

Leadership Day, Thursday November, 7, 2019

1. Inclusion: Supporting Diverse Learners- Christine Lowry This day-long workshop, geared toward school administrators and classroom teachers, will explore and discuss the components of a tiered system of support from universal “best practice” to individualized interventions for behavior and learning. With the specifics in a classroom setting as the basis for our understanding, we will move to the development process for implementing a school wide system. Topics will include: Understanding today’s students and their families- who they are, their strengths, and their wide range of challenges. Current research, understandings, and trends in neuro-psychology, special education, and the broader educational landscape as it relates to Montessori philosophy and pedagogy. An explanation of a Multi-tiered System of Support and how it can serve our work with all students in ways consistent with Montessori philosophy and pedagogy. Discussions of “best practices” at each tier of support and how to implement them to meet the needs of each student. (Social-emotional support, classroom management, teaching and learning). The importance of a Team Collaboration in successfully implementing a tiered system. The importance of School Leadership in the development and implementation of a school-wide system. Our day together will be a format using brief teaching segments, small group discussions and explorations, and larger group sharing of ideas, curiosities, and questions. We will end the day with a time for individual and small group goal setting and designing of action plans that you can take back to your school.

2. The Applied Mind; Adult Learners -Jon Wolff & Dana Kaminstein

Understanding and Educating the Adult Learner As It Applies to Montessori Teacher Education, Professional Development, & Parent Education –Creating an environment which is conducive for adult learning is very different than creating a learning environment for children. Although adults can, and sometimes do, experience the joy of learning, most adult learning environments rob adults of this opportunity. Adult learners seek to learn things that will help them in their work and lives, and they want to be treated in a way that respects their knowledge and experience. One similarity between adult and child learners is that both want to be engaged and enlivened by the learning experience. This workshop will focus on ways to foster engagement and joy in the adult learning experience. The workshop is aimed at those who are responsible for teaching adults in a Montessori setting. It is appropriate for those supervising teachers-in-training; for people working with Montessori guides who need improvement in classroom management; for those who are communicating with parents about Montessori education; or for someone working with a newly hired assistant teacher who requires job orientation. This full-day workshop intensive will be led by Dana Kaminstein, Ph.D. and Jonathan Wolff. Dana Kaminstein is an Adjunct Assistant Professor of Education at the Graduate School of Education, University of Pennsylvania, and has been working and teaching graduate students and other adults for over thirty years. Dr. Kaminstein’s wife is a long-time Montessori teacher, and their two sons attended Montessori schools,

where he served as a board member. Jonathan Wolff, Montessori school consultant and leadership educator, has consulted to Montessori school leaders and classroom teachers in Montessori schools across the USA and around the world. He will share current research and best practices in adult learning, as it applies to the work of the Montessori teacher trainer, school instructional leader, lead teacher, and parent educator. The workshop is designed to be highly experiential, interactive and applied. Participants will have the opportunity for self-reflection, and will learn about the major principles of adult learning and the main approaches to learning. They will participate in group discussions, a short simulation, and engage in coaching colleagues. The workshop is designed to ensure that all aspects of it can be applied, and participants will engage in action planning, i.e., how to take back what they learned as they enhance their adult learning practices.

3. Supporting Parents as Partners...to boost enrollment and retention- Renee DuChaine-Farkas Is your enrollment and retention of students as strong as you want it to be? We have the opportunity to strengthen the relationship between home and school (parent and child experience) in each of our schools to increase retention of current students as well as attract new enrollment. . Does your school deliver the Parent Experience in the true Montessori Way? Maria Montessori believed the school and family partnership was essential to help each child reach their greatest potential. She believed that the sharing of first hand observations from home and school brings the school to the home and the home to the school. We have seen how this works in schools to strengthen retention and support admissions for new enrollment This workshop will share the latest research on the “parent experience” in schools. We will open your mind to the potential benefits of embracing the parent partnership by introducing strategies and the process to implement school-wide. What is it that the parents want from the school? Research shows that the parent has two relationships with the school: the first is their relationship with the school about their child/student and how the school meets the needs of the student both academically and social/emotionally (My Child). The parent is the customer, and the child/student is the consumer. The second relationship is the parents’ own experience with the school (Me as a Parent/Self) and how this relationship supports the needs of the parent who is also growing and learning as a parent. We will share ways that every school can take a new look at the unique relationship, the Parent Experience, in “the Montessori way” and show ways to adjust the way they present their programs to better meet the needs of parents. We will look at programs through the domains of learning: Feel, Know, Do. We will look at some basic school programs with a new lens and ask: What do you want the parent to FEEL, What do we want parents to KNOW, and What do we want parents to DO, and how will we execute on this? We will review what research says about parents’ “ideal” expectations from schools and compare it to their actual experience in their child’s school. What can we do better, different to meet these expectations. This afternoon will continue to share research to better understand the parent’s stages of development as a prelude or preparation to deepen and better define and understand the parent needs at your particular school. The afternoon workshop will continue with looking at further research about types of parents – collaborators,

