

Etonkids Montessori Teacher Training Academy (EMTTA)

Etonkids International Educational Group
No. 10 Upper East Dong Feng South Road, Chaoyang District,
Beijing 100016, PR China
Tel: 010- 5681 2666 Email: emtta@etonkids.com
伊顿蒙台梭利教师培训学院
伊顿国际教育集团
北京市朝阳区东风南路上东10号, 邮编100016

*"Whoever touches the life of the child touches the most sensitive point of a whole which has roots in the most distant past and climbs toward the infinite future."
- Dr. Maria Montessori*



EMTTA

Etonkids Montessori Teacher Training Academy

伊顿蒙台梭利教师培训学院

Application for Admission 2014-15 报名申请表

MACTE Accredited 认证, AMS Affiliated 附属



PLEASE PRINT OR TYPE

请打印或直接填写

Date 日期: _____

PLEASE INDICATE THE LEVEL TO WHICH YOU ARE APPLYING 请注明所申请的蒙台梭利教师培训的项目:

- Infant-Toddler [0-3] English 婴幼儿[0-3]岁 教授语言: 英文 ¥ 50, 000
- Early Childhood [2 1/2 - 6] English 幼儿[2 1/2 - 6]岁 教授语言: 英文 ¥ 55, 500

APPLICATION FEE 报名费 ¥ 1,000 non refundable 不可退 CREDENTIAL FEE 证书费 ¥ 2,200 Payable at start of internship 开始实习前缴纳
TRANSFER OF CREDIT PROCESS: Please contact the office for information. 学分转入制度 详细情况请联系办公室

PERSONAL INFORMATION 个人信息

申请人名字拼音 Applicant's First Name _____ 姓氏拼音 Last Name _____ 中文姓名 Chinese Name _____

国籍Citizenship _____ 生日(月/日/年) Date of Birth (mm /dd /yy) _____ 出生地 Place of Birth _____

护照或身份证号 Passport or ID No. _____ Mobile phone手机号码 _____ Email:电子邮件 _____

Home Address 家庭住址

State 省 / City 城市 District 区 Street 街道 Postal Code 邮编

Current Address 现居住地址 (If different from above, 如与家庭住址不同)

State 省 / City 城市 District 区 Street 街道 Postal Code 邮编

Current Employer 现任职单位 Title 职务 Dates Employed 起止时间

Employer's Address 工作单位地址

State 省 / City 城市 District 区 Street 街道 Postal Code 邮编

EDUCATIONAL BACKGROUND 教育背景

• High School 高中 Location 地址 Diploma文凭证书 Graduation date 日期

• College/University 大学 Degree / Credits earned 获得学位/学分 Major 专业 Graduation date 毕业日期

1. _____

2. _____

• Graduate School 研究生院 Degree / Credits earned 获得学位/学分 Major 专业 Graduation date 毕业日期

MONTESSORI CERTIFICATION 蒙台梭利资格证书

• Program and location 培训中心名称和地址 Certification level 资格证书等级 Graduation date 毕业日期

STATE / DISTRICT TEACHING CERTIFICATION 教师资格证书

• Certificate 证书名称

Issuing State/District 颁发机构

Year Issued 出具日期

TEACHING EXPERIENCE (MOST RECENT): 教学经验 (请提供最近的工作经验)

• School 学校名称

Position [What was your job?] 职位 (工作内容包括)

Dates Employed 工作起始时间

1. _____

2. _____

HOUSING ARRANGEMENTS: Do you need housing information? yes 是 no 否

住宿安排: 你需要住宿信息么?

STUDENT TEACHING / INTERNSHIP PHASE 实习定向

Have you made arrangements for a Student Teaching Site? yes 有 no 没有

您是否已经安排了实习地点?

If yes, name of School 如果有, 学校名称

School phone 学校联系电话

School address 学校地址

Principal 校长

If no, do you prefer to student teach in a particular location? yes 有 no 没有

如果没有, 您对实习的地点有特殊要求吗?

HOW DID YOU HEAR ABOUT EMTTA? 您从哪里得知 EMTTA?

