

2010 Program Description and Schedule

Week One (June 21-25):

Foundations of Montessori Theory: The Adolescent in the Context of Whole Human Development (Located at Hershey Montessori School adolescent program on the farm)

The Adolescent *Orientation* finds its roots in Montessori history, theory, and practice. The first week looks at the context of Montessori's developmental stages, including the intrinsic psychological characteristics of early childhood through adulthood and the concept of successive optimal environments in response to each "plane of development," with a specific introduction to the prepared environment for the adolescent's maximum growth. From the outset, participants will experience the art of the seminar, journal writing, and applications of three-period lesson design (didactic presentation, exploration, and student presentation). Analysis of Montessori primary readings will emphasize the key concepts of Montessori philosophy.

Weeks One and Two take place on the farm, which brings to awareness the ebb and flow of community life around meaningful work. The needs and tendencies of the adolescent emerge along a full living out of various practical aspects: community meeting structure, problem solving techniques, decision making frameworks, knowledge as embodied in the environment, the role of the adult (both generalist and specialist), observation, record keeping, organizational systems, and work periods—all meeting the needs of the adolescent's true nature.



Week Two (June 28-July 2):

Pedagogy of Place: The Montessori Educational Syllabus on the Farm (Erdkinder-inspired design) (Located at Hershey Montessori School adolescent program on the farm)

This week focuses on the impact of place on community: How does one build a sense of belonging and usefulness, leading to an engaging plan of adolescent work and studies as suggested by the *Erdkinder Appendices*? Place has a human past and a geological-biological set of relationships in the present so that both science and history, which are intrinsic to an ecosystem, are naturally emergent studies.



The farm is not only a learning laboratory but a microcosm of society. Participants perceive a social, economic, and natural mesh of systems that frames intimate knowledge of a local environment, including flora and fauna, the archives of a region, its historic architecture from its settlement period to the present, practical arts, creative expression, physical training, and the farm cycle throughout the year. In this holistic experience, learning flows through both community (boarding) and individual development.

**Week Three (July 5-9):
Pedagogy of Place in Urban and Other Settings: Technical Aspects
(Located at Lake Erie College)**

Montessori principles originally practiced in the Erdkinder-inspired farm setting are transferred to suburban and urban settings holistically so that participants can apply pedagogy of place to their own settings. Every community site can be considered for its specific features, which evolve into a comprehensive curriculum derived from the dynamics of neighborhoods, cities, urban community gardens, commercial and museum districts, or even the urban Montessori campus itself. Topics include detailed studies in:



- Garden to kitchen; food production and sales
- Business development
- Community service
- Urban studies
- Applied science outdoors; ecology
- Living history in depth
- Applied social sciences (anthropology, psychology, geography, peace studies)
- Integrated arts
- Research on the Montessori adolescent in nature

**Weeks Four and Five (July 12-23):
The Disciplines as a Means of Development
(Located at Lake Erie College)**

Montessori divides the “Educational Syllabus” into three parts. The first, “opportunities for self-expression,” encompasses artistic, linguistic, and imaginative activities—music, language, and art. Next is “the ‘formative’ education that will construct firm foundations for the character,” consisting of moral education, mathematics, and languages. Finally, “general education” is presented as “the preparation for adult life,” encompassing three divisions of history. “The study of the earth and of living things” pertains to natural history; “the study of human progress and the building up of civilization” refers to the history of human achievement and technology; and, finally, “the study of the history of mankind” encompasses the physical and intellectual range of human activities: migrations, exploration, human settlement, government, and civics.

Closer examination of these divisions of history suggests a myriad of integrated intellectual and occupational studies. Integration refers to an overarching perspective throughout a course of study that knowledge will have unity and meaning from beginning to end, that the disciplines will “hang together” throughout adolescence using an overarching theme. Fundamentally the studies emerge around one theme, the whole of nature and civilization, and every subject is incorporated into a central view of society and the natural world. This allows the cultivation of a universal intelligence that can be applied to any specialized subject; a student can explore any aspect of human social experience with “sureness of footing and certainty of touch.”

Participants will not only explore a framework for studies for ages 12-18 but also generate their own program prospectus for either 12-15 or 15-18, outlining principles that support their teaching of specific details, always in the context of the whole child and the universe of knowledge. Small group work will be based on the kind of adolescent program participants intend to practice: 1) urban classroom-based, 2) urban place-based, 3) urban transitioning to rural, 4) purely land-based, or 5) high school.

Workshop Choices for Weeks Four and Five (July 12-23)

Current *Orientation* participants will choose one of the following three workshops during the final two weeks. In addition, all three workshops will be open to past *Orientation* certificate holders.

1. A National Meeting of Montessori High Schools will work on consolidation of what defines a Montessori high school, including a developmental approach to the disciplines, community engagement through staging areas, the focus of an integrated general education, the role of individual and separate specialties, collaboration, and the International Baccalaureate Diploma Programme. This will be a retreat for all high school developers who have participated in Project 2012, open to past *Orientation* certificate holders for a fee of \$300.



2. The Montessori Math Council National Workshop (led by John McNamara, Chris Kjaer, and Mike Waski) will look at mathematics approaches in keeping with Montessori mathematics methodology for both 12-15 and 15-18 levels. Topics include a comprehensive history and philosophy of mathematics, the relationships of math and science, and some materializations of algebra, trigonometry, and calculus. Open to past *Orientation* certificate holders for a fee of \$300.

3. Language Arts, Humanities, and Occupations Workshop will be presented by experienced adolescent teachers Pat Ludick and Jacqui Miller. Full explication of underlying teaching principles will be followed by specific lesson planning. Language arts topics include literary responses, writing groups, poetry, seminar techniques, writing mechanics, and essay writing. Humanities and occupations planning will cover project flow, research, key lessons, and student inquiry methods such as maps, timelines, charts, experiments, debates, and third-period presentations. This workshop is open to past *Orientation* certificate holders for a fee of \$300.

This workshop portion of the course is open to past *Orientation* certificate holders at a cost of \$300. Housing is an additional fee.

The November Seminar and Graduation (November 4-7, 2010)

A return to Cleveland serves to reconcile theory and practice, to bring closure to the *Orientation*, and to further refine prospectus design based on reality and review. Certificates are awarded at lunch on November 7, 2010.

Certificate holders are entitled to discounted consultations at their respective schools.



2008 *Orientation* participants