

Montessori Dachverband Deutschland (MDD)



**MDD Quality Framework (MQF)
for Montessori Educational Practice + Teacher Training**
– English-language overview –

MDD Quality Framework Project and Objectives



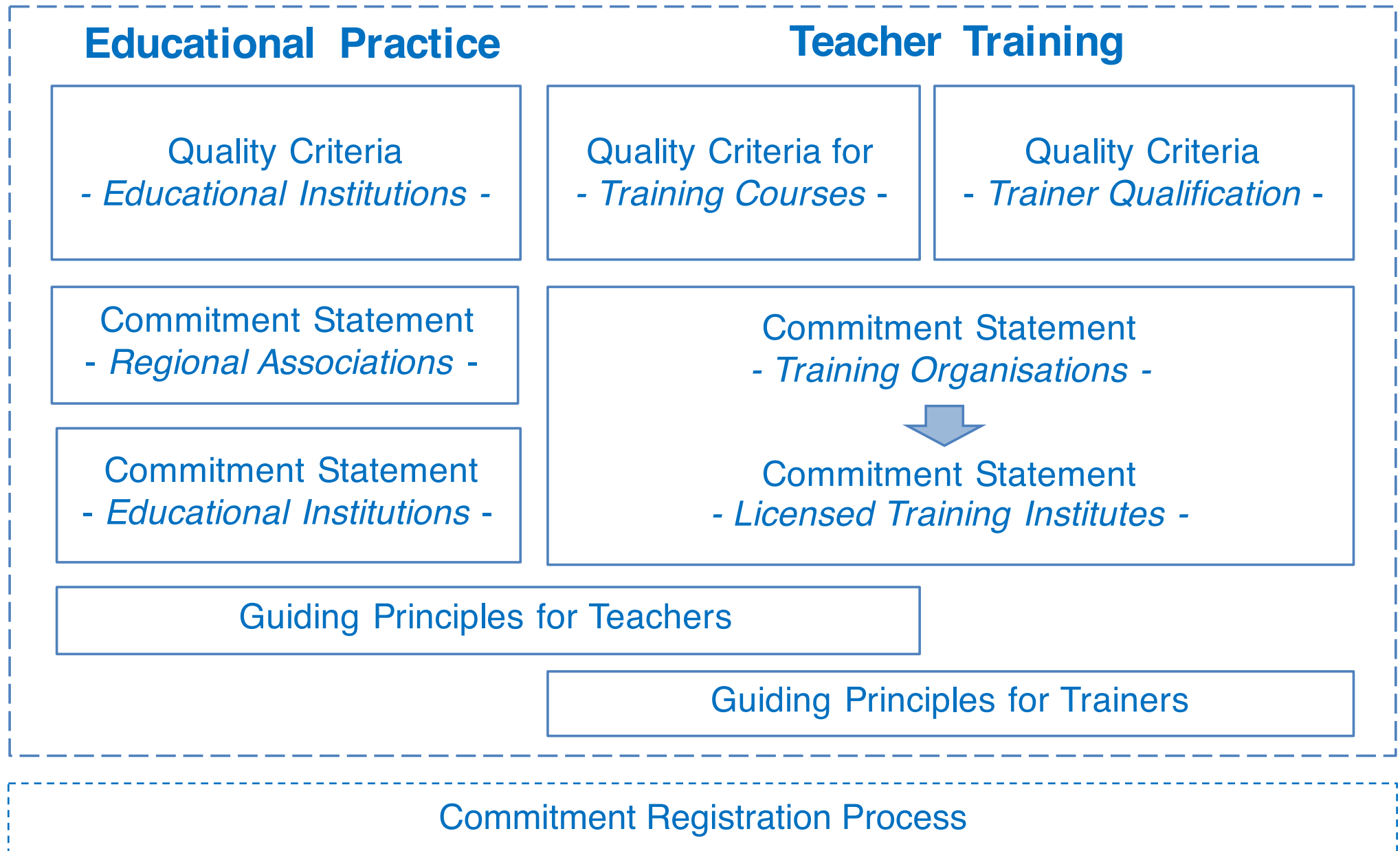
Objectives

- Develop a Quality Framework for MDD and its member associations and institutions that
 1. covers both
 - educational practice in Montessori schools *and*
 - Montessori teacher training;
 2. allows for different teacher training concepts;
 3. has a consistent pedagogical and quality-related methodology.
- Thereby
 - encourage a process-oriented quality development mindset within Montessori schools
 - create a necessary foundation for a well-defined Montessori “brand” in Germany

Time line

- Project initiation: 2012
- Final approval for MQF V1.0 Nov. 12, 2017 (MDD AGM)

MQF Components



MQF Quality Areas and Criteria

Quality Areas*	Educational Practice (Schools)	Teacher Training	
		Training Courses	Trainer Development Process
Structural	Teachers Pedagogical Concept Prepared Environment Mixed-age Groups Free Choice Organisation	Trainers Literature Course Binder Script Curriculum School Visits / Practica Course Completion Criteria	Professional qualifications Montessori qualifications Practical Experience Adult education competence
Process-oriented	Collaboration Children Observation Parents Evaluation	Cooperation: Course Leader + Trainer Participant Orientation Evaluation	Assistants Program / Mentoring Trainer Conferences Evaluation