participators, or delegators. How do we work with different parent types in our school. We will look closely how one school imbedded "Parents as Partners" theme into all operations of the school – Admissions Development, Education (Preschool and Elementary), Marketing, and the Business Office to address the needs of the Parents as customer. Participants will have an opportunity to work on specific programs at their school to apply this new thinking. Participants will be able to review the design of several school programs and determine if they are delivering on these expectations. The afternoon will hone in looking at 4 school programs: Admissions, New Parent Orientation, Back to School Night, and Parent Teacher Conferences. Participants will pick two of these workshops and hear about all four. Participants in this workshop should bring their school calendar and any information they want to share and review about these particular school programs. Come join us to discuss and see how partnerships with parents can enhance retention and enrollment, student success, build strong school communities and strengthen parent commitment to your school. Learn ways to make this shift in how you present your programs to support parents in their own personal growth and development thereby helping them feel more confident and less worried about parenting becoming more satisfied customers at your school! In her early work, Maria Montessori always invited the parent to be part of the student's learning experience.

Friday, November 8

10:00 - 11:30 AM
SESSION 1 WORKSHOPS

Option 1 Creating an Authentic Montessori Toddler Environment

Rachel Buechler

If you work within a Montessori Toddler classroom, or wish to start a new environment, this workshop is for you! We will discuss Montessori Toddler environments, how to keep them authentic to the Montessori Method and potential challenges that arise. This workshop will share a checklist for how to identify if your environment is authentic. This is an interactive workshop for all attendees to share their experiences and challenges.

Option 2 Discovering Nature -- Expanding Their World

Helen DeVere

The traditional classroom science materials are shown in a power point presentation along with additional ideas to encourage more involvement and discovery by the children. The sequence is not linear, but pulls in ideas and questions from their interests and from naturally occurring events. Art and Food Prep. are logical off-shoots of Science, relative to cultures, artwork, and planting, harvesting and preparing food. The materials displayed are examples of supplementary materials and children's work. A small handout outlines many of these materials and ideas for leading children to new discoveries. When the child is

an active participant, s/he can find exciting opportunities to explore and often finds a lifetime interest.

Option 3 Sentence Analysis: Review, Practice, Analysis & Application Pt 1

Molly Moorhead

We will take Sentence Analysis from its very beginnings and work through to the most advanced concepts. In the process, the important connection to Grammar Studies will be highlighted. There will be discussion of sequence, when to teach specific lessons, and room for questions and dialogue. I believe that some people avoid using this specific part of Montessori practice, and I want to help people embrace their own potential to teach this content. Understanding is freedom, and the opportunity to discuss this work may empower people who are not feeling confident or who would like to have further study of Sentence Analysis.

Option 4 Hatching The Cosmic Egg: A New View of Cosmic Education Pt 1 of 3

Michael Dorer & Andrew Kutt

Imagine the Universe as an all-encompassing cosmic egg. When that egg hatches, it reveals the realm of life as a second egg. The second egg then hatches to reveal humanity, once again as an egg. When that third egg is opened it reveals two great human inventions: language and mathematics. This wonderful wooden nesting egg is a metaphor for the five Montessori cosmic themes. Join Michael and Andrew in this highly interactive and participatory way of engaging with these cosmic themes. Enjoy an original never-before-told cosmic story from Michael and sing along to five new original cosmic songs from Andrew. This workshop will help you to completely reimagine your approach to cosmic education. You will leave this experience renewed and inspired. Come for the workshop, stay for the cosmos!

Option 5 A Taste of Managing Change and Transition

Margaret Whitley

The Center for Guided Montessori Studies has created an administrator's course and Margaret Whitley is the developer of several of its modules, particularly the one on Managing Change and Transition. Margaret will offer a taste of what her CGMS module has to offer in an interactive way with attendees. Together the group will share some of the most difficult types of change, how the change was managed and some strategies for dealing with future change scenarios. How can we manage change serving one child at a time demands it of us?

