

NAMTA and Great Work Inc.

Present

The Adolescent Supported by the Natural Environment



An Adolescent Event at the AMI/USA Refresher Course



Image courtesy of Sara Guren

**Celebrating 15 years of the NAMTA/AMI/GWI Adolescent Legacy
A Seminar for All Backgrounds**

**Phoenix, AZ
February 16 - 19, 2018**

Adolescent Event at the AMI/USA Refresher Course

Phoenix, AZ February 16-19, 2018

Friday, February 16, 2018

8:30-11:00 a.m., 12:30-2:00 p.m., 4:00-6:30 p.m.

NAMTA Adolescent Conference Registration

9:00-5:00

AMI/USA Special Interest Workshops: Open to All

Please pre-register to AMI/USA

7:00-8:30 p.m.

AMI/USA Special Event: Open to All

Opening Keynote: Slow Food Values in a Fast Food World

Alice Waters

How have the values of our fast-food world—efficiency, availability, and cheapness—influenced our society? Are Slow Food values the antidote to our current culture of convenience? Alice will discuss the principles of Slow Food—sustainability, seasonality, and community—in creating a “delicious revolution.”

To be introduced by a screening of “It Takes a Village,” NAMTA’s newest film that demonstrates a similar project to Alice Waters’ Edible Schoolyard. This short film shows the partnership between a university and a community in Lynedoch, South Africa, near Cape Town, where a garden-based Eco-Village is completed with a Montessori school for children up to age six.

8:30-10:00 p.m.

AMI/USA Welcome Reception: Open to All



Saturday, February 17, 2018

7:00-8:00 a.m.

AMI/USA Morning Yoga: Open to All

Primary teacher and certified Yoga instructor Sarah Dosmann will be leading early morning Yoga sessions in the hotel to help fellow participants become focused and centered in anticipation of the busy day ahead.

7:30-9:00 a.m.

NAMTA Adolescent Conference Registration

9:00-10:15 a.m.

Keynote: The Permaculture Classroom: A Systems-Based Approach

Michael Becker

Teaching occupations is a complex task as guides work to integrate a rigorous science curriculum with meaningful hands-on work. Permaculture is a design system for developing sustainable human settlements while increasing biodiversity, resilience, and local economy. For the last eleven years, through the Food and Conservation Science Program (FACS), Michael and his students at Hood River Middle School have been designing, building, and operating a permaculture-inspired system that allows the depth, complexity, and ownership required to move from a linear pedagogy to a systems-based approach. The permaculture design principles are a filter for developing more strategic outcomes that contain rich academic rigor and an increased understanding of students’ tremendous potential as changemakers in their communities.

10:15-10:45 a.m.

Break

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Saturday, February 17, 2018 continued

10:45–11:45 a.m.

Keynote: A Theoretical Basis for Occupations: Integrated Projects for Study and Work

Jacqui Miller

Montessori is pedagogy: theory *and* practice. What are the elements of theory for third-plane development that inform the practice of occupations? The work of occupations can be seen as a material in the prepared environment for the third plane and is designed to materialize the abstractions of the “Plan for Study and Work” outlined in the Appendices. They provide a means for implementing portions of the “Plan for Study and Work” that combines and integrates academic studies and practical work endeavors. Thus, occupations reach the head and the hand on the path to developing integrated and whole adults. The occupations framework also materializes the abstraction of the practical considerations for social organization described in the Appendices. By providing adolescents with real and varied roles, opportunities to work collaboratively toward a common goal, and tasks that make authentic contributions to the community, occupations appeal to the adolescent’s developmental needs and their sensitivity toward social justice and personal dignity.

11:45-12:00

Affinity Group Introductions

Join fellow practitioners to explore similar questions and challenges while also sharing ideas toward solutions.

Noon-1:30 p.m.

Lunch and Meet with Affinity Groups

1:30-3:00 p.m.

Breakout Sessions

Breakout 1

Mathematics: The Theory and Practice of Using Montessori Math Materials in the Adolescent Classroom

Michael Waski

Hands-on, materials-based mathematics does not have to stop after elementary. By understanding the principles of the mathematical mind and the needs of the adolescent, the beauty of Montessori mathematics can be extended throughout adolescence. In this workshop, we will explore how these principles inform practice, and participants will see this first-hand by doing sample lessons where elementary materials are repurposed and expanded upon to teach advanced algebraic concepts.

