NAMTA presents

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

Applications available at www.montessori-namta.org

July 3–31 and October 26–30, 2016
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 3, 2016.
Accommodations available at Montessoriskolan Lära för livet, Rydet, Sätila, Sweden.

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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.

The AMI Montessori Orientation to Adolescent Studies in Gothenburg (Sätila) Sweden

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.
- 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 3–Friday, July 8)
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 11–Friday, July 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, July 18–Friday, July 22)
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 25–Saturday, July 30)**

**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 26–Sunday, October 30, 2016)**

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.

There are additional costs to participants for food and lodging during the closing weekend.
Readings for Seminars and Discussions

Required readings may be purchased from NAMTA (http://www.montessori-namta.org/Print-Publications/Adolescent-Readings) or The Montessori-Pierson Publishing Company, (https://montessori-pierson.com/). They will be used on the first day and throughout the 4 weeks.

**Please purchase in advance:**

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

**Available for purchase in Sweden:**

Montessori, Maria. *The San Remo Lectures, 1949*
Communications AMI, 2011/1-2, Montessori and the Adolescent
Communications AMI, 2010, Special issue dedicated to Camillo Grazzini

**Available for Download** [http://www.montessori-namta.org/Reading-List]

Recommended Readings

These optional readings may be purchased from NAMTA (http://www.montessori-namta.org/Print-Publications/Adolescent-Readings) or The Montessori-Pierson Publishing Company, (https://montessori-pierson.com/).

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

Application Requirements

Applicants must provide:
- Completed application form with $25 USD fee ($50 USD after May 2, 2016)
- Official academic transcript(s) of undergraduate and graduate course work
- Non-native speakers of English must show evidence of ability to pursue graduate work in English
- One page essay explaining why you wish to participate in The AMI Montessori 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
- Résumé
- Lodging and meal selections
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-four 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.

Ana María Martínez holds a BA in communications from University of El Paso (TX) and an AMI elementary diploma from Bergamo, Italy. Ana Maria has over thirty years experience working in elementary level and adolescents in the Colegio Montessori de Chihuahua and currently she is Academic Director and Humanities teacher in this school. Ana María received the AMI Montessori Orientation to Adolescent Studies Certificate in 2003 and has assisted at the orientation in 2014 (Sweden) and 2015 (Mexico).

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.

Patricia Pantano is education director at Camino De Paz School and Farm. She has primary and elementary AMI training and a BA in sociology from St. Mary’s College, Notre Dame, IN. She spent four years in the primary classroom and eleven years as an elementary guide in both public and private schools. She began her work with adolescents in 1992 as middle school coordinator at St. Alcuin Montessori School in Dallas, Texas. In 2001 she founded Camino de Paz School in northern New Mexico. She is also past chair and workshop coordinator of AMI-EAA. Patricia received the AMI Montessori Orientation to Adolescent Studies Certificate in 2009 and has assisted at the orientation in 2013 (Cleveland), 2014 (Sweden), and 2015 (Mexico).
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July 3–31 and October 26–30, 2016, Gothenburg (Sätala) Sweden

Orientation classes will take place at Montessoriskolan Lära för livet at its campus at Rydet, Sätala (15 minutes way from Landvetter airport). Accommodations are available on the farm campus. 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 NAMTA, 13693 Butternut Road, Burton, OH 44021 USA, or emailed to staff@montessori-namta.org.

Orientation to Adolescent Studies Tuition, July 3–31 and October 26–30, 2016: $5,000 USD. There will be additional costs for lodging and food during the closing weekend in October 2016. Please make checks payable to: NAMTA. Send PayPal payments to staff@montessori-namta.org.

Detailed costs on room and board may be found in the application document. Please send inquiries for alternate housing to montessoriskolan@laraforlivet.com

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:

NAMTA
13693 Butternut Road
Burton, OH 44021 USA

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

Application available online at www.montessori-namta.org