Option 6 Stem and Montessori: Two Peas in a Pod

Jackie Grundberg

Do you get asked, "Why don't you have STEM lessons in your classroom (school)?" or "What is the difference between Montessori and STEM programs?" Our society is making leaps and bounds in technological advances, and many parents and educators are concerned with ensuring the current generation is prepared and will be successful. STEM (STEAM) is such a popular buzzword that parents are actively seeking schools, curriculums, after-school programs and toys that are labeled STEM.

In this session, we'll compare and contrast STEM (STEAM) with Montessori programs. You'll learn ways to align or add to your lessons to qualify as a STEM lesson while staying true to Montessori principles. Learn of opportunities to strengthen your knowledge in the STEM subject areas. Come with a cultural lesson in mind that you would like to turn into a STEM lesson but need some help. Together, we'll work on integrating your lower and upper elementary cultural lessons. You'll leave this workshop with a better understanding of STEM and be confident that your Montessori lessons are hitting the same objectives.

Option 7 Adolescent Journey through Seven Gateways Pt 1

Jocelyn Swanson

1. Deep Connections 2. Silence and Solitude 3. Joy and Delight 4. Meaning and Purpose 5. Creativity 6. Transcendence 7. Initiation
Come join us in a lively discussion about each stage.

Option 8 Red Flags

Sue Dendinger

Every school leader makes mistakes. What if you could avoid the costliest ones saving you time, money, headaches and maybe even your school? In this workshop, we will look at the many vulnerabilities of Montessori school communities, their sources of exposure and the warning signs of prevailing tribulations that often go unnoticed leading to organizational flatlining.

Option 9 Beware of the Montessori "Traps!"

Jonathan Wolff

How Attachment to Perceived Truths Distorts Observational Objectivity and Hinders Instructional Adaptability Montessori pedagogy is steeped in mindful observation and a dedication to honoring the needs of the individual learner. Too often Montessori educators become attached to their certainty of how to implement the method with fidelity. This can lead to a rigid and dogmatic application of the "method," in which the teacher appears to lose sight of "Follow the child." In this interactive workshop teachers and administrators will be invited to explore their instructional habits, identifying opportunities to develop strategies for more adaptable practices, that honor and respond to the needs and tendencies of children, parents, and colleagues. Dogmatic beliefs will give way to more malleable practices designed to serve and support the children and adults in the learning environment of the school community.

Option 10 ROUNDTABLE-Brown Bag Philosophy

Mary Beth Ricks

"With all the varied trainings teachers receive, getting a staff of 50+ on the same page with the Montessori philosophy can be hard to manage. I created a successful program at my school called Brown Bag Philosophy in which we discuss the challenges of putting the philosophy in action over lunch. This workshop will help you take the curriculum I created, the reading list, and activities, and apply them to your school community. Brown Bag Philosophy is for new teachers, teachers with

some experience, and even the most seasoned teachers. It can also work as a parent education piece. We will review the need for this addition to my school's staff professional development, how creating the course benefitted my school, the criteria your school has and how it can benefit, share lesson plans and reading list, model a BBP session, and finally create a plan of action for you to take home using a template. The goal of this workshop is to empower school leaders to create a professional development course at their school that supports the work of the training centers in sharing the Montessori philosophy, increase depth and understanding in the philosophy of Montessori, and to offer a way to bring staff from multiple trainings or multiple experience levels together.

Option 11 "Open Space

Post your topics or come into the space and look at what topics are being discussed.

Option 12 Reflection Room

Go up to this room and take some time to just look out over the Gulf of Mexico and Sarasota Bay and enjoy!

SESSION 2 WORKSHOPS

2:45 -4:15 PM

Option 13 "Driven to Abstraction: Foundations and Extensions of The Toddler Language Curriculum" Pt 1

Elaine Glier

The goal of this workshop is to examine the purposes and process of the Montessori toddler language curriculum. We will share ideas for creating effective materials and extension activities to expand children's vocabulary and stimulate conversation. A wide variety of language materials will be on display, with some available for scanning and sharing (bring your own flash drive).

Option 14 How Do I Get Them To Write?

Cathie Perolman

Lets look at ways to enhance the development of handwriting skills for 3-6 year old children starting with Practical Life skills and moving through the Language Arts curriculum following the child's natural development. Let's review the use of Montessori materials- Sandpaper Letters, Sand Tray, Chalkboards and Metal Insets as core materials and also explore variations and extensions to make the most of their value and have the most fun with them! Then we well consider when children "explode" into writing incorporating other areas of the classroom and how to support that exciting time when the children are developmentally ready.

Option 15 Sentence Analysis Pt 2

Molly Moorhead

The work continues.