Breakout 2

Using Permaculture Systems Design When Planning Occupations

Michael Becker and Jacqui Miller

Michael and Jacqui will co-facilitate an occupation-oriented workshop that uses the permaculture platform as a framework for teachers to build more complex and interdisciplinary lessons that follow a Montessori approach to hands-on work.

Breakout 3

Peace Education and Spiritual Development

Pat Ludick

Pat will speak of the holistic role of the adult within a Montessori adolescent program; this role embraces both the implicit and explicit aspects of peace education. The workshop will also include the practical components of a humanities project-based outreach that provides a framework wherein peace studies are framed. Participants will review the dynamic developmental characteristics that define the adolescents we serve, as well as the practical responses needed as the adult partners with the young person in aiding self-construction in the area of global citizenship. They will investigate the power of authentic community life and identify specific activities and meaningful experiences that enable civic life within that society. The workshop will also address the importance of the teachers’ care of self as they embrace their vocations of generous service.

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Saturday, February 17, 2018 continued

Breakout 4

High School Roundtable

Ben Moudry and Laurie Ewert-Krocker

The high school roundtable is a forum for Montessori teachers working with older adolescents to engage in deep dialogue about topics that are specific to working with 15-18-year-olds. The topics can relate to whole-school issues, subject areas, and Montessori teaching methods. The roundtable will include a few short presentations by experienced practitioners in order to stimulate a rich dialogue about putting Montessori theory into practice. There will also be time to meet to share practices that work well to meet the developmental needs and tendencies of the 15-18-year-old and to discuss other topics specific to a subject area.

3:00-3:30 p.m.

Break

3:30-5:00 p.m.

Breakout Sessions Continue

5:00-6:00 p.m.

Open Meeting with the AMI/USA Board

6:00-8:00 p.m.

Local School Tours

Please pre-register with AMI/USA

7:00-8:30 p.m.

Exemplary/Transformative School Presentations



Image courtesy of Sara Guren

Adolescent Event at the AMI/USA Refresher Course

Phoenix, AZ February 16-19, 2018

Sunday, February 18, 2018

7:00-8:00 a.m.

AMI/USA Special Event: Open to All

Morning Yoga

7:30-8:45 a.m.

AMI/EAA Meeting

9:00-10:15 a.m.

Keynote: Purposeful Work for Adolescents: Experiencing Value and Developing Agency in the World

Laurie Ewert-Krocker

If real, purposeful work is the medium for developmental growth, and self-chosen activity is the key that unlocks engagement and potential, what can we say about what is proving to be purposeful for adolescents? What do they choose as work? What engages them? If the developmental goal of adolescence is to emerge as a fully functioning, whole, productive, adaptive adult, work becomes purposeful when it successfully merges the power of the constructing self into the collective work of the social group. Each individual must experience both individual value and agency in the world to mature. What does that look like throughout the entirety of the third plane? How do we get there? What are the obstacles?

10:15-10:45 a.m.

Break

10:45-11:45 a.m.

Panel Discussion

Panelists to be determined

11:45-12:00

Affinity Group Introductions

Join fellow practitioners who want to explore similar questions and challenges while also sharing ideas toward solutions.

Noon-1:30 p.m.

Lunch and Affinity Groups

1:30-3:00 p.m.

Breakout Sessions

Breakout 1

Creative Tools for Teaching Humanities

Susan Holmes-Glazier

The primary task of adolescents is to prepare to enter into society as individuals. When we approach humanities with this developmental purpose in mind, we help adolescents to not only make sense of the past but also to understand their individual gifts and how they will contribute to the world. Join us as we dive deeply into the theory and practice of humanities in Montessori adolescent programs. Take away practical techniques to use with your students such as innovative uses of timelines and public "street-theater" performances.

