

MiM LOGISTICS 2016



Locations and logistics are under arrangement at the moment, with agreements in place for accommodation and dining. Any extra information can be confirmed by contacting Steve French – sfr@tc.vic.edu.au.

We are excitedly looking forward to this event.

TRANSPORT



Participants will be transported by hired bus to and from Eltham each morning – pick-up at both motels and in the township. A dedicated shuttle service will operate morning and evening for breakfast, dinner and bars. If participants alert us as to flight arrivals we will do our best to arrange shuttle pick-up from Melb airport – paid shuttles and taxis range from \$70 – 80.00.

ACCOMMODATION



Accommodation can be booked directly through either the Eltham Gateway - (03) 9431 1666 or enquiries@elthamgateway.com.au, rooms from \$135 per night; or through the Eltham Motor Inn - (03) 9433 9100 or info@elthammotorinn.com.au, rooms from \$125 per night (or book either online). We will operate a shuttle bus service to school and to Eltham township for wining and dining.

FOOD



Morning tea, lunch and afternoon tea will be provided by MAP students at school. There are a host of breakfast and dinner choices in Eltham – a map has been provided. The shuttle bus will assist you in getting to breakfast. Please alert us of any dietary requirements for the school catering.

MiM DINNER



The MiM dinner on Saturday night will be held at the Eira Café Bar in Eltham. Menus will be available prior to the event – there will be a choice of 2 vegetarian and 4 other mains, including gluten free choices, plus a choice of two desserts and a complimentary drink on arrival. Could those with any dietary requirements please alert us as soon as possible?

BOOKINGS



Accommodation bookings can be made directly to the motels. All other bookings and payment are to be made through MAF.

MiM 2016 – Schedule



Meeting in the Middle

A forum for Montessori Adolescent practitioners
TC: Templestowe College, Lower Templestowe, Victoria

Thurs 8 – Sun 11 September 2016

Thursday 8 September



A welcome to arriving delegates from interstate.

Evening – Drinks and snacks at the Crabapple Restaurant, TC



A chance to sample local wines, ciders, beers and non-alcoholic drinks in our school's own café.

Tea, coffee and snacks provided by MAP@TC adolescents.

Transport to accommodation and dinner venues.

Friday 9 September



A formal welcome, the chance to meet and tour with our adolescents and leadership, plus the first sessions and workshops.

Early



7.00 – transport to breakfast

9.00 – Formal welcome by Principals Peter Hutton and Peter Ellis, plus students from MAP@TC

10.00 – Group session: **THE MONTESSORI SYLLABUS AS A PLAN OF WORK AND STUDY**

Morning



11.15 – morning tea provided by MAP@TC students

11.45 – a student guided tour, in small groups, of the TC campus, featuring both Montessori and the wider school

Midday



12.45 – lunch provided by MAP@TC students

1.30 – group session: **THE INTEGRATED CURRICULUM AS A GUIDE TO PROCESSING DISCIPLINES**

2.45 – four short workshops

Afternoon



3.45 – afternoon tea provided by MAP@TC students

4.15 – group session: **MATHEMATICS AS A PHILOSOPHY OF ENQUIRY**

5.15 - drinks

Evening



5.15 – transport & casual dinner arrangements

Saturday 10 September



Further MAP sessions and workshops, plus the annual MiM dinner.

Early



7.00 - breakfast

9.00 – group session: **CHARACTERISTICS OF THE ADOLESCENT**

10.15 – four short workshops

Morning



11.15 – morning tea provided by MAP@TC students

11.45 – four short workshops

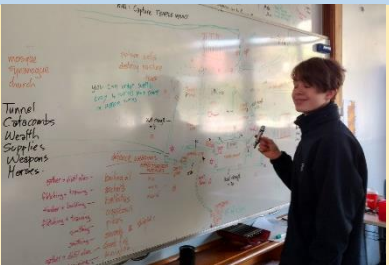
Midday



12.45 – lunch provided by MAP@TC students

1.30 – group session: **PREPARATION OF THE ADULT and the ENVIRONMENT FOR ADOLESCENCE**

Afternoon



2.45 – four short workshops

3.45 – afternoon tea provided by MAP@TC students

4.15 – group session: **HUMAN NEEDS and TENDENCIES in ADOLESCENTS**

Evening



5.30 – close & drinks

7.30 – MiM Dinner at Eira bar-restaurant

Sunday 11 September



Our final sessions and workshops, a formal closing and handing over to Elonera for 2017.