Option 16 Hatching The Cosmic Egg: A New View of Cosmic Education Pt 2 of 3

Michael Dorer & Andrew Kutt

The work continues

Option 17 Bridging Gap Between Home and School

Berenice St Saens

We will discuss the importance of bridging the gap between the home and school through the power of parent education. Having taught in infant and toddler programs, as Montessorians, what we are able to do in the classroom to support the child is even more enhanced when the child's parents have a full understanding of Montessori theory and the ability to carry it out in the home. Through parent and child classes, parent workshops, and other programs, Montessori educators can, not only support the children in their environments, but also their families. So often it is said that Montessori cannot be carried out unless in the classroom through the guidance of a certified teacher, and while this is very important, it lends itself to a very big problem. Children lose extremely important opportunities to set a strong foundation from the start because we are inhibiting families from creating Montessori environments in the home. 85% of the brain is formed by age 3. Let's come together, as Montessorians, parents, and most importantly, citizens of the world, to support children and their parents in every environment. Montessori must become a way of life, not just something limited to within the walls of a classroom environment.

Option 18 Montessori and Quantum Mechanics

Mary Ellen Maunz

Did you ever consider that Montessori has many similarities to quantum physics? Join me as we investigate these fascinating parallels to gain more insight into observation and being of greatest service to the development of each child.

Option 19 Adolescent Journey through Seven Gateways Pt 2

Jocelyn Swanson

The work continues

Option 20 How State Collaboration with Alternative Licensure is Promoting and Supporting Alternative Methodologies...Expansion without Compromising Quality in Education

Rebecca Pelton

This session will help to further the discussion and broaden the acceptance of recognition of a Montessori teaching credential from a MACTE accredited teacher education program for recognition by states for licensure. This workshop will help to prepare participants to collaborate with state policy makers and the language needed for this task.

Option 21 All means All: Creating an Equitable Montessori Classroom for Today's Child

Christine Lowry

We know we are serving increasing numbers of students with a diversity of needs- students who learn differently and struggle with self-regulation and behavior

challenges. This participatory workshop will explore the who, the why, the what, and the how's of the students we strive to support in our Montessori classrooms at each level.

Option 22 ROUNDTABLE-Social Justice

Val Wise

This is a follow up discussion that will follow Val's keynote.

Option 23. Open Space

Post your topics or come into the space and look at what topics are being discussed.

Option 24 Reflection Room

Go up to this room and take some time to just look out over the Gulf of Mexico and Sarasota Bay and enjoy!

SESSION 3 WORKSHOPS

4:45 - 6:15 PM

Option 25 "Driven to Abstraction: Foundations and Extensions of The Toddler Language Curriculum" Pt 2

Elaine Glier

The work continues

Option 26 Decanomial: Discovering the Unknown

Greg Hicks

In this workshop, through the work of the "Decanomial," we will reveal the beauty, mystery and seamlessness of Montessori Math. The Decanomial, which may begin as early as primary level, takes the child on a journey through the sensorial, the numerical, and ultimately the algebraic. It also leads us right back to where we began, with "The Pink Tower," and an incredible discovery. Join me on this journey as we discover the unknown and gain an ever deeper appreciation of the brilliance of Montessori math.

Option 27 Hatching The Cosmic Egg: A New View of Cosmic Education Pt 3 of 3

Michael Dorer & Andrew Kutt

The work continues

Option 28 Intentional Connections: A Practical Guide for Parent Engagement in Early Childhood and Lower Elementary Classrooms Bridging Gap Between Home and School

Dorothy Harman

Parent teacher partnerships aren't automatic, especially in the busy lives of working families. Parent engagement requires deliberate intention and action on the part of the teacher to develop a relationship between child, teacher, and home-creating a need to prepare that relationship with the same attention as preparing the classroom environment. Participants will gain strategies for involving busy parents in the education of their children through practical suggestions and examples

including, and moving beyond, classroom volunteerism. Other parent involvement approaches will include sharing observations and work records, tools for parent teacher conferences, effective newsletter writing, parent education opportunities, at-home volunteerism, and easy to implement parent/child activities for the home.

Option 29 How to Write a Handbook that Parents WILL Read

Patty Sobelman

Let's be honest... the only time you and I really read the TERMS and CONDITIONS of a product is when we are mad and we want to know the return policy. We want to know if we will get our money back! This is no different with our parents and our handbooks. The day they pull it out to read it they are disappointed about something and they want to know our policies. It is then that they are hit with loads of boring and confusing text. What if our handbooks were fun and proactive instead of dry and reactive? Handbooks can be fun and useful. Let's write a handbook that parents will read!