* Including defined criteria (development goals) for each Quality Area

Examples of Quality Criteria (from Educational Practice)

Quality Area	Quality Criteria
Teachers	<ul style="list-style-type: none"> • A completed educational or state-recognized professional education is a prerequisite for employment. • The acquisition of the Montessori Diploma, according to the quality framework, within three years is obligatory. • Recognition and implementation of the "Teacher's Guiding Principles".
Free work	<ul style="list-style-type: none"> • In development stages 1 and 2, free work forms the core time of the daily structure, taking place in a reliable and defined timeframe. It covers two to three hours per day, consecutive and undisturbed. • For 12-15-year-olds, the guidelines from the Erdkinderplan apply.
Collaboration	<ul style="list-style-type: none"> • Collaboration is based on mutual acceptance of opinions and decisions. • The contributors are involved in decision-making processes. • Information is provided in a targeted and timely manner and creates transparency. • Regular pedagogical and professional exchange takes place. • There are procedures to resolve conflicts.

Commitment Statements - Overview



	Educational Practice (Schools)	Teacher Training (Training Courses / Trainer Qualification Process)
Association Level	<p>Regional Associations</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We will publish it and promote it publicly. We will put in our best efforts so that our educational institutions commit themselves to the Framework and implement it. We will put in our best efforts so that our teachers commit themselves to the Framework and implement it within their practice areas.</p>	<p>Teacher Training Organisations</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We ensure that our Teacher Training Establishments commit themselves to the Framework and implement it. We commit to</p> <ul style="list-style-type: none"> • publicizing the Quality Framework and our specific implementation of it; • promoting a process culture of reflection and evaluation to achieve the objectives of the Framework; • providing our Teacher Trainers and Course Leaders with appropriate resources for regular quality improvement and continuing education/training.
Institutional Level	<p>Schools</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We commit to</p> <ul style="list-style-type: none"> • publicizing the Quality Framework and our specific implementation of it; • promoting a process culture of reflection and evaluation to achieve the objectives of the Framework; • providing our staff with appropriate resources for regular quality improvement and continuing education/training. 	<p>Licensed Teacher Training Institutes</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We commit to</p> <ul style="list-style-type: none"> • publicizing the Quality Framework; • promoting a process culture of reflection and evaluation to achieve the objectives of the Framework.

Commitment Statements - Schools

	Educational Practice (Schools)
Association Level	<p style="text-align: center;">Regional Associations</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We will publish it and promote it publicly. We will put in our best efforts so that our educational institutions commit themselves to the Framework and implement it. We will put in our best efforts so that our teachers commit themselves to the Framework and implement it within their practice areas.</p>
Institutional Level	<p style="text-align: center;">Schools</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We commit to</p> <ul style="list-style-type: none">• publicizing the Quality Framework and our specific implementation of it;• promoting a process culture of reflection and evaluation to achieve the objectives of the Framework;• providing our staff with appropriate resources for regular quality improvement and continuing education/training.

Commitment Statements - Teacher Training



	Teacher Training (Training Courses / Trainer Qualification Process)
Association Level	<p style="text-align: center;">Teacher Training Organisations</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We ensure that our Teacher Training Establishments commit themselves to the Framework and implement it. We commit to</p> <ul style="list-style-type: none"> • publicizing the Quality Framework and our specific implementation of it; • promoting a process culture of reflection and evaluation to achieve the objectives of the Framework; • providing our Teacher Trainers and Course Leaders with appropriate resources for regular quality improvement and continuing education/training.
Institutional Level	<p style="text-align: center;">Licensed Teacher Training Institutes</p> <p>We commit ourselves to the MDD Quality Framework and will implement it: We commit to</p> <ul style="list-style-type: none"> • publicizing the Quality Framework; • promoting a process culture of reflection and evaluation to achieve the objectives of the Framework.

Commitment Registration Process

1. School* applies for registration of its QF Commitment Statement
 - incl. documentation of its specific QF implementation and development plans
2. MDD checks application for completeness and plausibility
3. If registration is accepted ...
 - MDD adds the school to a publicly-available QF Registry
 - the school receives a three-year license to use a registered QF logo
 - the school publicizes the Commitment Statement incl. documentation

** analogously for training associations*

An **MDD Quality Framework Council** *(to be set up)* ...

- monitors the Registration Process based on procedures set by MDD AGM
- develops and recommends changes/enhancements to the MDD AGM

Next steps: Two-year trial period 2018-2019

- Fine-tune the pedagogical content
- Calibrate the minimum requirements for registration
- Test the registration procedure with schools and training organisations
- Develop a registered trademark for the MQF and a licensing agreement
- Develop a contractual cooperation basis for schools for whom MDD membership is not viable
 - Public schools
 - Non-Montessori organisations that run independent Montessori schools