

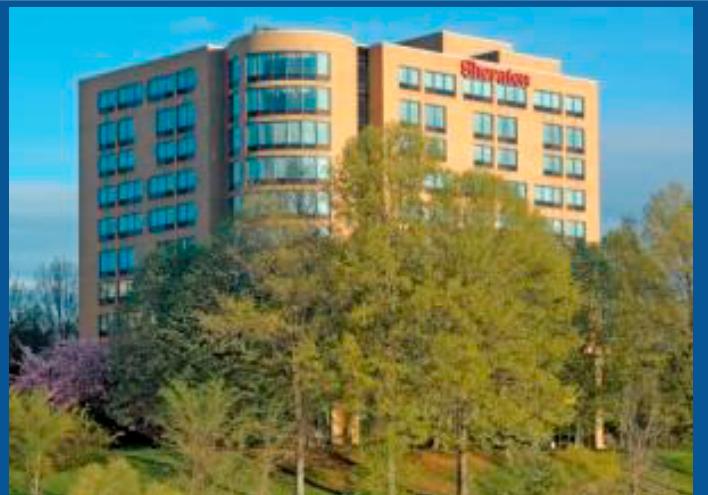
Montessori: Learning for All

Baltimore/Columbia
Maryland
October 11-12, 2019

Location:

Sheraton Columbia Town Center Hotel

*10207 Wincopin Circle
Columbia, Maryland 21044*



Welcome to the 2019 Baltimore/Columbia Workshop!

"The real problem is not whether machines think but whether men do." –B.F. Skinner

Communication is critical to the survival of the human species. It is a necessary component in the pursuit of meeting both our material and spiritual needs; those fundamental to our very existence. It is a topic of such great importance that factors impacting one's ability to communicate cannot be understated.

One could argue that technology's impact on communication is unprecedented. Technology has allowed for rapid, far reaching communication that not that long ago would have been difficult to imagine. This incredible tool, however, does not come without its challenges; some of which were predictable and others not so easily foreseen.

The purpose of this conference is to delve deeper into topics related to communication within the Montessori framework with special attention to technology and its impact on Montessori communities and students, ultimately, expanding perspectives, inspiring food for thought and providing practical, actionable takeaways.

Enjoy!

Workshop Schedule

Friday, October 11

8:00–9:00 a.m.
Registration

9:00–9:15 a.m.
Welcome: Jacquie Maughan & Debby Riordan

9:15–10:15 a.m.
Keynote: Molly O'Shaughnessy

10:15–10:45 a.m.
Break

10:45–11:45 a.m.
Keynote: Max Stossel

12:00 noon–1:30 p.m.
Lunch

1:30–4:30 p.m. (2:45–3:15 p.m. break)

Breakout Sessions:

- A. Technology Strategies for Home and School
- B. Navigating Social Media Across the Planes of Development
- C. Building a Foundation for a Complex World in the First Plane

Saturday, October 12

8:00–9:00 a.m.
Coffee

9:00–9:15 a.m.
Welcome: Jacquie Maughan & Debby Riordan

9:15–10:15 a.m.
Keynote: Jennifer Shields

10:15–10:45 a.m.
Break

10:45–12:00 noon
Keynote: Jacqui Miller & Charo Alarcon

12:00 noon–1:30 p.m.
Lunch

1:30–4:30 p.m. (2:45–3:15 p.m. break)

Breakout Sessions:

- A. The Union of the Inner and Outer Needs of the First Plane Child Expressed Through the Work of the Hands
- B. The Transition of the First Plane to the Second Plane
- C. Keeping Assessment and Observation Rooted in the Child

5:00 p.m.
Closing Discussion



Friday, October 11

Keynote Presentations



Back to the Future: Why Montessori Still Matters

Molly O'Shaughnessy

Now more than ever, our work needs to be revitalized around the social question of the child. We must be duly attentive to the relationship of the past to the present and to the future. Our work requires action – concrete action, action of the mind, and action of the heart, all embodied in hope. The “radiant future” Montessori talked about is possible if we work collectively with our eyes wide open.

Molly O'Shaughnessy is an accomplished AMI trainer as well as a consultant and lecturer. She has led the Montessori Training Center of Minnesota (MCM) for 20 years of expansion, growing a teacher training center into a movement to bring high-quality Montessori education to hundreds of underserved children. In 2008 O'Shaughnessy opened MCM's campus in the Payne-Phalen neighborhood in East St. Paul. The campus includes an early childhood center, a teacher training center, and a one-of-a-kind Montessori museum. Additionally, MCM partners with Cornerstone Montessori Elementary School, a separate charter serving children kindergarten through sixth grade. Through a pilot program called Montessori Partners Serving All Children, O'Shaughnessy helped launch ten other Montessori schools in under-resourced neighborhoods. She has served on the board of the AMI in Amsterdam, was a long-time member of the AMI Trainers Group, and is a member of the Montessori Leaders Collaborative. She has a Master's degree in Education from Loyola University in Maryland and a Bachelor's degree from the College of St. Scholastica. She serves as Community Faculty for Metropolitan State University and adjunct faculty for St. Catherine's University.