Option 30 Growing a Public Montessori Magnet School

Bobbe Spink

Montessori is growing faster in the public sector than anywhere else in the US , spurred on by the research that shows it is the only way of learning that closes the achievement gap. But producing a high fidelity Montessori public program is not easy, it has its own unique needs and challenges. Even so, what better place to help children practice inclusion and acceptance of others, respect for oneself and one's environment, and the joys of being courteous. to others? And what can we all learn from the process of implementing Montessori in the public sector? It turns out we can learn a lot. Come find out how much!

Option 31 Purposeful Leadership

Brenda Bernstorf

Why do we lead? What is leadership? What is effective leadership? These are all questions leaders strive to answer again and again. What if you could have an answer that endures? Purposeful leadership is exactly that. Connect your leadership so deeply with who you are and your purpose or mission that you have an enduring target in front of you that grounds you, engages you, and inspires all who follow.

Option 32 Addressing Challenging Behavior in the Early Childhood Classroom

Maria Eva Chaffin & Brynn Rangel

More and more schools are experiencing an increase in enrollment of Special Needs Students. The Montessori Method is wonderfully suited for children with exceptionalities, but many Montessori guides struggle to understand and meet the needs of challenging children while peacefully including these children in a normalized classroom. Working with The Montessori Foundation, Montessori Guide and Special Educator, Maria Eva Chaffin, M.Ed.; and Behavior Analyst, Brynn Rangel, M.B.A. have joined together to deliver comprehensive and unique insight and guidance on addressing children with challenging behavior.

Option 33 ROUNDTABLE-Ethical Classroom Leadership for the Reluctant Leader
Kathy Leitch & Mercedes Castle

Option 34 Reflection Room

Go up to this room and take some time to just look out over the Gulf of Mexico and Sarasota Bay and enjoy!
and eat with new friends.

Saturday, November 9

SESSION 4 WORKSHOPS
10:00 - 11:30 AM

Option 35 Infant Communication
Alanea Williams

An infant is born ready to use their senses to discover the world and form bonds with family and caregivers. We will explore the nonverbal messages that young infants send us through sounds, facial expressions, reflexes, and more. Infants are communicating with us - are we listening?

Option 36 Unlocking Each Child's Potential: Answering Your Questions about Including Children Who Learn Differently
Pam Shanks & Ann Epstein

We recognize that many, if not all of you, are currently working with children who experience some sort of diagnosed or undiagnosed learning difference or disability. We also recognize that while rewarding, meeting the needs of children both with and without disabilities can be challenging and comes with many doubts, questions, and concerns. This session features Ann Epstein and Pam Shanks in a roundtable format to answer questions and brainstorm solutions with the group. Ann is an Associate Professor of Educational Studies at the University of Wisconsin at La Crosse and teaches an introductory special education course to Montessori teachers, and Pam Shanks has 35 years of inclusive teaching experience across a broad range of disabilities. Bring your questions, and we will search for answers together! With a wealth of theoretical and practical experience as our guide, we hope to be able to help you find the path to unlocking the potential for each child in your community.

Option 37 Cosmic Education: The Foundation of Your Elementary Program
Claudia Mann

Cosmic Education, as the centerpiece of an elementary curriculum, develops respect and love for the vast universe in which we live, connecting all subjects while inspiring curiosity, awe and wonder. This experiential workshop will guide you with tips, resources, and materials, easing the challenge of managing the limitless curriculum.

Option 38 Child's Physics: The application of the Montessori Method to Physical Science at the Primary and Early Elementary levels-Pt 1 LIMITED TO 20

PARTICIPANTS

Michael Johnson

Focusing on the child's concrete, sensorial experience of the natural world, A Child's Physics offers a new model of science education. Rather than a collection of loosely related, entertainment based, teacher-lead "experiments", A Child's Physics is a paradigm, a world view, based on the perception, manipulation and measurement of the fundamental physical Energies that permeate the Child's experience. It is an ordered series of dynamic experiences, expressed in equipment, shelf work, that reveal changes in the energy states of objects and people, augmented by pertinent language and gestures used in classroom presentation. This model inverts traditional science curricula by adapting to the primary environment classical physics demonstrations and concepts normally withheld to upper elementary and high school. This application of Montessori equipment design and teaching techniques gives the child access to the fundamental energies of the natural world before the mathematics that will be used to describe them is in place. In that sense, this equipment is an extension of the sensorial materials; rooting mathematics as do, for example, the Pink Tower or Geometric Shapes, in independently manipulable, self-correctable, repeatable physical activities. In addition to Sensorial and Math, the curriculum and equipment also integrate directly into the Language, Cultural and Practical Life areas. The workshop will focus on the presentation of Electricity and Magnetism as core to the basic model. The other energies described in the model, particularly Light and Consciousness, will be summarized and resource material provided. Participants will receive a kit of sample materials. The session will close with the opportunity to handle the complete primary sequence of materials in Electricity and Magnetism, leading to and including the key phenomenon and idea of Induction. The workshop will explore the material in relationship to the Great Lessons and the conference theme by giving the child the tools to go into the world, into our technological culture as it exists today, as an active creator rather than a passive consumer. The content of A Child's Physics can be previewed in a series of articles available at the publication Primary Coil, linked here: medium.com/primary-coil.

