

The North American Montessori Teachers' Association presents

The AMI Montessori Orientation to Adolescent Studies (Ages 12-18)

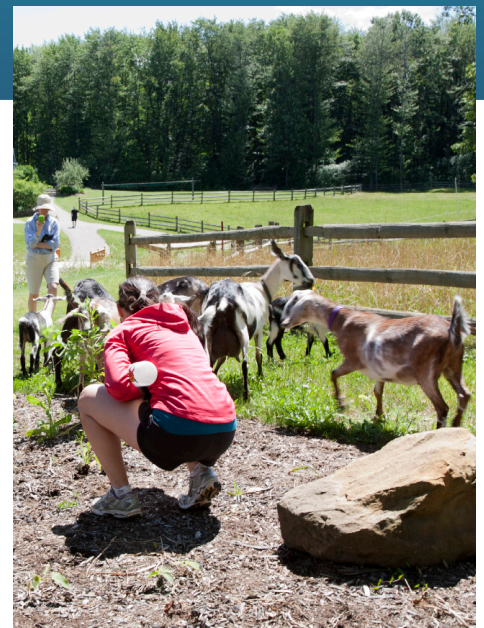
Queensland, Australia

3-30 January 2016



Classes take place at Montessori International College
Forest Glen on the Sunshine Coast in Queensland, Australia

Affordable and air-conditioned accommodation available.



*Participation is limited; applications considered on a first-come, first-served basis.
Attendance at all four weeks is required. No partial enrolment will be considered.*

Photos of 2010 adolescent orientation participants courtesy of Sara Guren



Applications available 1 June 2015 at www.montessori-namta.org

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In November of 2010, The Association Montessori Internationale agreed to an evolving relationship with the NAMTA Montessori Orientation to Adolescent Studies. Together with the Scientific Pedagogical Group (formally *Committee*), NAMTA will contribute selectively to the AMI body of Montessori pedagogy, allowing for the preservation and propagation of adolescent research and practice within the context of AMI-approved teacher education. The NAMTA Montessori Orientation to Adolescent Studies will be renamed *The AMI Montessori Orientation to Adolescent Studies*, recognizing NAMTA's program as the current AMI adolescent pedagogical offering.

The AMI Montessori Orientation to Adolescent Studies builds an integrated holistic view of the Montessori adolescent in relation to Montessori psychology, methodology, and philosophy. Content is presented within the context of Montessori's educational syllabus. Participants can shape their specialized backgrounds (in math, science, humanities) as part of a total Montessori vision, allowing them to design an adolescent program that addresses their unique combinations of students, faculty, site, and administration at their schools. AMI Montessori training in early childhood or elementary levels will enhance the orientation experience, but is not a prerequisite.

NAMTA's Role in Montessori Adolescent Programming

Since 1976, NAMTA has provided documentation, leadership, and guidance in consolidating Montessori adolescent education and programs. NAMTA's seminars, conferences, and summer intensives have established a strong heritage of best practices through evolving school programs. The work has included baseline research, school consultation, publications, and six colloquia that were attended by AMI trainers and practitioners, including Renilde Montessori and Camillo Grazzini.

Pictured are 1996 Adolescent Colloquium participants, front row, seated: John Long, Larry Schaefer, Joen Bettmann, Pat Schaefer, Allyn Travis, Monte Kenison; second row, seated: Tom Postlewaite, Pat Ludick, Linda Davis, Laurie Ewert-Krocker, Peter Gebhardt-Seele, Virginia McHugh, Renilde Montessori, Bob Fleischhacker, Mike Strong, Debra Hershey Guren, Jenny Höglund; standing: John McNamara, Camillo Grazzini, Kay Baker, Margaret Stephenson, Patty Pantano, Deborah Bricker, Alcillia Clifford-Williams, David Kahn. Photo taken by participant Orcillia Oppenheimer. Absent: Paula Polk Lillard.



