

The AMI Montessori Orientation to Adolescent Studies in Sättila (Gothenburg) 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."

2018 Program Description and Schedule

Week One (Sunday, July 1st - Friday, July 6th)

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 9th - Friday, July 13th)

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 and self-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 16th – Friday, July 20th)

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 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/Work): This session includes the planning of work, 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 23rd – Saturday, July 28th)

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 unit of work 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 31st – Sunday, November 4th)

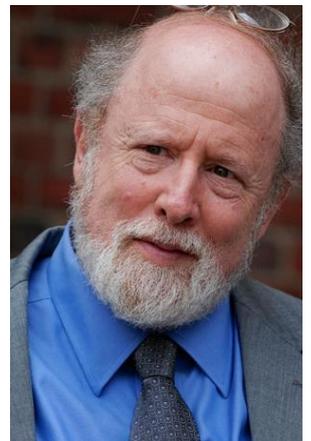
The autumn weekend will provide an opportunity for deeper practical work in the disciplines with some glimpses of advanced adolescent presentations in Montessori communities while also sharing the experiences and insights of the course participants in the intervening months. There are additional costs to participants for food and lodging during the closing weekend.

Featured Speakers



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. Jenny has worked with the Orientation to Adolescent Studies since it started in its present form in 2003. 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.

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 in Orientations both in the US as well as in Mexico and Sweden.