Option 39 Conversations that count - Social emotional learning Pt 1 LIMITED TO 15 PARTICIPANTS

Matt Johnson

This two part workshop begins with an over view of what social emotional learning is, the importance of emotional intelligence and ways in which through the use of ClayMates we can develop self regulation skills, compassion, empathy and build emotional intellect and vocabulary. In the second of two parts, we will use ClayMates as a hands on exploratory to better understand the process and how to use ClayMates in the class room as a platform for meaningful conversations about social context, emotional response and social/emotional problem solving.

Option 40 The Sensory Bridge -Pt 1

Michael Dorer

The Sensorial area is exceptionally rich in math and language applications. Join Michael to understand your own senses and then come to see the Sensorial area in a new light. Learn how it connects with elementary level work in language, arithmetic, and geometry. You will understand its role in creativity and imagination as well as sensory development. Materials will be available for you to work with to apply what you are learning. You will go home with a new appreciation of the idea of learning through the senses.

Option 41 A Framework for Support -Pt 1

Christine Lowry

This Prevention vs. Reaction framework is a model for creating positive inclusive Montessori classrooms supporting all students. Participants will explore how to prepare a supportive physical and social-emotional environment; opportunities for self-regulation, social skills building, and conflict resolution; creating a supportive classroom community of acceptance for all; and understanding the function of behavior to develop a Positive Behavior Support plan, consistent with Montessori education, for positive change.

Option 42 The power of Story-Time to Create Belonging and Safety

Andrew Newman

Story-time is so much more than reading a book. It is rich with hidden mystery that you can use to lead children into some of the longest standing lessons and memories of their lives. Central to story time is the experience of self-recognition and identification with the characters in the story. Am I like the character? Or different to them? Have I faced their challenge before? Can I learn from them? Please join in this playful exploration of story where we will discuss: " The role of story at different times of the day. " How you can set the atmosphere for best receptivity. " The benefit of making up a new story to help teach a skill. " The power of story to create safety and belonging. " Encouraging parents to read in the last 20 minutes of the day. " Why the repetition of favorite stories is helpful. " Bringing the characters to life outside of storytime. " The difference between reading with and reading to.

Option 43 Creating Peaceful Learning Communities through Community Building

Stephanie Pullman

Building a peaceful learning community is one of the hallmarks of Montessori education. Montessori' belief was that we need to start with the children if we want to change the world. So how do we do this? What does this look like in today's classroom? In this workshop we will define and look at community building as an integral part of the fabric of our classrooms. Community building is much more than doing "ice-breakers" during the first week of school. This session will be a combination of discussion, demonstration, participation and planning for the integration of meaningful community building throughout the year.

Option 44 ROUNDTABLE- Recruit and Retain Teachers

Tim Seldin & Kathy Leitch

Option 45 Open Space

Post your topics or come into the space and look at what topics are being discussed.

Option 46 Reflection Room

SESSION 5 WORKSHOPS

2:00 -3:30 PM

Option 47 "Mental Health of Infants

Tracy Hall

Infant, Toddler, and Family Mental Health: We will define mental health for young children and their families and consider practices caregivers can adopt that best support increased well being for infants and toddlers. We will consider how to aid and advocate for infants, toddlers and their families as they face modern day challenges.

Option 48 Nature the First and Essential Environment

Geoffrey Bishop

In this fun lively and energetic presentation we will discover how immersion in the natural world, through play, gardening, art and stories, help children develop strong executive functions, critical thinking, problem solving, imagination, and motor skills, as well as the ability to navigate human interactions and spend a comfortable and enjoyable time in the outdoors. We will delve into the anthropology child and see how Nature, Child development and behavior help us understand the innate child.⁹