Early



7.00 - breakfast

9.00 – group session: **THE FARM v THE LAND – an enquiry**

10.15 – four short workshops

Morning



11.15 – morning tea provided by MAP@TC students

11.45 – four short workshops

12.45 – lunch provided by MAP@TC students & close

MIM GROUP SESSIONS



These sessions are designed to revisit and underscore some of the prime goals of Montessori Adolescent education. While we all try and adhere to these daily, the combined enemies of time, supplies, energy, love, death and the whole damn thing – plus the tyranny of distance, from each other – lead us to compromises and oversight. These sessions are designed to rekindle the fire within, and allow each participant to reflect on the delivery within their specific environment. There is no formal exactitude, but there is a plethora of hope and support.

THE ADOLESCENT SYLLABUS AS A PLAN OF WORK & STUDY



To follow Dr Montessori's plan we must concentrate on building a syllabus using the three methods, which in order of importance are:

SELF-EXPRESSION – Music, Language & Art

PSYCHIC DEVELOPMENT – Moral education, Mathematics, Language

PREPARATION FOR ADULT LIFE – the study of the earth and living things; the study of human progress and the building up of civilization; and the study of the history of humanity.

AN INTEGRATED CURRICULUM PROVIDING ALL DISCIPLINES



"God may have separated the heavens from the earth - he did not separate astronomy from marine biology" (Jonathan Levy).

It is incumbent upon us to avoid strict classifications separating areas of knowledge, and continually make our adolescents aware of the complex nature of every task in their world. The division of subjects in education is a recent and continuing development that seeks to make life easier for teachers and organisations – it does not provide to the needs of students. Moral and ethical education should also be integrated into every aspect of their education.

MATHEMATICS AS A PHILOSOPHY OF ENQUIRY



Most of the great mathematicians were also great philosophers – maths is asking questions and solving problems. It is not question 17 on page 293 in the textbook. Puzzle solving is innate to being human. To be a good citizen we need to be numerate or math literate - tradespeople use more advanced math than any other sector of society. Legal proof has followed the path of Euclidian proof - persuasive thought, justifying beliefs, and structuring essays are based on geometrical proofs. Consider: what is the role of beauty in maths? Is a proof better if it is elegant than ugly?

THE CHARACTERISTICS OF THE ADOLESCENT



They have all the absorption of their 12 years on the planet – social, cognitive and psychological, but they are as a newborn into adulthood. Newborns are vulnerable and awkward– in their new body and in their new mind. We must respect this awkwardness as necessary and important. It is all a part of the development of the individual in society. Montessori honours that each human individual is still a mystery. We must respect this mystery. They live a drama of great proportions, and their emotional interaction is magnified because they have limited experience of these.

PREPARATION OF THE ADULT AND THE ENVIRONMENT



The prepared environment for the adolescent is a complex system including the classroom, the land, the neighbourhood and the community. The environment must provide the capacity for adolescents to take academic, physical, emotional and social risks, while feeling safe from failure or judgement. The environment must provide experiences of purposeful work, of social organisation, of beauty and serenity, of academic content and economic activity. It needs to value personal gifts and interests within an overall social structure. We need to be imaginative and creative in structuring these opportunities in our environment.

HUMAN NEEDS AND TENDENCIES IN ADOLESCENTS



The adolescent has to exercise their will in order to get better at managing it. They are developing the ability to make positive and negative choices, and need a safe environment to discover choice and consequence. The same human tendencies that we have observed and nurtured through the early years continue into adolescence and adulthood where intellect and power of reason combine to allow humans to make ethical and moral choices: these are based on the concept of “love” which is born out of the human tendencies. We have the power to choose love – or not. We are responsible for using our gifts for the common good of humanity.

THE FARM v THE LAND – AN ENQUIRY



Close to the end of the 2106 Adolescent Orientation, and after meeting indigenous custodians, David Kahn made the observation that “the adolescent doesn’t necessarily need the farm, they need the land.” His approach is that working on the land is invaluable, not necessarily a farm. Jungles in Costa Rica or water catchments in cities provide similar head and hands experiences. Working on the land is a microcosm of the adult world for meeting human needs. The purpose of this interactivity with land is to provide multiple opportunities to interact within a social organisation.

