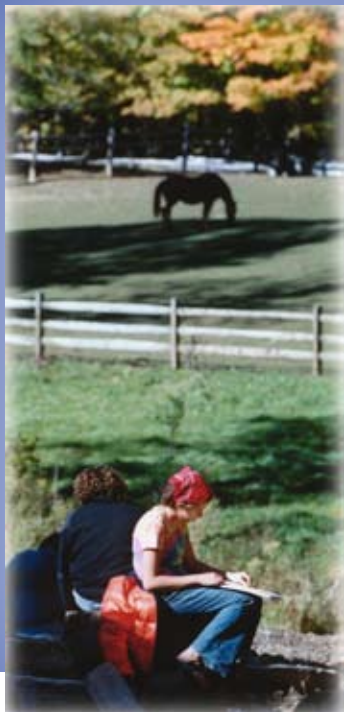


North American Montessori Teachers' Association Presents



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



Photos courtesy of Sara Guren

June 25–July 22 and October 25–29, 2017
Hershey Montessori School, Huntsburg, Ohio



**June/July accommodations available at
Hiram College or Hershey Montessori School's dormitory.**
October accommodations available at Punderson Manor.



NAMTA/AMI Montessori Orientation to Adolescent Studies (Ages 12–18)

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 NAMTA/AMI Montessori Orientation to Adolescent Studies, recognizing NAMTA's program as the current AMI adolescent pedagogical offering. The NAMTA/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.

Pictured are 1996 Adolescent Colloquium participants, front row, seated: John Long, Larry Schaefer, Joen Bettmann, Pat Schaefer, Ailyn Travis, Monte Kenison; second row, seated: Tom Postlewaite, Pat Ludick, Linda Davis, Laurie Ewert-Krocker, Peter Gebhardt-Seele, Virginia McHugh, Renilde Montessori, Bob Fleischhacker, Mike



Strong, Debra Hershey Guren, Jenny Höglund; standing: John McNamara, Camillo Grazzini, Kay Baker, Margaret Stephenson, Patty Pantano, Deborah Bricker, Alcillia Clifford-Williams, David Kahn. Photo taken by participant Orcillia Oppenheimer. Absent: Paula Polk Lillard.

Why Take the NAMTA/AMI Montessori Orientation to Adolescent Studies?

The NAMTA/AMI Montessori Orientation to Adolescent Studies provides an overview of essential Montessori principles and background information necessary to meet the developmental needs of adolescents. Lecturers, presenters, and practitioners include AMI trainers and AMI trained practitioners with extensive experience in the field of Montessori adolescent work. Faculty advisors individually assist course participants to reach an understanding of Montessori theory and practices and to help them apply those principles to their own community, location, and circumstances. Those students who complete the course requirements will receive a NAMTA/AMI Montessori Orientation to Adolescent Studies Certificate.



2017 Program Description

The NAMTA/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 activities. Throughout the orientation, participants will experience the art of the seminar, journal writing, and applications of the three-period lesson design (1. presentation, 2. exploration, and 3. student presentation). Analysis of Montessori primary texts will emphasize the key tenets of Montessori philosophy. An important part of the orientation is to experience the life of the adolescent: their studies, their practical work, their community life, their growing need for independence, and their need 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."

Participants 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), produce a lexicon of key Montessori terms, and design frameworks for

continued on the following page

2017 Program Description, continued

study and work that are appropriate for their own 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.

All orientation lectures and most related activities will take place on Hershey Montessori School’s Huntsburg farm campus. Half of the participants will live on the farm during week one and the other half will live on the farm during week two of the course. Participants will be able to experience both theoretically and practically how the farm meets adolescent needs through the experiences of community life, problem solving, decision making, care of self, others, and the environment, and connecting knowledge to the needs of humans and the place where one lives. From this experience, participants will relate the Montessori principles uncovered in an Erdkinder environment and will shape those principles into a plan for their own community circumstances and site location.

“The continual effort and experience of living together is important. We must look at it from the point of view of a continual social experience... that of the individual and social relations.”

Maria Montessori, Moral and Social Education



2017 Program Schedule

Week One

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

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 of its phases: academic studies, cooking, working outdoors, and 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 and will provide not only practice in seminar technique but also deeper reflection on applying Montessori theory to the work in the farm environment.

Week Three

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.

continued on the following page

Week Three, continued

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 and will suggest 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 (Humanities) 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 science 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

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

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, which will take place October 25-29, 2017.



Application Requirements (see application for more details)

Applicants must provide:

- Completed application form with \$25 USD fee (\$50 USD after May 2, 2017)
- 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 (see application for more information)
- One page essay explaining why you wish to participate in The NAMTA/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 selection

Please direct inquiries to:

NAMTA

10916 Magnolia Drive

Cleveland, Ohio 44106

Phone: 216-721-3773 • Fax: 216-721-3778 • julia@montessori-namta.org

www.montessori-namta.org

Application is available online:
www.montessori-namta.org/PDF/2017Application.pdf



North American Montessori Teachers' Association
10916 Magnolia Drive
Cleveland, OH 44106

Return Service Requested

PRE-SORTED
FIRST-CLASS MAIL
U.S. POSTAGE
PAID
CLEVELAND OH
PERMIT # 1329

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

N · A · M · T · A

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