Option 49 Bringing Montessori to the Homeless: The Under-served population

Larry Schanker & Laurie Moreno

Dr. Montessori's vision of bringing concentrated joy of learning, inner peace, and independence to children has been transformative. Successful public and private efforts to offer Montessori education widely exist, and still many of us can only imagine and dream of offering Montessori education to even the most vulnerable youngsters among us—children experiencing homelessness. The possibility seems insurmountable—or is it? Walk with a team of Montessori teachers in Michigan, who have followed in footsteps only rarely taken, and have offered seeds of connectivity and hope to young children in need who reside in a Midwest emergency homeless shelter. The Brookview Montessori classroom at Benton Harbor, Michigan's Emergency Shelter Services offers children of ages 2-6 a chance at stability, empathy, basic learning skills, and the opportunity to build relationships that will free their potential and transform their future. Additionally, support systems are provided to include regular on-site parent education in the areas of Montessori philosophy, Montessori in the home, positive discipline, mindfulness, and self-care. Learn the steps taken to engender support from teachers and community members, and to overcome the uncertainties of the school's Board of

Directors. Walk away with tools to replicate the process and reach out to children and families experiencing homelessness in your community.

Option 50 Science Experiments Pt 2

Michael Johnson

The work continues

Option 51 Conversations that count - Social emotional learning Pt 2

Matt Johnson

The work continues

Option 52 The Sensory Bridge Pt 2

Michael Dorer

The work continues

Option 53 A Framework for Support-Pt 2

Christine Lowry

The work continues

Option 54 Montessori Method: Build the Whole Child

Karen Feldman

Montessori method is a science of building the total child with confidence, who can face his world and be a contributor. Interactive and engaging session; The effect of a denied child's potential. For example, is inferiority complex and superiority complex. The need to understand the child's development. Competition, an ineffective tool to motivate children. Learning from experience. The usefulness of the teacher to provide the right environment. Building the child's confidence. Helpful hints for transforming the child into the world..

Option 55 IMC Accreditation

Lorna McGrath & Tanya

Come learn the user-friendly IMC accreditation process. We will also review steps to becoming an onsite visitor.

Option 56. ROUNDTABLE-Forget the Experience, Remember the Lesson: Letting Go of Past Pain in a Montessori Community

Fred Luskin & Jonathan Wolff

This is a follow up discussion that will follow Fred's keynote.

Option 57 Open Space

Post your topics or come into the space and look at what topics are being discussed.

Option 58 Reflection Room

Go up to this room and take some time to just look out over the Gulf of Mexico and Sarasota Bay and enjoy!

SESSION 6 WORKSHOPS

4:00 -5:30 PM

Option 59 Baby Work - Honoring the Unfolding of Natural Development in an Environment Free From Obstacles

Mercedes Castle

Practicing Montessori education with our tiniest friends is a unique endeavor. Using Montessori and RIE (Resources for Infant Educators) principles and values let's take a deeper look at what comprises an infant curriculum. Once we are grounded in our philosophy, we can develop the perfect environment for freeing the human potential.

Option 60 Hands-on Sewing

Cathie Perolman

Come learn about and experience sewing activities for the young child. Whether you are a novice or experienced at sharing needlework with children in your class, this workshop will have something for you! In this "Make and Take" workshop you will learn the steps behind creating and setting up shelf work for activities such as, 2 color sewing cards, button bracelets, sewing on burlap, making different kinds of pillows, love lights, coasters and more. Then you will have time to choose and complete your own sewing projects that will enhance your classroom!

Option 61 Cognitive Development: Supporting cognitive development in children from birth through early childhood

Margaret Combs

This workshop will give insight into the development of thinking and reasoning skills from the impulsive, reactive reflexes of the infant to the conscious thinking and reasoning of a kindergartener. We will look at how children's attention, perception and memory work together to develop cognition and learning skills and how the Montessori principles of the absorbent mind, sensitive periods and the prepared environment naturally supports this development.

Option 62 The Joys and Challenges of Opening a Satellite Campus

Jim Bernstorff & Jaime Yeager

We will examine and discuss what we encountered as we opened a satellite location in a neighboring town from the main campus. This will cover both the logistical and legal issues we encountered as well as the philosophical and cultural issues of being able to start fresh in a school yet still being part of a larger whole with the main campus and older organization. Facilitators are the Executive Director of the parent school and Head of School at the new location.

Option 63 Globally Engaging Music & Movement For all Montessori Stages of Development ~ Brain Based Pathways to Life-Long Learning

Erin Knight & Mary Knysh

This participatory session will feature a wide range of music and movement activities from all over the world which support students as they normalize and

thrive in a Montessori classroom. While engaging participants in different activities, Knysh and Knight will illustrate the five brain based and sequential steps toward unlocking creative potential: Listen, Connect, Communicate, Collaborate/Create, Inspire. Participants will learn music and movement activities and strategies designed to prepare and guide students of all ages toward a learning experience that is accessible, effective, inspiring and fun.

