

FALL 2019

AMI/USA JOURNAL

AMI





Dear AMI/USA Community,

Does anyone else feel as though we are living in unusually crazy times, or is it just me? There are days when it seems especially challenging to stay grounded and firm in our mission to bring high quality, fully-implemented Montessori to as many as possible. Note that I did not say Montessori education as I want to re-affirm that although “Montessori” has as its core component the education of our world’s children, it has as its central mission one of humanitarianism and global peace. Let’s be honest that our true hope is that through Montessori education of as many of our youngest humans possible, our world has hope for the future. That is why it is critically important that we raise awareness, increase the strength of our voice and touch lives through our work.

We already know how powerful this work can be... that is why we continue to do it, but it is not enough for our work to remain with us. We must continue to stay grounded and firm in our mission, to reach out beyond our invisible border, and to promulgate the insightful vision of Dr. Montessori. She saw what the present was and what the future could be. It is now in our hands to realize that vision.

In this edition of the AMI/USA Journal, I’m excited not only by the work presented by Rowan Webster and the update on the new Core Principles and blended Primary pilot by Mary Caroline Parker and Uma Ramani, but the inclusion of a reflection piece by Jim Fitzpatrick and an example of the strong voice of our students through an article written by 8th grader Calliope Ruskin.

This edition ties together both our past and our future as we progress through this year of celebrating Dr. Montessori’s 150 years. I hope that you enjoy!

Warm regards,

A handwritten signature in black ink that reads "Debby Riordan". The signature is written in a cursive, flowing style.

Debby

Debby L. Riordan
Executive Director, AMI/USA

AMI/USA

BOARD MEMBERS

KaLinda Bass-Barlow
kbassmontessori@gmail.com

Connie Black
connieblack.black@gmail.com

Gretchen Hall
ghall@crec.org

Durkin Ledgard
jdledgard@gmail.com

Mary Levy
mary@mountainviewmontessori.com

James Moudry
jamesmoudry@gmail.com

Zachary Nauth
laborboy1@gmail.com

Michele Shane
michele@traversechildrenshouse.org

The *AMI/USA Journal* is a publication created by the Association Montessori International of the United States, Inc. to benefit and facilitate communication with AMI members in the United States.

Questions, comments, corrections, submissions, or suggestions are welcome. Please send them to montessori@amiusa.org

206 N. Washington St., Ste. 330
Alexandria, VA 22314
(703) 746-9919
montessori@amiusa.org

www.amiusa.org

© Association Montessori International/USA 2019.
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopied, recorded, or otherwise, without the prior written permission of the publisher.

Code of Ethics: The Association Montessori Internationale is a pedagogical organization whose regulation of conduct is limited to pedagogical matters. However, it urges all those connected with it to conduct themselves lawfully and in a manner that both exemplifies and will support the propagation and furtherance of the ideas and principles of Dr. Maria Montessori for the full development of the human being.



TABLE OF CONTENTS

- 03** **FEATURED ARTICLE**
Using Cosmic Education to Aid the Development of Capable and Conscientious Technology Users in the Late Second Plane
- 14** **AMI SPOTLIGHT**
AMI's New Montessori Core Principles Certificate Course and Blended Primary Course
- 17** **REFLECTIONS**
The Enrichment Center: 1975 Brentwood Elementary School, Brentwood, CA
- 20** **STUDENT VOICES**
Marin Voice: Friday's student strike for climate action a moment for our future
- 22** **JOB OPPORTUNITIES**
- 28** **AMI TRAINING CENTERS & VENDORS**

This paper is an abstract derived from talks given at the NAMTA conference Montessori Guidance for Adapting to the Global-Digital Culture in Tacoma, Washington, in April, 2019 and another talk on the same subject given in Columbia, Maryland at the AMI USA/ EAA/ NAMTA conference Montessori: Learning for All in November, 2019.

