NAMTA presents

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

Applications available at www.montessori-namta.org

July 6-August 2 and October 29-November 2, 2014

Classes take place at Montessoriskolan Lära för livet, Rydet, Sätila, Sweden
Participants should plan to check-in at the Montessoriskolan Lära för livet farm campus July 5, 2014.

Accommodations available at Strömmaskolan, 5 km from the class location.

Applications available at www.montessori-namta.org
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.

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 five weeks is required. No partial enrollment will be considered.
- Applications are available at www.montessori-namta.org
Week One (Sunday, July 6–Friday, July 11)
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, July 14–Friday, July 18)
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, July 21–Friday, July 25)
Materializing the Framework for Montessori’s Plan of Work and Study

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. 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. The Montessori approach to the disciplines will be explored as they are embodied by practical work on the land with ongoing references back to the core principles necessary for staying true to the Montessori vision for the adolescent. Experienced Montessori practitioners will offer their knowledge on how and when to frame the work with adolescents, suggesting practical considerations concerning the prepared environment and social organization.
Participants will choose from the following specialty areas that meet several times daily for implementation framework discussions and for design time.

1. History and Science (Occupations): This session includes project planning, student engagement, key lessons, and research possibilities. Student inquiry methods involve timelines, maps, charts, experiments, and debates, as well as a three-period approach to key lessons. Workshops on the integration of language arts into all areas of study will be offered as part of the history and occupation planning process.

2. Mathematics, Math Connections to Science, and Technology: A unified 12-18 program in mathematics integrates algebra, geometry, trigonometry, calculus, the history of mathematics, and discovery-based and project-based lessons. The use of technology connecting math and science will be demonstrated.

3. Advanced Options: Specialists will present philosophy and frameworks of separate subject-area studies and integrate studies appropriate to the increasing specialization of the older adolescent.

4. Foreign Language: Foreign language approaches will be presented based on Montessori principles and current research.

Week Four (Monday, July 28–Saturday, August 2)
Implementing Montessori’s Plan of Study and Work

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.

Fall Seminar (Wednesday, October 29–Sunday, November 2, 2014)

The autumn weekend will provide an opportunity for deeper practical work in the disciplines with some glimpses of advanced adolescent presentations in Montessori communities while also sharing the experiences and insights of the course participants in the intervening months.
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)
- Standing, E.M. *Maria Montessori: Her Life and Work*. ($17)

Application Requirements

Applicants must provide:

- Completed application form (available online www.montessori-namta.org)
- Official transcript(s) of college and graduate level work (in sealed envelope)
- 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.

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.
Jenny Höglund is an AMI Elementary (6-12) Trainer. She holds AMI Primary (3-6) and Elementary Diplomas. Jenny co-founded the Montessoriskolan Lärar 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.

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 Community in Huntsburg, OH. He now serves as founding director emeritus 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.

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 has taught for over forty years.

Jacqueline Miller is the Head of School for the Montessori Charter School Project of Montessori Development Partnerships. She holds the AMI Elementary Diploma from the Washington (DC) Montessori Institute and has a BA in design of the environment with a minor in communications from the University of Pennsylvania. She has been a leading presenter in the North American Montessori Teachers Association (NAMTA) adolescent training in Cleveland, Ohio for ten years.

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 taught for over fifteen years.
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Orientation classes will take place at Montessoriskolan Lära för livet at its campus at Rydet, Sätila (15 minutes way from Landvetter airport). Accommodations are available at Strömmaskolan, 5km from the Rydet farm campus (20 minutes by bike or 7 minutes by car). See application package 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. Forms should be mailed with application fee to Montessoriskolan Lära för livet, Sandstensbacken 30, 432 38 Varberg, Sweden.

Orientation to Adolescent Studies Tuition, July 6-August 2 and October 29-November 2: 3,720 EUR
Please make checks payable to: Montessoriskolan Lära för livet.

Room and board is available at an additional cost through Strömmaskolan. Prices can be found in the application.

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

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

Please direct inquiries to:
Montessoriskolan Lära för livet
Sandstensbacken 30
432 38 Varberg
Sweden
Phone: +46 340 16322 • montessoriskolan@laraforlivet.com
Application available online at www.montessori-namta.org