- AMS News Media 新闻媒体 Friend 朋友 Internet 网络 Etonkids' Website 伊顿网站
- EDM Ads (Newspaper/Magazine) 广告 (报刊杂志) Activities 校园活动 Other 其它

To Apply 需要提供

1. Complete both sides of the application form. 请提供完整的报名申请表
2. Attend an interview or Open House with the director or staff member 出席一个与主任或其它教研人员的面试
3. Submit one original transcript, in original language and 1 copy translated into English. The translation may be done by a lawyer, college/university, or professional evaluating organization that provides translation services.
提交一份成绩单原件 (中文和英文各一份, 英文翻译需要由律师、专业翻译学院或具有法律效力的专业翻译机构出具的公证书即可)。
4. Submit 2 recent 1"x 1" photos. 提交2张1寸近照
5. ASSIGNMENT: Submit a one-page essay [font 12] on "Why I want to become a Montessori teacher."
作业: 提交一页[字体大小 12]"为什么我想成为蒙台梭利教师"的感言
6. ASSIGNMENT: Complete the assignment on 'Adults Behaviors That Prevent Children From Growing Into Leaders.'
作业: 完成这项作业 '成人的行为怎么避免孩子成为一名领导'

Application Fee 申请费

Your application for admission must be accompanied by the required RMB 1,000 ¥ application fee (non-refundable).
您需要在报名时同时缴纳申请费用, 人民币1,000元整。(不可退还)

EMTTA reserves the right to change faculty or cancel the program at its discretion. In the unlikely case of program changes, EMTTA is not responsible for non-refundable travel arrangements or other planning costs incurred by training participants.

EMTTA保留改变或取消培训计划的最初解释权。由于不确定因素导致培训计划改变, EMTTA不负责参加培训人员旅行安排产生的交通费用或产生的其他费用退款。

Your signature below indicates your understanding and agreement with all terms outlined above.

本人已仔细阅读, 且充分理解并同意上述内容

Signature 签名 _____ **Date 日期** _____

EMTTA actively seeks diversity in its student body, faculty, staff and administration. EMTTA does not discriminate on the basis of race, color, creed, national and ethnic origin in its admissions procedures, educational policies, financial aid programs, employment practices and all other administered procedures and programs.

EMTTA 致力于招纳各方优秀人士, 无论是作为我们的学生、教研人员和行政人员。无论是在招贤纳士的过程中、在教育方针的制定中、在财政援助的项目实施中、在雇佣惯例中或是其他任何行政程序和项目中, EMTTA拒绝任何关于种族、肤色、信仰、国籍的歧视和区分对待。

Please return this application and materials to: 请将填写好的申请表及其它相关材料回寄至如下地址:

Dr. Marlene Barron
白玛琳博士

10 Upper East Dong Feng South Road, Chaoyang District, Beijing 100016
北京市朝阳区东风南路上东10号, 邮编100016

Tel: 186 0018 4793

Email: emtta@etonskids.com

ASSIGNMENT 作业

Adult Behaviors That Keep Children From Growing Into Leaders

成人的行为阻碍孩子在成长中成为领导者

Leadership expert [Dr. Tim Elmore](#) studied how we, as adults, are failing our children today — coddling and crippling them — and keeping them from becoming leaders they are destined to be. Tim is a best-selling author of more than 25 books, including [Generation iY: Our Last Chance to Save Their Future](#), [Artificial Maturity: Helping Kids Meet the Challenges of Becoming Authentic Adults](#), and the [Habitudes®](#) series. He is Founder and President of [Growing Leaders](#), an organization dedicated to mentoring today's young people to become the leaders of tomorrow.

