June 25-July 27 and November 8-11, 2012

Summer events take place at Hershey Montessori School’s Huntsburg Farm Campus and Montessori High School at University Circle, Cleveland

Accommodations available at Case Western Reserve University

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

The North American Montessori Teachers’ Association presents

Applications available at www.montessori-namta.org

Photos courtesy of Sara Guren

AMI MONTESSORI INTERNATIONAL ASSOCIATION
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.

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Chronology

1996    First NAMTA adolescent colloquium.
2000    Hershey Montessori School’s Adolescent Community, the Erdkinder-inspired
model for ages 12-15, opened in Huntsburg, Ohio.
June, 2003 The first NAMTA Montessori Orientation to Adolescent Studies.
June, 2004 The NAMTA Center for Montessori Adolescent Studies was established.
The mission was to evolve a valid program design based on the Montessori
Educational Syllabus derived from Montessori’s Erdkinder Appendices,
From Childhood to Adolescence.
Fall, 2008 Montessori High School at University Circle opened, broadening a
Montessori pedagogical platform for adolescents from 14-18 years.
2010    The NAMTA Montessori Orientation to Adolescent Studies will be named
The AMI Montessori Orientation to Adolescent Studies identifying NAMTA’s
program as a current AMI pedagogical offering.

Why Take The AMI Montessori Orientation to Adolescent Studies?

The AMI Montessori Orientation to Adolescent Studies provides a variety of implementation models
for teachers who wish to know more about the needs and psychological characteristics of adolescents,
as well as Montessori principles and authentic practices. The key practices presented have been
refined by AMI practitioners and AMI trainers, many of whom have taught in Montessori-specific
adolescent programs for more than 20 years.

Small faculty advisory teams help form the teacher as a reflective decision maker who can apply
Montessori principles to a variety of practices and school conditions. Those students who complete the
program requirements will receive The AMI Montessori Orientation to Adolescent Studies Certificate.

In addition, school consultations can be scheduled with the faculty of The AMI Montessori Orienta-
tion to Adolescent Studies. Consultations will be discounted for orientation participants.
Contact: NAMTA
13693 Butternut Rd.
Burton, OH 44021
440-834-4011
staff@montessori-namta.org

NAMTA membership provides:
1. Ongoing professional support through attendance at an adolescent conference
scheduled yearly in different locations throughout the United States.
2. Access to current adolescent research and practices through articles published
in the NAMTA Journal.

Learn more at www.montessori-namta.org.
2012 Program Description and Schedule

Week One (June 25-29)

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

Located at Hershey Montessori School’s Huntsburg Campus

The AMI Montessori Orientation to Adolescent Studies 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: How the Nido, the Toddler Community, the Primary (3-6), and the Elementary (6-12) lead 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 the three-period lesson design (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 awareness to the ebb and flow of community life around meaningful work. The needs and tendencies of the adolescent emerge while living out practical aspects: community meetings, problem solving, decision making, 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 (July 2-July 6) The July 4 holiday will be celebrated Friday, July 6.

Pedagogy of Place: The Montessori Educational Syllabus on the Farm (Erdkinder-inspired design)

Located at Hershey Montessori School’s Huntsburg Campus

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, intrinsic to an ecosystem, naturally emerge.

The farm is not only a learning laboratory but a microcosm of society. The farm is a social, economic, and natural mesh of systems that frames knowledge of a local environment, the archives of a region, and its historic architecture from its settlement period to the present. Learning flows through practical arts, creative expression, physical training, and the farm cycle.
Montessori principles originally practiced in the Erdkinder-inspired farm setting are applied to suburban and urban settings so that participants can apply a pedagogy of place to their own school. Participants experience how a comprehensive curriculum can be derived from the dynamics of their neighborhoods, their city, and their commercial and museum districts. Topics include detailed studies in:

- Garden to kitchen: food production and sales
- Business development
- Community service
- Urban studies
- Ecology
- In-depth living history
- Applied social sciences (anthropology, psychology, geography, peace studies)
- Integrated arts
- High school organization

Weeks Four and Five (July 16-27)
The Disciplines as a Means of Development
Located at Montessori High School at University Circle

Montessori divided the “Educational Syllabus” into three parts. First is self-expression, which includes music, language, and art. Moral education, mathematics, and languages are the second part. The third part includes three divisions of history: natural history, the history of human achievement and technology, and the study of the history of mankind. Closer examination of these divisions of history suggests a myriad of integrated intellectual and occupational studies. Adolescents value and respond to the unity and meaning of history through this integration of the disciplines.

Students not only explore these frameworks but will also generate their own program prospectus for either 12-15 or 15-18. Small group work will be based on the 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.

Orientation participants will choose among three specialties that meet 2.5 hours daily.

1. Language Arts, Humanities, and Occupations Specialties 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.

2. Math, Science, and Technology will look at mathematics approaches in keeping with Montessori 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.

3. The High School specialty will seek consensus as to what defines a Montessori high school including the structure of the disciplines and their interface, partnering with centers of culture, the role of individual and separate specialties, the right use of the International Baccalaureate Diploma Programme, pre-collegiate enrollment, and college admissions.
The November Seminar and Graduation

November 8-11, 2012

The orientation concludes with a weekend to reconcile theory and practice and to further refine prospectus design based on reality and review. *The AMI Montessori Orientation to Adolescent Studies* certificates will be awarded at lunch on November 11, 2012.