Education in the Age of Distraction

Max Stossel

Max Stossel, Head of Education at the Center for Humane Technology, knows the specific and deliberate ways technology is designed to be addictive and distracting. He will discuss how this impacts minds, especially the developing mind of childhood. Max will also discuss how students are using social media and will offer recommendations to improve student focus and diminish distraction at home and at school.

Max Stossel is the Head of Education for the Center for Humane Technology, an organization of former tech insiders and CEOs dedicated to realigning technology with humanity's best interests. Before joining CHT, Max was a media strategist with an extensive background in social, spending more time learning the ins and outs of the Facebook algorithm than any human should. He ran social for multinational brands, and later worked for a social media company where he designed some of the same notification structures to distract students that he now criticizes. He provides a unique and much needed critical perspective on the role of technology in the classroom.

Max Stossel is also an award-winning poet + filmmaker named by Forbes as one of the best storytellers of the year. His performances across five continents, from Lincoln Center in NY to the Hordern Pavilion in Sydney, have been described as mind expanding, profound, emotive, and hilarious all at once.

Friday, October 11

Breakout Sessions

A. Technology Strategies for Home and School

Grae Baker & Sveta Pais

Over the past decade, the pervasive use of new media and technology has drastically affected the lives of families and is impacting the development of children. We recognize that to partner with parents in support of their children effectively, we need to take a proactive versus a reactive approach to working with families. Pursuant to its partnership with families, Austin Montessori School recently reviewed studies on screen media and its impact on child development. The school used the results of its research to update existing guidelines for parents and shared its findings - including research and background information - with families.

During the Spring 2019 NAMTA Conference on 'Montessori Guidance for Adapting to the Global Digital Culture' in Seattle, Washington, Austin Montessori School shared its process for working with parents to reach consensus while maintaining the integrity of the school's culture and values. In this presentation Grae Baker and Sveta Pais will provide a summary of this process and Austin Montessori School's updated media guidelines for parents. They will share information on how and when to introduce children to technology and outline practical ideas for encouraging parents to work with the school to aid development across the first three planes of development in our digital age.

B. Navigating Social Media Across the Planes of Development

Hannah Ewert-Krocker & Rowan Webster

Social media is becoming an ever more pervasive part of children's lives at an increasingly young age. In this presentation and facilitated conversation, Hannah Ewert-Krocker, adolescent guide, and Rowan Webster, elementary guide, will facilitate a discussion of the potential implications of social media use for children across both the second (6-12) and third (12-18) planes of development. Hannah and Rowan will share experiences and describe a practical approach towards social media, navigating the ways in which social media use potentially serves -- or obstructs -- the developmental needs and characteristics of the elementary child and the adolescent.

C. Building a Foundation for a Complex World in the First Plane

Jacquie Maughan & Deborah Bricker

What is the preparation for life in the primary that is the antidote for the ever-changing and impatient world we live in? Do we take advantage of the depth of opportunity for the young child to create the foundation for social life including communication, personal interest, consideration and kindness, self-worth balanced with the appreciation of others: appreciation of the gifts of the first plane and application of the art of teaching? Jacquie and Deborah have both been primary teacher and heads of schools for forty years. The years of observation, assisting, and guiding children and adults inform their perspective on what is important to the children in our care and is the antidote to the fast paced complex world children are growing up in.

Saturday, October 12

Keynote Presentations



Navigating our Complex Society with the Child in Mind

Jennifer Shields

Montessori observed that the two main tasks of the child are to form their personality and to adapt to their culture. How can we support each child and each family in this process? How are we creating miniature societies in our schools and classrooms? What elements of our culture can we lift up? It is our responsibility to be culturally relevant and responsive to the diverse needs and backgrounds of the children in our community. We have to work actively to be anti-racist, anti-sexist, and to adopt practices that will minimize negative impact on our climate.

Jennifer Shields has been an AMI primary teacher-trainer since 2010. She is a lecturer, examiner, and consultant for the Association Montessori Internationale. She taught primary children for over ten years and now enjoys sharing her experience as a Director of Primary Training at Washington Montessori Institute at Loyola University, Maryland. Jennifer earned her 3-6 AMI diploma at Ohio Montessori Training Institute under Joen Bettmann and Hildegard Solzbacher. Twenty years later, she earned her 0-3 diploma from The Montessori Institute in Denver under Judi Orion and Kary Lontz. Jennifer holds a BA in English from Georgetown University, where she graduated summa cum laude. She earned an MEd from Cleveland State University.



