC and InDEC. She has participated and presented papers at national and international seminars.

She has published articles and papers; her work has been mentioned in books and reports on best practices to be taken forward.

Member of the Task Force for Early Childhood Care and Education (ECCE), Ministry of Women and Child Development, Government of India (2023). Karnataka Task Force (2024). Life member, Association Montessori Internationale. Life member, Crafts Council of India.

Srilakshmi Durvasula

Associate Director - Preprimary Course



Srilakshmi holds a Bachelor's degree in Computer Science and began her Montessori journey in 2015 after completing the Montessori Preprimary course at IMTC, Bangalore. She later earned her Montessori Elementary certification from Schoolscape in 2022, along with a Bachelor of Education and a Special Education course.

With experience spanning across preprimary and elementary levels, she has contributed to curriculum design, material creation, classroom setup, and academic planning. Currently a member of the Schoolscape team, Srilakshmi continues to deepen her understanding of the Montessori philosophy and its application in education.

Gracy Kingsley

Faculty



Gracy Kingsley is a Post Graduate MBA (HR). She completed her diploma in Montessori Primary teacher training from IMTC-Chennai in 2003 and later completed the Montessori Elementary teacher training from Sharanalaya Montessori School in 2016. She holds a B.Ed and Diploma in Special Education (Autism). She underwent the Training of Trainers programme with SchoolScape.

Gracy has extensive experience working with children since 2003 in Sharanalaya Montessori School, Chennai at both the Preschool and Elementary levels. She started as a Montessori teacher and then became the Principal of the school, which she held for seven years till 2020. She has experience in training and mentoring teachers during this time, while she set up and managed the school.Looking for new ways of working in the field, with autonomy and to challenge herself, she joined SchoolScape.

Dhanvanthini



Faculty

Dhanvanthini was born and brought up in Chennai, where her upbringing was closely intertwined with farming and the cultural strongholds of a household in South India. She holds a Master's degree in Human Development and Family Dynamics and clearly remembers that the course of her education was always a result of her conscious decisions. When her son enrolled in a Montessori programme in 2015, it felt like a revelation to her. Since then, she has taken a greater interest in understanding the pedagogy, witnessing not just her own family's growth but also the unfolding and discovery of the children in the environments she works with.

Dhanvanthini has completed her Preprimary training from IMTC-Chennai, followed by an Elementary diploma from Sharanalaya Teacher Development Initiative and with SchoolScape. She has been working with children as a lead adult since 2017. She is passionate about the Montessori approach and is committed to playing a role in the Cosmic Plan, whatever it may be. She is an intern faculty for the Preprimary and Elementary courses, as well as the School Development projects for SchoolScape. She continues to be based in Chennai.

Bulbul Hasan



Faculty

Bulbul Hasan, from Shillong, India, studied Literature, Psychology, and Journalism in Bangalore and Chennai, along with Montessori training from AMI. She has worked in Montessori schools globally, including in Singapore, New York, and Madrid, enhancing her cultural understanding.

Bulbul conducts Montessori workshops for teachers and parents worldwide, focusing on mentorship and observation to improve teaching practices. She also creates and teaches short Montessori courses that highlight practical understanding and experiential learning, often sharing personal stories. In addition to her professional pursuits, she enjoys traveling and exploring new cultures, and she currently resides in Mexico.

Parvathy

Faculty Intern



Parvathy G.R.K is a dedicated Educational guide and Student-Focused Administrator with an extensive experience in Montessori pedagogy and early childhood education. She holds a Primary Montessori Diploma (3–6 age level) from Association Montessori Internationale (AMI) alongside specialized training in Dyslexia from MDA.

Throughout her career as a Centre Head, Academic Coordinator, and Primary Lead Adult across esteemed institutions, she has specialized in developing Montessori-aligned curricula, guiding mixed-age classrooms, and supporting children with learning differences in collaboration with special educators.

Parvathy holds a Master's degree in Environmental Science and a bachelor's in Biotechnology from the University of Kerala.