Past Orientation Participants

Past orientation certificate holders may attend Weeks Four and Five. Tuition for Weeks Four and Five is $300 plus room and board costs. Pre-registration is required. Registration forms are available on the NAMTA website, 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. *The Absorbent Mind.* ($16)
- Montessori, Maria. *The Formation of Man.* ($14)
- Montessori, Maria. *The Secret of Childhood.* ($17)
- Montessori, Maria. *To Educate the Human Potential.* ($13)
- Montessori, Maria. *From Childhood to Adolescence.* ($15)
- Montessori, Maria. *Education and Peace.* ($16)
- Montessori, Maria. *Basic Ideas of Montessori’s Educational Theory.* ($20)
- Standing, E.M. *Maria Montessori: Her Life and Work.* ($17)
A Community of Program Speakers

Tina Booth is currently a humanities and ethics teacher and associate pedagogical director at the Montessori High School at University Circle (Cleveland, OH). She holds the AMI Elementary Diploma from Bergamo, Italy, a BA in archaeological studies from Boston University, and an MA in anthropology from Northern Arizona University.

Alyssa Conklin-Moore is an Assistants to Infancy teacher at Hershey Montessori School in Concord Township, Ohio. She received her BA in anthropology and psychology from Oberlin College, her master’s in education from Cleveland State University, her AMI Primary Diploma from the Ohio Montessori Training Institute, and her AMI Assistants to Infancy Diploma from The Montessori Institute in Denver, Colorado.

Linda Davis is Director of Education at Marin Montessori School (Corte Madera, CA). She holds the AMI Elementary (6-12) Diploma. Linda has guided children from ages three to fifteen and worked with several adolescent programs around the country.

Gena Engelfried has more than thirty years of experience as a Montessori teacher and administrator, and serves as Head of School at The Grove School, a 7th-12th grade program in Redlands, CA, which she helped to found in 1999. She holds the AMI Primary (3-6) Diploma, a BA in English and history, and an MA in educational administration.

Laurie Ewert-Krocker is pedagogical advisor at Hershey Montessori School’s Adolescent Community in Huntsburg, Ohio. She holds AMI diplomas at both the primary and elementary levels, a BA in English from John Carroll University (OH), and an MA in English from the University of Washington. Ms. Ewert-Krocker was the founding head teacher of the Hershey Montessori School’s Adolescent Community, a Montessori farm school model.

Jenny Höglund is an AMI Elementary (6-12) Trainer. She holds AMI Primary (3-6) and Elementary Diplomas. Jenny co-founded the Montessoriskolan Lära för livet in Sweden in 1995 and has taught elementary and adolescent students for over twenty-three years as well as serving as head of school since 2006. She has also lectured at the Bergamo Centre in Italy since 2006.

Susan Holmes is director of Mountain Laurel’s Farm School. She holds the AMI Elementary Diploma from the Washington Montessori Institute and an M.Ed. from Loyola University in Maryland. Susan has a bachelor of science degree in environmental policy and behavior from the University of Michigan, and a master of science degree in natural resource management from the University of Vermont.

David Kahn has been Executive Director of the North American Montessori Teachers’ Association for more than thirty years. Mr. Kahn was Founding Director of the Hershey Montessori School adolescent program on the farm in Huntsburg, OH. He now serves as Founding Director of Montessori High School at University Circle (Cleveland, OH). Mr. Kahn 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.

Pat Ludick directs the Adolescent Program at Hudson (OH) Montessori School. 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).

John McNamara is a teaching principal at Ruffing Montessori School West (Rocky River, OH). He holds the AMI Elementary Diploma from Bergamo, Italy and has a BA from the University of Windsor, Ontario and an MA in educational administration from the University of Toronto, Ontario. John is in his fortieth year of teaching, thirty-three of which have been at the adolescent level.

Jacqueline Miller teaches adolescents at Arbor Montessori School where she has worked for fourteen years. Jacqueline holds the AMI Elementary Diploma from the Washington (DC) Montessori Institute and a BA in architectural design from the University of Pennsylvania.

Michael Waski is a math teacher at Montessori High School at University Circle in Cleveland, Ohio. He holds the AMI Elementary Diploma from Bergamo, Italy, a BS from Kent State University (OH), and an MA in educational administration from California State University, San Bernardino. Michael has been teaching for fifteen years, eleven of which have been at the adolescent level.

Under the direction of Laurie Ewert-Krocker, the summer staff of Hershey Montessori School’s Adolescent Community will assist participants during the first and second weeks. Staff includes a biologist, a naturalist, a wood shop director, a farmer, a bioshelter manager, a cook, a fine arts specialist, humanities leaders, and AMI-trained Montessorians. Additional speakers may be added according to program needs.
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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. Paper applications can also be obtained by calling the NAMTA office. Forms should be mailed with application fee to the NAMTA office.

Orientation to Adolescent Studies Tuition, June 25-July 27: $5,100 (includes tuition for the November Seminar)
Past Orientation certificate holders are invited to attend Weeks Four and Five. Tuition: $300 plus room and board
Room and Board: Different packages available on the Case Western Reserve University campus; package prices can be found in the Orientation application.

Attendance at all five weeks and the November Seminar is required.
No partial enrollment will be considered.

Participation is limited; applications considered on a first-come, first-served basis.

Please direct inquiries to:
NAMTA
13693 Butternut Road
Burton, Ohio 44021
Phone: 440-834-4011 • Fax: 440-834-4016 • staff@montessori-namta.org
www.montessori-namta.org