Embracing Scientific Pedagogy to Create Thriving School Ecosystems

Jacqui Miller

Jacqui Miller will share a perspective on scientific pedagogy as a means to creating Montessori school environments uniquely adapted to their time, place and culture. Her experience comes through Stonebrook Montessori, an ambitious and intentional school community striving to provide an authentic Montessori experience for children in an urban setting as a public school.

They are now in the 5th year of their journey, systematically (and somewhat scientifically) questioning assumptions and abstractions, leaning into the Montessori pedagogy to better understand and fully embrace the complexity of human development, and responding with appropriately aligned practices that prepare an environment to meet the real needs of our children, families and neighborhood.

Jacquie Miller is the Founding Principal of Stonebrook Montessori, a public charter school in Cleveland, Ohio, in its 5th year. 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 private to public. Jacqui is dedicated to education as a means to social change and community development, and to visionary, collaborative, servant leadership. She holds a AMI Elementary Diploma from the Washington Montessori Institute (DC), has a BA from the University of Pennsylvania, and was a presenter at the NAMTA/AMI Orientation to Adolescent Studies for 10 years.

Saturday, October 12

Keynote Presentations, continued



Serving the True Needs of Children in All Settings

Charo Alarcón

Educators around the country are noticing a shift in the way children are processing (or not) information. What is the cause of this shift? Excessive access to technology? The fast pace of modern life in the age of technology? Busy parents? Whatever it is, as Montessori educators, we have the tools and training to modify our method to meet the needs of the child in the age of technology. What are these new needs that we must meet? Let's get back to the observation chair and figure it out!

Charo Alarcón is a Montessori mentor for the Pregnancy to Age Three (P-3) program at Lumin Education (Dallas, TX), which provides parent education through group presentations, workshops, home visits, and includes three toddler classrooms. She received her assistants to infancy diploma in 1995 and a lower elementary diploma in 2002. Alarcón was Lumin Wesley-Rankin Community School's director for two years, an infant community guide for seven years at Lumin East Dallas Community School, and a lower elementary guide for eight years at White Rock Montessori School, Dallas. She develops toddler classrooms that build a community of learners where children are allowed to discover the world around them, teachers continually learn about the children, and parents participate in the child's learning process.

Saturday, October 12

Breakout Sessions

A. The Union of the Inner and Outer Needs of the First Plane Child Expressed through the Work of the Hands

Jennifer Shields

Dr. Montessori asked the guide to watch and wait for the child to show signs of interest. "Interest is a superior part of a child's personality...We must hope and wait for this mastery of the child over himself, so that he may dominate himself. It is the tendency of childhood to become strongly interested in some action." (Creative Development in the Child, Volume 2, p. 299)

Jennifer will explore ways in which we can maintain our faith in the child, to observe for the spark of interest, and to design practical life activities that can activate these interests. We will brainstorm and share ideas for helping the children engage in work that is purposeful, expressive, and constructive to their personalities.

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Saturday, October 12

Breakout Sessions, continued

B. The Transition of First Plane to Second Plane

Virginia Viscovic

Transitions can be a time of joyous change or a time of stress and worry. For parents and practitioners alike, the move from the first plane to the second plane can come with many concerns: how do you know a child is ready? How do we support the child? Parents? How can administration support everyone? When is the right time to transition? How should the child transition? Come discuss this and more! Let's share practical and pedagogical points that surround this transition to help make it smoother. (Participants are welcome to do handwork during the session in order to aid focus.)

C. Keeping Observation and Assessment Rooted in the Child

Rachel Kimboko

Observation is the cornerstone of the Montessori method; it's both a robust, scientific approach and an art that she called each Guide to work at mastering. Our aim is to support each child in reaching their full potential by preparing our environment and removing obstacles to success. Understandably, parents may want reassurance that their children are progressing. Schools, in particular publicly-funded ones, can feel pressure to show evidence to justify the investment being made in our work. In this era where conventional education is focused on data-informed instruction, data cycles, and high-stakes testing, how can Montessorians stay rooted in the tools that she gave us?