The AMI Montessori Orientation to Adolescent Studies in Queensland, Australia

The AMI Montessori Orientation to Adolescent Studies offers an overview of Montessori's approach to adolescents within the framework of human development. By exploring Montessori theory in depth for this age group, the participants will come to understand the contribution of the third plane as crucial to the development of the individual and will be significantly prepared to aid development during this important time of life.

Participants of the orientation course will learn Montessori theory through both lectures and hands-on experiences. They will be expected to demonstrate an understanding of both Montessori principles and methodology as well as an understanding of the psychology behind adolescent development. They will write papers explaining theoretical principles, discuss readings of Montessori's writing (as well as the writing of others), and design frameworks for study and work appropriate for their community of adolescents. Finally they will synthesize their understanding and generate a record of course presentations by compiling an album representing the whole course of study for future use and reference.



An important part of the orientation is to experience the life of the adolescent: their studies, practical work, community life, and, particularly, their growing need for independence and to work side-by-side with adults. Through time spent in the prepared environment of the farm, participants will explore this need for independence and an awareness of human interdependence, both of which become concretely realized and internalized in Montessori adolescent communities that genuinely provide a “school of experience in the elements of social life.”

- **Participation is limited; applications considered on a first-come, first-served basis.**
- **Attendance at all four weeks is required. No partial enrollment will be considered.**
- **Applications are available at www.montessori-namta.org**

2016 Program Description and Schedule

Week One (Sunday, January 3–Friday, January 8)

Foundations of Montessori Theory: The Adolescent in the Context of Whole Human Development

The first week will examine Montessori’s developmental stages, including the intrinsic psychological characteristics of early childhood through adulthood. In order to appreciate the adolescent third plane and its unique contributions to the human personality, it is essential to understand how development manifests itself in the earlier stages. Montessori called the period from birth to age 6 the first plane of education (early childhood). The second plane, from ages

6-12, includes the elementary (childhood), and the third plane includes the adolescent, ages 12-18. The participants will experience the environments and the materials for the earlier planes of development, and they will study the needs and characteristics of each of these planes, including the role of the Montessori-prepared adult.

Throughout the orientation, participants will experience the art of the seminar, journal writing, and applications of the three-period lesson design (presentation, exploration, and student presentation). Analysis of Montessori primary texts will emphasize the key tenets of Montessori philosophy.



Week Two (Monday, January 11–Friday, January 15)

The Montessori Plan of Study and Work on the Farm

Through practical work and studies, the participants will experience how adolescents use the farm as their prepared environment and how the farm gives direction to both their academic and manual work through the occupations. The participants will follow the daily life of the students in all its phases: academic studies, cooking, working outdoors, creative and physical expression. The three-period lesson is again used for historic and scientific studies.

Through examples participants will see how the adolescent can be supported in achieving economic and social independence. Seminars on the Erdkinder appendices will be integrated into the daily work on the farm, providing not only practice in seminar technique but also deeper reflection on applying Montessori theory to the work in the farm environment.

Week Three (Monday, January 18–Friday, January 22)

The Montessori Plan of Study and Work

The third week is a further refinement of Montessori adolescent theory put into practice. Montessori’s writings will be explored more deeply in order to provide a framework for planning adolescent study and work in one’s own environment. Montessori’s Plan of Study and Work will be more fully interpreted along with an examination of Montessori’s understanding of social and moral development. Participants will have a variety of opportunities to further their understanding of Montessori’s Plan of Study and Work by 1) visiting other



local adolescent community settings, 2) participating in additional seminars to interpret Montessori theory, or 3) attending more detailed workshops on designing and implementing occupations and humanities projects. Case studies of adolescent communities from around the United States will be offered as lenses through which to consider the implementation of Montessori principles in a variety of places and circumstances.

Participants will generate ideas for their respective local connections and resources, create a context for meaningful project work, and explore possibilities for community involvement and genuine experiences of social organization based on their own site and in their own communities.