领导者专家 [Tim Elmore](#) 博士研究了作为成人，我们怎么样削弱了当今的孩子-溺爱他们和阻碍他们去往成为领导者的方向。Tim 是一名销售很好的作者，超过 25 本书，包括 [Generation iY: Our Last Chance to Save Their Future](#), [Artificial Maturity: Helping Kids Meet the Challenges of Becoming Authentic Adults](#), 和 [Habitudes](#) 系列。他是 [Growing Leaders](#) 的创始人和总监，一个致力于指导今天的年轻人成为明天的领导者的机构。

Here is a list of a few damaging behaviors that keep children from becoming leaders – of their own lives and of the world's enterprises:

这里是一个总结有关一些使孩子们成为领导人中的有害行为，– 他们自己的生活 and 世界企业的总结：

1. **We don't let our children experience risk** 我们没有让我们的孩子经历风险

We live in a world that warns us of danger at every turn. The “safety first” preoccupation enforces our fear of losing our kids, so we do everything we can to protect them. It's our job after all, but we have insulated them from healthy risk-taking behavior and it's had an adverse effect.

我们所生活的世界里时刻会有危险提醒着我们。“安全第一”总会首先出现在我们的行动中，它掩饰我们怕失去孩子的恐惧，所以我们都做任何事去保护他们。到最后这是我们的工作，但是我们会使他们远离健康的风险行为，这反而会有不利于孩子的影响。

[Psychologists in Europe](#) have discovered that if a child doesn't play outside and is never allowed to experience a skinned knee, they frequently have phobias as adults. Kids need to fall a few times to learn it's normal; teens likely need to break up with a boyfriend or girlfriend to appreciate the emotional maturity that lasting relationships require. If parents remove risk from children's lives, we will likely experience high arrogance and low self-esteem in our growing leaders.

[在欧洲的心理学家](#)已经发现了如果一个孩子没有在外面玩耍并且从没有被允许去经历比如膝盖被擦伤，他们经常会有像成年人一样的恐惧。孩子需要跌倒了几次去学习它的正常性；青少年可能需要男女朋友持久的关系去欣赏情绪上的成熟。如果父母将风险从孩子们的生活中抽离，我们将会经历高度的傲慢和低度的自我-去引导我们未来的领导。

2. **We rescue too quickly** 我们营救的太快了

Today's generation of young people has not developed some of the life skills kids did 30 years ago because adults swoop in and take care of problems for them. When we rescue too quickly and over-indulge our children with “assistance,” we remove the need for them to navigate hardships and solve problems on their own. It's parenting for the short-term and it sorely misses the point of leadership—to equip our young people to do it without help. Sooner or later, kids get used to someone rescuing them: “If I fail or fall short, an adult will smooth things over and remove any consequences for my misconduct.” When in reality, this isn't even remotely close to how the world works, and therefore it disables our kids from becoming competent adults.

当今年轻的一代没有建立像 30 年前孩子的一些生活上的技能，因为成年人介入并一直在照顾他们所面临的问题。当我们过于快速的以“援助之手”拯救和放纵我们的孩子，我们将抽离他们对于操纵困难和自己解决问题的需要。这短期的教养强烈的错过了领导者的观点-去设备我们的年轻人在没有帮助下做事情。或早或晚，孩子们就习惯了某人援助他们：“如果我失败或没成功，成人将会圆场，并且删除掉我们不轨行为的任何后果。”在现实生活中，这甚至还没有接近这个世界是如何工作的，因此它阻碍了孩子成为一名能干的成年人。

3. **We praise too easily** 我们太容易赞扬

The self-esteem movement took root in U.S. school systems in the 1980s. This “everyone gets praise for answers” mentality might make children feel special, but research is now indicating this method has unintended consequences. Kids eventually begin to doubt the objectivity of the adults; it feels good in the moment, but it's not connected to reality. When we rave too easily, children eventually learn to cheat, exaggerate and lie and to avoid difficult reality. They have not been conditioned to face it.

在 80 年代，自尊动态发生在美国的学校体系中。“每个人如果回答了问题都会受表扬”的心态会让孩子感到特别，但现在的研究表明这种方法具有意想不到的后果。孩子们会自然而然的开始怀疑大人的目的；在那一刻的感觉真的很好，但它不涉及现实。当我们赞扬的太容易了，孩子会学会欺骗，夸大和谎言和逃避现实的困难。他们没有这个条件去面对它。

Also praise for an activity destroys intrinsic motivation to do that activity. If you praise a child for doing their favorite activity, he or she will stop doing that activity. It will no longer be enjoyable for the child.