Registration and Hotel Reservations:

<https://amiusa.org/baltimorecolumbia-regional-workshop-hotel/>

Breakout Speakers



Grae Baker is Head of School at Austin Montessori School, and has held this position since 2014. He holds an AMI Elementary Diploma, a B.A. in Political Science from the University of North Carolina at Chapel Hill, an M.Ed. in Montessori Education from Loyola College, and has completed the AMI Orientation to Adolescent Studies. Grae began his work in Montessori as a primary classroom assistant. He later served as a guide in upper elementary, 6-12 elementary, and as the founding lead teacher of the adolescent program at Omni Montessori School in Charlotte, NC where he went on to serve as Head of School.



Deborah Bricker received her AMI primary training at the Washington Montessori Institute in 1975. She taught a primary class at Mater Amoris Montessori School for 20 years. She has been the head of school at Hershey Montessori School in Ohio for 11 years and at Chesapeake Montessori School in Maryland for 10 years. Over the years she has presented workshops for primary teachers on gardening, handwork, and language activities. Deborah has been a NAMTA board member since 1979, and she currently serves as a vice-president.



Hannah Ewert-Krocker was a founding teacher at Denver Montessori Junior/Senior High School, a public school in Denver, Colorado, where she now serves at the Farm School Program Director and works primarily with students ages 12-15. Hannah comes from a family of Montessori educators and attended Hershey Montessori School in Northeast Ohio from ages 2-14. Hannah holds an AMI diploma at the Assistants to Infancy level, a certificate from the AMI Orientation to Adolescent Studies, a B.A. in Geography-Anthropology from Vassar College, and a M.Ed. in Montessori Education from Loyola University Maryland. Hannah has also served as a Project Design Coach and lecturer for the AMI Orientation to Adolescent Studies and has presented at several Montessori conferences throughout the country.



Rachel Kimboko has been engaged in the Montessori community of Washington, DC since her daughter enrolled in DC's oldest public program in 2003. Before starting her teaching career in public Montessori she worked in out-of-school time and as an assistant at Aidan Montessori. Since 2010, she's taught in all three variations of elementary classroom—6-9, 9-12, and 6-12 years old—and was the Elementary team lead for several years. Her experience in DC public schools prepared her to step out of the classroom and focus on assessment, intervention, and instructional coaching at Lee Montessori in 2017. At the 2019 Refresher Course, she was honored to join the Elementary Alumni Association; she serves as Vice-Chair and Treasurer.

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Breakout Speakers, continued



A member of the AMI Stewarding Council in the United States for the past two years and the Montessori Leaders Collaborative, **Jacquie Maughan** has just received funding from the Walton Family Foundation for the development of Montessori Birth-to-Six Family Community Centers in at-risk and underserved communities. Jacquie received her AMI primary diploma in Palo Alto, has taught at both the primary and adolescent levels, and has founded two schools, Woodland Montessori School in Spokane, Washington, and Pacific Crest in Seattle. Jacquie has served on the NAMTA Board since 1986 and has been President since 2000. She attended the 2011 Dallas EsF Assembly and has since been part of the EsF organizing committee.



Sveta Pais is Austin Montessori School's Director of Outreach and Parent Engagement. She serves as the Co-Chair of the Early Childhood Working Group of the Children's Screen Time Action Network, a national coalition of practitioners, educators, and advocates working to promote a healthy childhood by reducing the time children spend with digital devices. Sveta is a graduate of the London School of Economics and Political Science. She is currently pursuing her AMI Primary Diploma at the Montessori Institute of North Texas, and an M.Ed. in Montessori Integrative Learning at Endicott College.



Virginia Viscovic holds diplomas at both the AMI Primary (Ohio Montessori Institute) and Elementary (Montessori Institute of Milwaukee) levels, with over twenty years of combined classroom experience between the two. She has a B.A. in Anthropology and a Master's in Education/Child and Family Studies from SUNY Stony Brook, and is also Catechesis Level I trained. Virginia has a wide range of experience, from corporate daycare, private schools, and public school, and has served as a board member of two private Montessori schools. Virginia currently serves as both Educational Director and Upper Elementary teacher at Montessori International Children's House, in Annapolis, Maryland, USA, and is an Elementary Auxiliary trainer and part of the Elementary training team for the Montessori Institute of Milwaukee. She is also an AMI Elementary Consultant.



Rowan Webster is an elementary guide at Omni Montessori School in Charlotte, North Carolina. He is the son of Montessori educators Jim and Elizabeth Webster and attended Montessori schools from the age of 2 through the age of 14, graduating from the University of Virginia with a BA in Anthropology and a BA in Astronomy. Rowan received his training at CISMO Bergamo and has been a guide in both lower and upper elementary environments and a soccer coach for 14 successful seasons. He also was the Co-founder/ CEO of the now defunct social media application Flamingo, with a special interest in the intersection between process flow and UI/UX and the ways in which purpose-driven technology is capable of solving real-world problems.