Week Four (Monday, January 25–Thursday, January 28)

Education and Peace

There will be class on Australia Day, Tuesday, January 26

The fourth week will provide opportunities for planning one's own work and includes writing a vision statement for the third plane while preparing a plan to implement this vision over the course of at least one year. A three-period lesson approach in designing at least one specific project will also be completed. Experienced specialists will continue to share their knowledge and experience through lectures as well as through individual coaching.

In order to fully serve the adolescent, it is vital to understand Montessori's grander scheme for humanity. The fourth plane will be revisited as a point of arrival, as the realization of Montessori's final aim of education, to bring harmony to the individual so that they can play their part in bringing about universal peace.

Conclusion (Friday, January 29 and Saturday, January 30)

The orientation course will conclude with participants submitting their collected work of notes, essays, and lexicons, as well as their plan of study and work and prospectus to be reviewed by the course advisors. Course staff members and advisors will conduct exit interviews with each participant to provide an opportunity for reflection, discussion, and consolidation of understanding of the work accomplished in the course. A graduation brunch and ceremony will celebrate the collective work of the group.



NAMTA presents
The AMI Montessori Orientation to Adolescent Studies (Ages 12-18)
3 through 30, January 2016, Queensland, Australia

Orientation classes will take place at Montessori International College, Queensland, Australia. Accommodations are available ten minutes from the college at Varsity Apartments. Room, board, and transportation options are available at an additional cost. See application for details. Application forms in PDF format can be found on NAMTA's website at www.montessori-namta.org by clicking on NAMTA Events, then *The AMI Montessori Orientation to Adolescent Studies*.

Orientation to Adolescent Studies Tuition, 3 through 30 January 2016: \$5,000 USD

Checks must be payable to NAMTA in US dollars. PayPal fees may be sent to staff@montessori-namta.org.

Attendance at all four weeks is required. No partial enrollment will be considered.

Please direct inquiries to: North American Montessori Teachers' Association

13693 Butternut Road, Burton, OH 44021 USA

Phone: 440-834-4011 • staff@montessori-namta.org

Application available online at www.montessori-namta.org

Readings for Seminars and Discussions

These required readings may all be purchased from NAMTA: www.montessori-namta.org. Go to Shop NAMTA > Print Publications > Adolescent Readings. **They will be used on the first day and throughout the 5 weeks. Please purchase in advance.**

Montessori, Maria. *Education and Peace*;
Montessori, Maria. *From Childhood to Adolescence*;
Montessori, Maria. *The Absorbent Mind*
Montessori, Maria. *To Educate the Human Potential*.

Recommended Readings

These optional readings may be purchased from NAMTA: www.montessori-namta.org. Select Shop NAMTA > Print Publications > Adolescent Readings.

Montessori, Maria. *The Formation of Man*. (\$14)
Montessori, Maria. *The Secret of Childhood*. (\$8)
Montessori, Maria. *Basic Ideas of Montessori's Educational Theory*. (\$17)
The Montessori Adolescent: Analysis in Retrospect. *The NAMTA Journal* 26:3, 2001. (\$17)
Standing, E.M. *Maria Montessori: Her Life and Work*. (\$17)
The Third Adolescent Colloquium. *The NAMTA Journal* 31:1, 2006. (\$17)
The Fourth Adolescent Colloquium. *The NAMTA Journal* 33:3, 2008. (\$17)
The Fifth Adolescent Colloquium. *The NAMTA Journal* 34:3, 2009. (\$17)

Application Requirements

Applicants must provide:

- Completed application form (available online www.montessori-namta.org)
- Official academic transcript(s) of undergraduate and graduate course work (British or Australian GPA must be 4.5 or higher; USA GPA must be 2.5 or higher). Refer to <http://www.classbase.com>.
- Non-native speakers of English must show evidence of ability to pursue graduate work in English. If transcripts are not in English, official transcripts in the original language and certified translations are required.
- One page essay explaining why you wish to participate in The AMI Orientation to Adolescent Studies program, what special qualifications you bring to this work, and how you intend to use your experience.
- Two letters of recommendation (recommendation form is the last page of the application).
- Lodging and meal plan(s) request form must be submitted with application.