MiM BREAKOUT WORKSHOPS



The workshops will be run in small groups. Those below are proposals – we are asking for registrations of interest to know which workshops to pursue and schedule. We are also open to other ideas that participants may wish to include. Please propose suggestions before July 31 to allow preparation and planning.

THE ODYSSEY: exploring the physical and psychological unknown



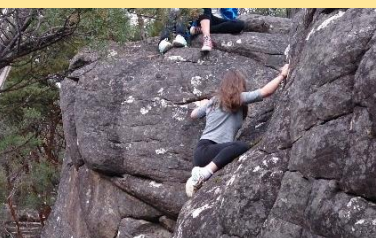
An Odyssey trip is usually longer than a week to allow students to see the cycles of nature, get a real feel of living with their peers and learn from one another. It's an adventure out of their comfort zone - a roller-coaster of new experiences, weather, coming together and sticking together.

TECHNOLOGY: limits & appreciation within the learning environment



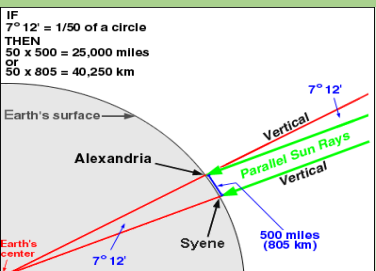
How does technology fit into our classroom: everything in the prepared environment must have a purpose, every material its proper use. The goal of materials is to deepen understanding, make visible the difficult to see, and materialise abstraction. In what way does technology do or not do this? Technology can save us time: but does it make us lazy, kill creativity, or make us do greater things?

RISK-TAKING: emotional, physical, academic, psychological



Our adolescents have to be risk-takers for the rest of us. They have the willingness to take risks for social reward, to get the tribe to take the risk to move forward. They are our heroes, we need them and their risk-taking abilities. They have the physical capacity and mental processing speed to manage this.

HISTORY of MATHEMATICS



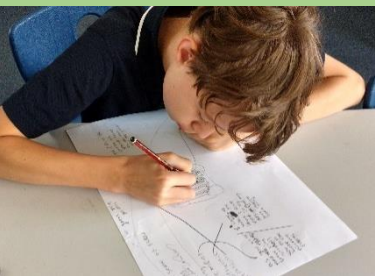
The only discipline where the material we “teach” contains nothing that was not known in the mid-17th century. The theorems of Pythagoras and Euclid are as valid now as they always were: so let us discover Pythagoras and Euclid themselves and investigate the problems they faced that led to their discoveries. Mathematics is a philosophy and an invitation to puzzle solving.

VALORISATION



Achieving self-worth through self-recognition - knowing your contribution means something, because it has value in the social community. When student contributions are recognised and valued by the community – not with praise but with appreciation of effort, valorisation is able to occur. It is a long process of internal and external growth, that continues to happen over a lifetime.

FOCUS & FLOW



They are not engaged unless it is important to them and has purpose for them. One day they will be a master, the next day they will be an infant. Challenge them intellectually – role-playing, acting, outcomes within the community. Once they achieve ‘flow’, they will demonstrate a clear sense of purpose, skills matching the challenges provided, and deep concentration.

DISCIPLINE: LANGUAGE/ARTS



Using language helps to build identity – we are what we say. Language is an evolving art, constantly changing over time. It is more than just communication – it is a means of self-expression and a means of human communication in social relationships and psychic formation. It is a vehicle for the transmission of cultural knowledge and the appreciation of beauty.

MORAL and ETHICAL EDUCATION



Adolescents are in the process of developing a spiritual equilibrium by interacting with others collaboratively, responsibly, and with compassion. No community is perfect, none is without conflict, but we need to help them see the means of resolution. They need to get to adulthood with the confidence that they will have a role and need to achieve experience and practice within those roles.

COMMUNITY and PEDAGOGY of PLACE



Community should connect the rural & urban models, giving the adolescent an accessible place for occupations, apprenticeship and exercise. The adolescents gain the opportunity to serve the local community in a practical manner as meaningful citizens. Place can also reveal history as a real human experience.

DEVIATIONS of BEHAVIOUR



Deviations from normalised behaviour include lassitude and passivity, declining results and effort, declining sense of purpose, loneliness, isolation and lack of involvement, and cynicism about truth and values. We need to re-instil creativity and excitement, to allow them to rediscover autonomy and initiative, and generate for themselves those moments that make life worth living.