Option 64 Blaze the trail: Spiritual Transformation of the guide

David Rotberg

Blaze the trail! We each carry a "Cosmic Task" and as guides, we are to follow the science. Are we fulfilling one of our greatest tasks, as a classroom guide, if we are not gauging our own growth? How do we gauge this growth? The spiritual transformation of the guide is an essential element in any healthy, peaceful and productive environment and part of our duty as Montessorians.

Option 65 MPPI: Bringing Montessori Education to Every Child Through Policy Change

Denise Monnier & Wendy Shank-Evans

MPPI staff will share our most recent projects and provide advocacy training around important policy challenges faced by Montessori Schools. Attendees can try their hand at creating a campaign around one of the issues they face in their own state.

Option 66 Marketing: Parent ed., and Voice through Instagram

Natalie Baginski

By showing pictures of children working, teachers teaching, materials shining, beautiful classrooms, and Montessori quotes we are promoting understanding, enthusiasm, and excitement about Montessori education one adult at a time. It's a window into this work we do and over time, a good IG account can capture the quality, beauty, passion, and community of a school, opening doors for parent understanding, for interest in Montessori, and for families to be proud of the school they've joined.

Option 67 Practicing Positivity

Kitty Bravo

When it comes to education and general well-being, positivity matters. We all know this but putting it in practice in our day to day lives, and in the classroom, can be a challenge. In this workshop we will look at research from positive psychology supporting the value of positivity for learning, as well as the new trend toward positive education (something we Montessorians have emphasized for over 100 years.) But don't think we will just be talking about a positive attitude. Come learn practical strategies for approaching challenging situations from a more positive perspective and increasing positivity in your heart, mind and classroom.

Option 68 ROUNDTABLE-Adolescent

Kathy Leitch & Mercedes Castle

Option 69 Open Space

Option 70. Reflection Room

Go up to this room and take some time to just look out over the Gulf of Mexico and Sarasota Bay and enjoy!

Sunday, November 11

SESSION 7 WORKSHOPS

Option 71 Enrollment Marketing

Tim Seldin & Mary Beth Ricks

Join us on Sunday morning for a lively discussion with Tim Seldin and Mary Beth Ricks as we discuss the tips, tricks, and long term strategies for recruiting and retaining mission appropriate families that will create a culture of stability for your school.

Enrollment marketing means creating the prepared environment to foster synergy among recruitment, pricing and financial aid, academic affairs, student life, and constituent relations.

When your school's brand is clear, your community better understands its role in making the school an attractive alternative to competitors. A focus on the fundamentals of superb teaching and learning leads to the best marketing.

Option 72 Infant and Toddler Level

Kathy Leitch and Tracy Hall

Option 73 Primary Cycle

Lori Karmazin & Maria Kaminstein

Who are these children and what am I going to do with them? Responding to the diverse needs of your classroom.

Classroom teachers are faced with a varied population of children and needs. Some of these children puzzle and surprise us while others seem to push our buttons. Join us in a discussion focusing on how to approach children that don't seem to "fall into line".

Option 74 Elementary

Ann Winkler & Tanya

Wanderers? Socialization or Collaboration? Who are these children and how do we meet their needs? Join us in a discussion focusing on projects and techniques that invite, inform and inspire the elementary aged child and cultivate a love of learning in the elementary classroom.

Option 75 "Best" and "Next" Practices in Adult Learning - in Teacher, Leadership, and Parent Education, Teacher Supervision and Development, and Assistant Teacher Education by Lead Teachers"

Jonathan Wolff & Marc Seldin

As Montessorians we usually focus on educating children, but we also perform a lot of adult education: training teachers and assistants, educating parents, and leadership development. There are developments, techniques, and trends outside of Montessori that could be very helpful for working with the adult learners in our community. If you are involved in adult education at your school or training center, you will find this session a refreshing opportunity to explore alternative techniques. In this session, Jonathan Wolff and Marc Seldin will share their findings about their visits to ten progressive colleges that are experimenting with highly experiential, applied and service learning processes. We will also share our own experiences, and hear about new methods and current research on prepared environments for adult learners.

Option 76 Leadership & Self Care: A Delicate Balance

Andrew Kutt & Martha Carver

Leadership and Self-Care: A Delicate Balance Join Andrew Kutt and Martha Carver for a round table discussion in the spirit of inquiry and mutual support. What are some of the important issues facing school leaders today? Bring forward topics you wish to discuss such as: Finding support when needed. Who's emergency is it? Mindfulness and care. Remembering what is really important Mission/service/creating community