Clearly label all correspondence with applicant name and orientation program location.

The applicant is assumed to have the necessary skills to pursue graduate level work. Among these are note-taking on oral lectures (NAMTA allows taping only for cases of documented disability) and ability to write in essay form.

Featured Speakers



Laurie Ewert-Krocker is the pedagogical advisor for Hershey Montessori School's Adolescent Community (Huntsburg, OH). She holds AMI diplomas at both the primary and elementary levels and a BA and MA in English. Ms. Ewert-Krocker was the founding head teacher of the Hershey Montessori School's Adolescent Community, a Montessori farm school model, where she is working to implement a land-based program for 15-18 year-olds. She is also a course director for the AMI Montessori Orientation to Adolescent Studies.

Chiray Fitton is the principal at Montessori International College located on the Sunshine Coast in Queensland and she is currently pursuing a master's degree in strategic foresight leadership. Chiray has a BA and MA in music, a graduate diploma in education, and has completed the AMI Montessori Orientation to

Adolescent Studies. Most of her practice in education has been within the independent schools sector and she is a member of Australian Heads of Independent Schools. Recently, Chiray was one of only six principals in Queensland to be selected to participate in a leadership program specifically designed for innovative principals.



David Kahn has been the executive director of the North American Montessori Teachers' Association for more than forty years. He is currently working to establish a public-private partnership for a Montessori school that will serve ages eighteen months through eighteen years in Cleveland. He holds a BA in fine arts and classics from the University of Notre Dame (IN) as well as the AMI elementary diploma from Bergamo, Italy. He has seventeen years of Montessori teaching experience, twelve of them as teaching principal at Ruffing Montessori School (Cleveland Heights). Mr. Kahn was the founding program director of the Hershey Montessori School's Adolescent Community in Huntsburg, OH and founding executive director emeritus of the Montessori High School at University Circle (OH). He also developed the AMI

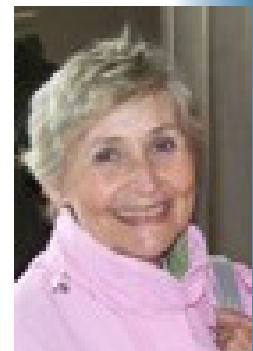
Montessori Orientation to Adolescent Studies, a summer institute designed to help teachers specializing in working with students ages twelve to eighteen.

Pat Ludick began the adolescent program at Hudson Montessori School where she served as program director for eight years. She taught humanities in the middle school program of Ruffing Montessori School East (Cleveland Heights, OH) for eleven years and served as middle school coordinator at Ruffing. She also spent two years as project director of the land school model at Montessori School of Raleigh (NC).



Pippa Milroy is the founding coordinator of the adolescent program at The Hills Montessori School in the Adelaide Hills. Pippa has a master's degree in education and has completed the AMI Montessori Orientation to Adolescent Studies. Her deep interest in adolescent education draws on a diverse background including undergraduate studies in medical science and English literature; work in education research and teacher education; and experiences in camping, travel, writing, gardening, and food.

Robyn Warren was the director of Forestville Montessori Secondary Program since it opened in 2010; she recently resigned from Forestville Montessori School to care for her husband. Robyn was a founding parent of Karuna Preschool in Sydney and has been a parent, board member, and staff member of Forestville Montessori School for a period spanning 28 years and was a 9-12 director for eight years. Robyn completed her AMI elementary training in Bergamo in 2002 and participated in the AMI Montessori Orientation to Adolescent Studies in 2008.





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North American Montessori Teachers' Association

13693 Butternut Road

Burton, Ohio 44021

USA

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