DISCIPLINE: MATHEMATICS



Maths suffers from a reputation that it is dry and difficult. But it can be inspiring, accessible and brilliantly creative. Abstract mathematical thought is one of the great achievements of the human race, and arguably the foundation of all human progress. How do we get past “You need to do maths,” and get to the excitement and wonder of mathematical discovery?

DISCIPLINE: LOTE



Each discipline must serve one of the three areas: self-expression, moral education and psychic development, human progress and human solidarity, and combine these three areas as a service to a whole. Each discipline is a means for the adult to interact with the core of the adolescent. Languages should equally feed the psychological needs of the adolescent.

MATHS STRATEGIES



Provide confidence. They don't have to be brilliantly successful, but must feel they can do it. Make them aware of voting systems and data claims in order to make informed decisions. Show how tradespeople use more advanced math than any other sector of society. Test adult decisions containing numbers – quantities, times, dollars... And always, this expectation: something fun is going to happen today.

CULTURE



To create human solidarity, adolescents need to understand how humans have created our current culture; how humans have assimilated and united over time; how humans have interacted; and how humans have shared a common culture of science and technology. They need to develop empathy and a faith in the future by unifying the cultural aspects of history as potential for progress.

DISCIPLINE: PHYSICAL EXPRESSION



Physical Expression should help process their own growth and cognitive development as well as provide physical activity. It is another form of social and environmental exploration. Their emotions, discouragements, excitements, drama, clashes and passions respond to heightened experiences and physical stimuli.

BOOK CLUB



Breaking the dependence on “assigned novels” and treating language as a vehicle for the transmission of cultural knowledge and perspective. Treating texts as a heritage across culture and time, and understanding text from the perspective of critical literacy. Seeking assumptions within texts, to become informed citizens who can interpret texts to avoid manipulation and persuasion

NORMALISATION



Normalisation sees the move from being undisciplined to self-disciplined, from disordered to ordered. It is an inner change that may take place suddenly, and displays a sense of order, a love of work, repeated concentration events and leads to a crystallization of themselves as a learner. Normalisation represents the optimal functioning of the organism – living life as it was meant to be lived.

LEARNING DIFFICULTIES



Montessori should not be seen as a refuge for the differently abled, but an environment in which all students are treated with equal respect. Our job is to entice, present and link – not to take charge. The prepared environment needs their respect in return – the guidelines and behaviours are for the whole society. Trust, respect, and balance intention, workload, goals and ability.

DISCIPLINE: CREATIVE EXPRESSION



Adolescents live a drama of great proportions. Emotional interaction is magnified because they have limited experience of these. We must offer lots of opportunities for creative expression, including poetry, song-writing, dramatic performance, drawing, sculpting, painting, dance, music and inner reflection.

THE PREPARED ENVIRONMENT FOR ADOLESCENCE



The prepared environment for the adolescent is the complex system that includes the classroom, the land and the neighbourhood. Within this adults and students both are materials. The environment provides experiences of purposeful work, and experiences of social organisation which count even above beauty and serenity, resulting in an atmosphere of joyful industry..

DISCIPLINE: HUMANITIES



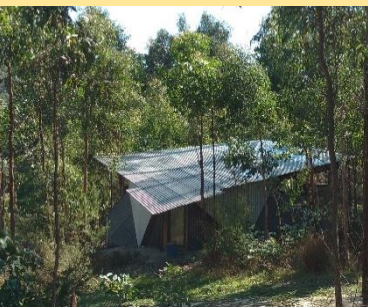
By telling them, you get through a lot of material, but they don't understand the whole. We want them doing – don't teach them about history, they have to do history. Focus on the needs of the adolescent: change the approach, change the discipline, change the physical and psychological environment to suit their nature.

LEARNING TO BE PART OF SOCIETY



Adolescents are drawn to explore the social world – how humans organise themselves and operate in adult society. They need to figure this out, not sit and receive this information. They want to participate in adult activities: if we don't provide them they will seek these elsewhere – without guidance, support, or informed choices. They need a balance of responsibility and freedom.

RESIDENCY



Given that residency is too difficult for most schools, let's examine alternatives such as regular sleepovers, camps and odysseys. Camping is living together, an intense social life, replete with valorising contributions, social organisation and residence. Another possibility is running a variety of a guesthouse: parent evenings where students cook and serve food.

THE FARM



A microcosm of the adult world for meeting human needs. The land experience may be farm, school land, or city space, as long as it provides multiple opportunities to interact within a social organisation and adult framework with a balance of head and hands. The activities should present appropriate physical and intellectual challenge across the breadth of age/experience within the group.