Using Cosmic Education to Aid the Development of Capable and Conscientious Technology Users in the Late Second Plane

Rowan Webster

When addressing the intersection of social media, the technological devices and platforms through which we engage with electronic media, and the Montessori environment there are many questions to consider. How do we define the parameters of what constitutes technology? Should we teach the use of technology in the Montessori environment? If so, how? Even if we possessed a practical curriculum to provide the skills, background and moral foundation which would lead our students to use emergent technologies appropriately, when would it be developmentally appropriate to provide such lessons?

Surely these questions have been considered by guides and parents alike at your school; the use of technology and new media by children and the changes observable in children surrounded by increasingly abstract, screen-filled environments, are issues that we are all facing and talking about.

If only Maria or Mario Montessori could tell us what to do.

What I am suggesting is that, to a significant extent, they did, and though they were not able to give us the specifics, they illuminated a theory and an approach to inform not only a way in which this instruction can be provided, but the timing for it as well.

The difficulty is that our technological advancements have outpaced our emotional,

cultural, and spiritual capacity to adapt. This is not a challenge new to the 21st century.

As Dr. Montessori wrote, “Society has not only developed into a state of utmost complication and extreme contrasts, but it has now come to a crisis in which the peace of the world and civilization itself is threatened. The crisis is certainly connected with the immense progress that has been made in science and its practical applications, but it has not been caused by them. More than to anything else it is due to the fact that the development of man himself has not kept pace with that of his external environment.”¹

Why does this disconnect present an issue or a danger? We need look no further than the feeling of alienation experienced by many social media users. The means for cultural interaction has not been structured appropriately for the child because it has not been sufficiently structured for our society. We have created an illegible system in which the technology writes the story and we are the illiterates.

In conducting the research required for the development of a technology curriculum rooted in Cosmic Education, I learned a lot about the potential dangers of screen exposure, particularly for young children. I want to try to present these dangers to you as clearly as I possibly can, with the hope that this knowledge will empower you in conversations with parents and help them to

support your plan.

Yes, your plan. We have to teach our students how to use technology, but we have to do it at the right time, and in the right way. The right time to begin this process is the late second plane, after sufficient preparation. This begins with the grace and courtesy lessons of the Children's House, and the refinement of movements occurring in that environment. This preparation continues in the early part of the second plane as the productive imagination integrates with a capacity to work as a part of a coherent social community. This is the formation of what Montessori would describe as "morality." The right way to educate children on the use of technology is a process emerging through collaboration between thoughtful, technology-conscious Montessori practitioners rooted in the child-centered practices of Cosmic Education. While the final form of these lessons have yet to be defined, I have no doubt that their eventual successful implementation as an aid to the child and future technology user involves every level of guide, from the Children's House through the Adolescent Program.

So, what then is social media? Emergent technologies are not restricted to social media, but generally they are the means through which this social media is accessed.

In order to address this topic, we must first consider the definition of what social media is, what its relationship is with the other new media and emergent technologies, and what its effects are upon the children as determined by their plane of development.

Daniel Nations, a writer at Lifewire.com provides a succinct, yet frighteningly broad definition:

"Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information."²

Classified by these parameters, social media includes any website with personal user accounts, personalization, or profile pages, friends, followers, groups or hashtags which serve to consolidate or

compartmentalize communication, newsfeeds, notifications, information updating, saving or posting, like buttons or comment sections, review, rating or voting systems.

This definition includes most of the internet in its current iteration, including all of the most visited websites or platforms of the students I spoke with while preparing to write this: Youtube, Fortnite, TikTok and Instagram. These social media tools are used in the work of social networking, which is the concept of building a community digitally and are the realization of the internet as it is currently iterated, what many people call Web 2.0.

The foundation of Web 2.0 is the emphasis on user-generated content, meaning that web users are active rather than passive participants and ostensibly responsible for taste making in a digital landscape.

This suggestion of user agency is a myth.