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Sunday, February 18, 2018 continued

Breakout 2

Micro-Economy in the Adolescent Program: Purpose and Practice for Today's Adolescents

Hannah Ewert-Krocker

Dr. Montessori's vision for adolescent education emphasizes that, as part of their journey into adulthood and societal participation, young people must experience themselves as members of a community of economic exchange. Why is economic participation such an essential component of a Montessori adolescent program, and how does the micro-economy serve adolescents developmentally? This session will offer one example of how a large, public adolescent program has developed a community-wide micro-economy and will provide an opportunity for practitioners to think broadly, creatively, and collaboratively about the economic possibilities in their own school settings.

Breakout 3

Creating a Successful Whole-School Framework for a Montessori Adolescent Community

Ana Maria Martinez, Juan Cordova, and Eder Cuevas

Ana Maria, Juan, and Eder will take you through the journey of their experiences in creating the adolescent community of Montessori de Chihuahua. Through this workshop, participants will reflect on how to evolve an adolescent program while looking for integration of contents and structure into the class schedule. In addition, we will analyze the importance of the preparation of the adult (teachers and parents) as a key component of the school culture.

Breakout 4

High School Roundtable

Ben Moudry and Laurie Ewert-Krocker

The high school roundtable is a forum for Montessori teachers working with older adolescents to engage in deep dialogue about topics that are specific to working with 15-18-year-olds. The topics can relate to whole-school issues, subject areas, and Montessori teaching methods. The roundtable will include a few short presentations by experienced practitioners to stimulate a rich dialogue about putting Montessori theory into practice. There will also be time to meet in subject areas to share practices that work well in meeting the developmental needs and tendencies of the 15-18-year-old and to discuss other topics specific to a subject area.

3:00-3:30 p.m.

Break

3:30-5:00 p.m.

Breakout Sessions Continue

5:00-7:00 p.m.

AMI/USA Meet and Greet

7:00-8:30 p.m.

Exemplary/Transformative School Presentations



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Monday, February 19, 2018

9:00-10:30 a.m.

Panel Discussion: The Adolescent Initiative

Moderator: Brian Sense

Panel: David Kahn, Jenny Hoglund, Ben Moudry, Michael Waski, Laurie Ewert-Krocker

Emerging from the 2017 NAMTA/AMI Montessori Orientation to Adolescent Studies, the goal of the Adolescent Initiative is an extensive scientific review of international universal principles of Montessori in the third plane. Its purpose is to develop those findings into school frameworks, the creation of a full 12-18 AMI adolescent diploma, and to clearly identify a path to becoming an adolescent trainer and serving in other leadership roles in adolescent trainings. This panel discussion will report on the progress of the work so far, answer questions, and provide opportunities for you to get involved.

10:30-12:00

Bold Goal in Action: AMI/USA Closing Session

Lynne Lawrence

In this presentation, Lynne Lawrence, AMI's executive director, will share what we have learned and what we intend to achieve through AMI's Bold Goal project. AMI inaugurated its Bold Goal in 2016 to create a sustainable strategy for tripling the number of AMI trainees within five years and to increase our social impact in the U.S. Please join Lynne as she closes this year's Refresher Course and calls upon all of the AMI community to help lead our vision for increased impact in the U.S. in the next five years and beyond.



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Speakers



Michael Becker is a certified permaculture designer and teacher who has conducted permaculture design courses through the United States and Canada and has collaborated closely with the pioneers of the permaculture movement. He has also been a public school teacher for 15 years. Before receiving his teaching license, he worked in a variety of field science programs including Outdoor School, Outward Bound, and OMSI. While spending time in the field with students, he developed a sense of the value for hands-on work to deeply engage students. He used his permaculture mindset and expertise to create a systems-based approach to his work in a public school classroom. For the last 11 years at Hood River Middle School (OR) he has been developing the Food and Conservation Science (FACS) Program, a permaculture-inspired integrated approach to teaching science while accelerating through the Oregon State Standards.



Juan Manuel Cordova is currently the coordinator of humanities and arts in the Montessori de Chihuahua, Mexico. He holds a BA in arts from University of Chihuahua, took AMI training in Bergamo, and has taken the NAMTA/AMI Montessori Orientation to Adolescent studies in Ohio. He has 20 years of experience working with elementary and adolescents through humanities and has been working at the NAMTA/AMI Montessori Orientation to Adolescent Studies since 2014 in Ohio, Mexico, and Sweden.