FEEDBACK & REFLECTION



Students need to create their own feedback. This can be done as reflection. Recognise that some students don't enjoy written reflections and offer alternatives: sketching or creative expression with photos or prompts as scaffolding. Intense reflection is good, and must be scheduled. Perhaps a specific journal, used on key occasions, can make it more enticing for those likely to resist.

THE THREE-PERIOD LESSON



Giving the gift, sharing the gift and returning the gift. First, an invitation, introduce key questions and experts from your community. Second, engage in group and individual work: inquiry, research, dialogue, debate and challenge. Third, sharing, demonstrating intelligent thought, understanding and mastery while contributing to the collective endeavour.

DISCIPLINE: OCCUPATIONS



An occupation provides direct experience, by nature urgent, intimate & engaging. It contrasts with symbolic experience, which can be remote. An occupation has a real task to accomplish. It has concrete boundaries, keeping work and study relative to the environment. Adolescents need to be invited into all the tasks and consequences and responsibilities of adult life and society.

DISCIPLINE: HEALTH & HUMAN DEVELOPMENT



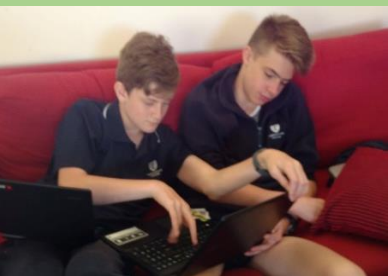
Enabling adolescents to understand their bodies and their urges, their minds and their urges, while having an openness to ideas and to people. A need to maintain integrity, operate in a spirit of togetherness with non-judgemental attitudes, and respect for each other's space, ideas and beliefs. Provide necessary information in an environment of reflection and consideration.

THE ADULT IN THE ENVIRONMENT



An adult who has a meaningful and trusting relationship with the young person, who is not a buddy, but has a guiding adult bond. They need to see that you are decisive, that you have a vision that guides your decisions, that you are direct, respectful, positive, optimistic and self-assured.

DOCUMENTING & SHARING



Teachers and students must document processes for sharing and reflection. This should include a planning document, project record, individual record, and project summary. There should be recorded objectives for evaluation, including post-project evaluation, student self-evaluation and narrative observation of student engagement and work.

STORY TELLING



Adolescents love story telling. This is an invigorating and incisive way to begin almost any unit. Within, story has structure: problem, plan, action, and resolution. It can create a structure for details to be hooked onto. Utilising Dramatis Personae for a real, authentic story builds on memory recall and invites the student on the journey of discovery.

DISCIPLINE: SCIENCE



A systematic study of the structure and behaviour of the physical and natural world through observation and experiment, Science is significantly embedded in the Occupations or the work of the adolescent. Can we achieve all we need through Occupations, or do we need to support Science with rigorous disciplinary study?

CROSS-CURRICULAR & INTERDISCIPLINARY CONTENT



Academic disciplines are constructions: they are not pure subject matter or disembodied methods. They are built and driven by human beings, with their attitudes, assumptions, prejudices and standards. "God may have separated the heavens from the earth. He did not separate astronomy from marine biology," Jonathan Levy.

THE ART OF SEMINAR



Seminar is a very powerful tool that can be used in many disciplines, and can include primary sources and experts. Seminar aims at genuine sharing and interpretation. Students learn interpretive questions – ones that do not have a right answer, but open the mind and have emotional appeal. Seminar facilitates mastery of content, objectivity, understanding others and conceptual structures.

MICRO-ECONOMY



Their exploration of the social world must include economic activity – understanding the interdependence of all peoples & societies on the planet. They need economic experience - working with and for each other. They are learning the mechanisms of the division of labour, goods and services, and sharing of expertise. We need to make this transparent and invite them to partake and participate.

Dining in Eltham township



Woolworths



Nando's



Pharmacy



Aldi



Dan Murphy



Eira



Sushi



Wushi

Voluntas



Bar Piccola



Motels



The Common



Bakery



Papa Bear



Commercial



Small Plates



The Main



Burger Lounge



Coles



Thai Santaya



Pizzeria



Makers



Aroma's



Sushi



Ginger Garlic



Buses



Yong's



La Zangya



Machan



Nongkhai Thai



Little Drop of Poison



Templestone



Liquorland