Web 2.0 is an elaborately constructed fantasy in which algorithms and the consolidation and analysis of data hurls us towards the manifestation of Web 3.0, a web of content where the meaning can be both processed and manufactured by machines, and in which the majority of the content users view is chosen for them by increasingly complex machine-learning systems.

Of course, this outcome is contrary to our goals for the child, for whom choice is an essential component both of our pedagogy and our desired outcomes.

Beyond the long-term cultural dangers this technological evolution poses, we also must consider the physical effects. What are the consequences of early and prolonged screen exposure upon children and their developing brains? One of my research goals was to probe more deeply than the talk we've probably all heard, and perhaps given, on screen time. More is bad, less is better.

Why? It starts with sleep. We know it is important. How do screens explicitly effect it? We can look

at this qualitatively:

“The use of light-emitting electronic devices for reading, communication, and entertainment has greatly increased recently. We found that the use of these devices before bedtime prolongs the time it takes to fall asleep, delays the circadian clock, suppresses levels of the sleep-promoting hormone melatonin, reduces the amount and delays the timing of REM sleep, and reduces alertness the following morning. Use of light-emitting devices immediately before bedtime also increases alertness at that time, which may lead users to delay bedtime at home. Overall, we found that the use of portable light-emitting devices immediately before bedtime has biological effects that may perpetuate sleep deficiency and disrupt circadian rhythms, both of which can have adverse impacts on performance, health, and safety.”³

“Children who use a media device right before bed are more likely to sleep less than they should, more likely to sleep poorly, and more than twice as likely to be sleepy during the day.” and “Significant effects on both mental health and sleep time appear after two or more hours a day on electronic devices.”⁴

While we are fairly certain that screen exposure reduces the quantity and quality of sleep, the research into these changes in sleep pattern is still fairly qualitative. What are the fMRI’s actually saying across longitudinal studies?

Here is an excerpt from an example of a finding conducted through EEG readings:

“...implemented a bedtime delay protocol in 5- to 12-year-old children to obtain partial sleep restriction (1-night; 50% of their habitual sleep). High-density sleep EEG was assessed during habitual and restricted sleep and brain myelin content was obtained using mcDESPOT magnetic resonance imaging. The effect of sleep restriction was analyzed using statistical non-parametric mapping with supra-threshold cluster analysis. We observed a localized homeostatic SWA response following sleep restriction in a specific parieto-occipital region. The restricted/habitual

SWA* ratio was negatively associated with myelin water fraction in the optic radiation, a developing fiber bundle...These results provide evidence for increased sleep need in posterior neural networks in children. Sleep need in parieto-temporal areas is related to myelin content.

*“Brain networks respond to sleep deprivation or restriction with increased sleep depth, which is quantified as slow-wave activity (SWA) in the sleep electroencephalogram (EEG).”⁵

Unfortunately, this is what reading peer-reviewed quantitative research looks like. Even though I’ve highlighted the most important section, unless you have more time, energy, and attention, it can be difficult to comprehend. Most of us are not trained in this research field. What can we, well-intentioned educators, glean from this quantitative analysis?

That in addition to observable sleep loss, there are actually measurable changes taking place in the physical brain, primarily as a result of the sleep that is altered by screen exposure.

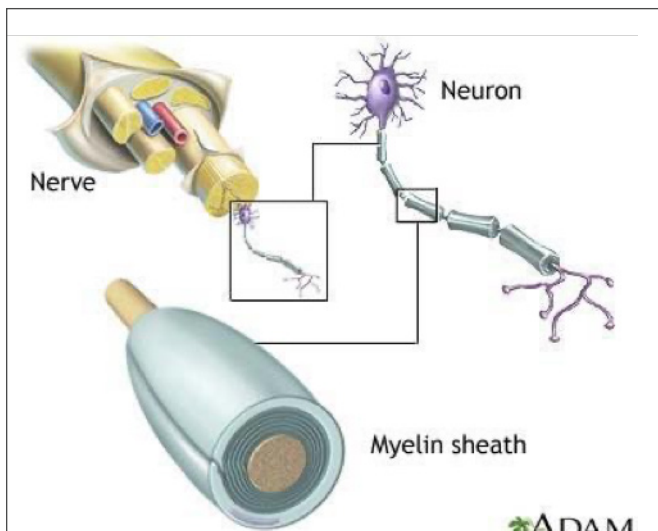
- More screen time = less sleep
- Less sleep = Less myelin
- Less myelin = less capacity to learn new skills, including motor skills
- The link between myelin and behavior is still being explored⁶