Eder Cuevas is currently administrative director at Montessori de Chihuahua, Mexico and is teaching math in the adolescent program. He holds AMI training from Bergamo and the NAMTA/AMI Montessori Orientation to Adolescent Studies in Ohio. He has master's degrees in education and in the science of sport psychology. Eder has 15 years of experience working in Montessori and has worked at two NAMTA/AMI Orientations in Mexico and Ohio.



Hannah Ewert-Krocker is the farm school program director at Denver Montessori Junior/Senior High School, a public school in Denver, CO. A Montessori child from ages 2-15, Hannah holds an AMI diploma at the assistants to infancy level, a certificate from the NAMTA/AMI Montessori Orientation to Adolescent Studies, a BA in geography-anthropology from Vassar College, and an M.Ed in Montessori education from Loyola University (MD). In her work at Denver Montessori, Hannah supports a team of 10 full-time adolescent practitioners to implement a program for 130 young adolescents (age 12-15), and she guides an occupation that is focused on the development of the community's micro-economy. She was a founding teacher when the school opened in 2013 and has been the program director since 2015.



Laurie Ewert-Krocker is the upper school director and pedagogical advisor at Hershey Montessori School in Huntsburg, Ohio. She holds AMI diplomas at 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 Hershey Montessori School's Adolescent Community, a Montessori farm school model, and she works as a consultant to Montessori adolescent programs around the world.

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Jenny Hoglund is an AMI elementary (6-12) trainer. Jenny cofounded the Montessoriskolan Lara for livet in Sweden in 1995 and has taught elementary and adolescent students for over 23 years as well as serving as head of school since 2006. She holds AMI primary and elementary diplomas. She has also lectured at the Bergamo Centre in Italy since 2006.



Susan Holmes-Glazier served as the director of Mountain Laurel Montessori's Jr. High, founded the adolescent program at The Children's House in Traverse City, MI, and also worked as an adolescent guide at Hershey Montessori School. She holds an AMI elementary diploma from the Washington Montessori Institute, a BS in environmental policy and behavior from the University of Michigan, an MS in natural resource management from the University of Vermont, and an M.Ed in Montessori education from Loyola University (MD). Susan attended the first NAMTA/AMI Montessori Orientation to Adolescent Studies in 2003 and has served on the orientation's faculty in various capacities since 2005. She has a particular interest in the transformative first and third planes of development and is helping to create an arts education program for ages 3-6.



David Kahn has been the executive director of the North American Montessori Teachers' Association for nearly 40 years. Kahn was the founding program director of the Hershey Montessori School's Adolescent Community in Huntsburg, Ohio and is founding executive director emeritus of the Montessori High School at University Circle in Cleveland, Ohio. He is now working on the leadership committee for an adolescent study initiative under the auspices of Great Work Inc. (CO), AMI, and NAMTA.



Pat Ludick was one of the planners and contributors to the early Montessori adolescent movement in the 1980s and continues to serve the needs of teachers, adolescents, and parents as the work progresses. Pat accomplished a decade of extensive adolescent program development at Ruffing Montessori East in Cleveland Heights (OH) and then served as the founding directress of the adolescent program at the Montessori School of Raleigh (NC). She began the middle school at Hudson Montessori School in Hudson (OH) where she served as the program director and humanities guide for 10 years. Pat is active in doing consultation work with new and existing Montessori programs, both private and public. She holds an AMI diploma, a certification in special education, as well as a master's degree in curriculum and instruction. Pat has recently returned to graduate school at John Carroll University (OH) as a participant in a two-year program focused on counseling and spiritual direction. She has been an active presenter at NAMTA conferences, a contributor to *The NAMTA Journal* and guides teachers every summer at the NAMTA/AMI Montessori Orientation to Adolescent Studies.



Ana Maria Martinez is currently the academic director at Montessori de Chihuahua School in Mexico with almost 40 years of experience in Montessori teaching for the elementary and adolescent levels. She received her AMI elementary diploma in Bergamo, Italy and attended the NAMTA/AMI Montessori Orientation to Adolescent Studies in both Ohio and Sweden. She holds a BA in communication from the University of El Paso and holds a certificate in positive psychology.