同样的赞扬也会破坏去做内在的动机的活动。如果你赞美一个孩子做他们喜欢的活动，他或她会停下来他们的活动。那个活动孩子不会去享受它了。

4. We mistake intelligence, giftedness and influence for maturity

我们误解了智力，天赋和影响了成熟度

Intelligence is often used as a measurement of a child's maturity, and as a result parents assume an intelligent child is a mature child. That's not the case. Just because giftedness is present in one aspect of a child's life, don't assume it pervades all areas. There is no magic "age of responsibility" or a proven guide as to when a child should be given specific freedoms, but a good rule of thumb is to observe other children the same age. If you notice that they are doing more themselves than your child does, you may be delaying your child's independence.

智力通常会被为衡量一个孩子的成熟度，结果是父母认为一个聪明的孩子应该是一个成熟的孩子。其实并非如此。只是因为天赋是一个孩子生活的一方面，不要以为它遍及所有领域。没有神奇的“责任时代”或证明指南哪个孩子应给予特殊的自由，但一个好的法则是观察其他同年龄的孩子。如果你注意到他们正在做比你孩子更多的事情，你可能为了延缓你孩子的独立性。

5. We don't practice what we preach 我们并没有练习我们的说教

As parents, it is our responsibility to model the life we want our children to live. To help them lead a life of character and become dependable and accountable for their words and actions. As the leaders of our homes, we can start by only speaking honest words – white lies will surface and slowly erode character. Watch yourself in the little ethical choices that others might notice, because your kids will notice too. If you don't cut corners, for example, they will know it's not acceptable for them to either. Show your kids what it means to give selflessly and joyfully by volunteering for a project. Leave people and places better than you found them, and your kids will take note and do the same.

作为父母，我们的责任是去给我们的孩子我们所希望的生活模式。为了帮助他们引导个人的品格和对自己的言行举止可托付和信任。作为我们家中的领导者，我们可以从诚实的说话开始-善意的谎言将会慢慢的侵蚀品质。在小的道德困境选择中观看自己或其他人可能会注意到的，因为你的孩子将会注意得更多。如果你不走直径（偷工减料），例如，他们会知道这种行为对他们也是不可接受的。向你的孩子展示什么是无私而又快乐的志愿服务项目。当你把一个地方或人处理比以前妥当时，你的孩子们将会注意到并且做同样的事。

Dr. Elmore says: "It's important for parents and teachers to become exceedingly self-aware of their words and actions when interacting with their children, or with others when their children are nearby. ... Coach them, more than coddle."

Elmore 博士说：“当家长和老师与他们的孩子在一起的时候，或与其他人在孩子身边时，他们的言行举止是很重要的。指导他们要好过于溺爱”。

Here's a start: 这里是开始：

1. Allow children to attempt things that stretch them and even let them fail.
允许孩子们去尝试一些可以发展他们的甚至允许他们失败。
2. Create projects that require patience, so children learn to delay gratification.
建立一个要求耐心的项目，因此孩子们可以学习到延迟的满足。
3. Teach children that life is about choices and trade-offs; they can't do everything. "You get what you get and you don't get upset." 教育孩子，生活是关于有选择性和有交易的；他们不能做每一件事情。“你得到你所得到的，所以你无须生气。”
4. Celebrate progress children make toward autonomy and responsibility. Do NOT give 'Good Job' comments to each correct answer. 庆祝进步的孩子走向自主权和责任。每个正确答案不要给“好棒”的意见。

ASSIGNMENT 作业

Think about your behavior with a child in your classroom or with your own child.

考虑一下你和你班里孩子的行为，或者你和自己孩子的行为。

1. Describe 2 incidents with this child during which you used one or more of these 'adult' behaviors.
描述两个事件和这个孩子期间你已经使用的或者更多的这些‘成人的行为’。
2. Examine what you did. Now describe what you MIGHT have done.
检验你所做的。描述一下你现在可能会做的。
3. Write a paragraph describing how you felt doing this assignment. What did you learn about yourself? What did you learn about being a 'coach' to children. 写一段描述你做这个作业觉得怎么样。关于你自己，你学到了什么？关于‘指导’孩子，你学到了什么？