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Jacqui Miller is the founding principal of Stonebrook Montessori, a public charter school in Cleveland in its third year. The school currently serves children in preschool (age 3) through 4th grade and will continue to grow through middle school. She holds an AMI elementary diploma from the Washington (DC) Montessori Institute, has a BA from the University of Pennsylvania, and was a presenter at the NAMTA/AMI Orientation to Adolescent Studies for 10 years. Jacqui was a Montessori teacher for 20 years at the elementary and middle school levels in Atlanta, GA. She moved to Cleveland in 2013 to participate in the development of Stonebrook Montessori, making the move from teaching to administration and from the private to public sector. Jacqui is dedicated to education as a means to social change and community development, and to visionary, collaborative, servant leadership.



Ben Moudry is the head of school at The Grove School (Redlands, CA). He holds an AMI primary diploma, a BA in sociology, master's of education, and attended the NAMTA/AMI Montessori Orientation to Adolescent Studies. He was the start-up project manager then founding head teacher and Montessori director of Great River School, St. Paul, MN. He is an educational consultant for Montessori schools (district, charter, private) in teacher professional development, parent education, strategic planning, board retreats, development of environments, guiding schools in start-ups, and for improving an overall program.



Brian Sense is the executive director of Great Work Inc., a Montessori nonprofit in Denver, CO. Brian holds a bachelor's degree in political science from Colorado State University and has over 20 years of working for youth development organizations and focusing on adventure and leadership programs. He served as the associate executive director for the YMCA of San Diego County, La Jolla branch for 2 years and as executive director for Educo Leadership Adventures for over 5 years. In 2013, Brian gave a TEDx talk on teaching healthy risk-taking and that is titled "Risk: The Four Letter Word Vital to an Inspired, Fulfilled and Happy Life."



Michael Waski is a math teacher at the Montessori High School at University Circle (Cleveland). He holds the AMI elementary diploma from Bergamo, a BS from Kent State University (OH), and an MA in educational administration from California State University, San Bernardino. Michael has been teaching for 21 years, 17 of which have been at the adolescent level. In addition, Mike is a member of the visiting faculty on the NAMTA/AMI Montessori Orientation to Adolescent Studies program as well as a frequent NAMTA presenter. Mike is also the author of *Montessori Algebra for the Adolescent*, the holy grail of advanced Montessori math for the adolescent.

Location Information



Arizona Grand Resort 8000 Arizona Grand Parkway Phoenix, AZ 85044
(602) 438-9000

Additional lodging is available at the Marriott Springhill Suites, The TownePlace Suites, and The Holiday Inn Express and Suites, all in Tempe, Arizona, just 1.5 miles away from the Arizona Grand Resort.

Room reservations must be made by **January 15, 2018** in order to take advantage of AMI/USA's special rate.

Registration

NAMTA member conference fee: \$420 (\$450 after January 16, 2018)
NAMTA non-member conference fee: \$485 (\$515 after January 16, 2018)

Workshops

Saturday Breakouts (choose one):

- 1. Mathematics: Theory and Practice
- 2. Permaculture Systems for Occupations
- 3. Peace Education
- 4. High School Roundtable

Sunday Breakouts (choose one):

- 1. Creative Tools
- 2. Micro-Economy
- 3. Whole School Framework
- 4. High School Roundtable

Conference fees include Saturday and Sunday luncheons

Choose one: Non-Vegetarian Vegetarian

Name: _____

Phone : _____ Email: _____

Address: _____

City: _____

State/Province: _____ Postal Code: _____

Country: _____

Name of Your School: _____

Payment Options

Check or money order: *payable in U.S. currency and drawn on a U.S. bank.*

Visa MasterCard AmEx Discover (*complete the information below*)

Card Number: _____

Name on Card: _____

Expiration Date (month/year): _____

3- or 4-digit Authorization Code: _____
(found on front of AmEx, back of other cards)

Address: _____
Street address where credit card bills are sent.

City: _____ State/Province: _____

Postal Code: _____ Country: _____



Return this form to:

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

If you must cancel your registration, please notify us as soon as possible. A 10% processing fee will be deducted from the refund. Cancellations made after February 15, 2018 will also have meal costs deducted.