So what is myelin? It is what allows our nerves to effectively transmit electrical impulses or signals.

- Myelin is an insulating layer, or sheath that forms around nerves, including those in the brain and spinal cord. It is made up of protein and fatty substances.
- This myelin sheath allows electrical impulses to transmit quickly and efficiently along the nerve cells. If myelin is damaged, these impulses slow down.⁷

This is a simple summary, and it focuses in particular on the myelin sheathing of the neuron, but later we are going to look at other physiological components of the brain in which we are able to

observe measurable changes.



Here is a picture of myelin relative to the rest of the nerve bundle and the neuron. It seems small, and even possibly insignificant.⁸

"The abnormal rate of myelinization during childhood or adolescence may very well underlie the emergence of psychotic symptomatology."⁹

That's a chilling thought. The composition of myelin doesn't seem so insignificant now, particularly when we are talking about something for developing children that seems to be completely avoidable, an element of the environment that we actually have the power to mediate through preparation.

Myelin is not the only part of the brain altered by screen exposure. We can also measure changes in gray matter linked to prolonged screen exposure. This should come as no surprise, since gray matter is primarily composed of nerve cell bodies; the same transmitter in which myelin is such a critical component.

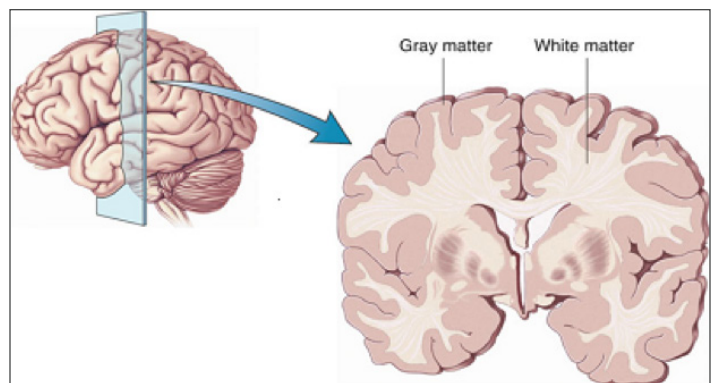
- Reduction of gray matter in areas including the frontal lobe, the part of the brain responsible for planning, prioritizing, organizing, and impulse control.
- Gray matter loss was also observable in the striatum which is involved in reward pathways and the suppression of socially unacceptable impulses.
- There was also damage to the insula, which is involved in our capacity to develop empathy

and compassion for others and our ability to integrate physical signals with emotion.¹⁰

These probably sound like challenges that some of your students contend with on a regular basis, and for those of you with some tenure in the classroom, likely to a more extreme degree than you used to see. We are going to come back to the function of the striatum later on, and the sort of choices that this gray matter loss can guide the children towards.

White matter can also be affected by screen exposure. These are the deeper tissues of the brain containing nerve fibers called axons, which are extensions of the neurons. This "spotty" white matter can result in inconsistency in behavior, recall, and the ability to determine what represents the criteria appropriate for the child to enter the "fight or flight," sympathetic state.

- "Spotty" white matter translates into loss of communication within the brain, including connections to and from various lobes of the same hemisphere, links between the right and left hemispheres, and paths between higher (cognitive) and lower (emotional and survival) brain centers. White matter also connects networks from the brain to the body and vice versa. Interrupted connections may slow down signals, "short-circuit" them, or cause them to be erratic ("misfire").¹¹



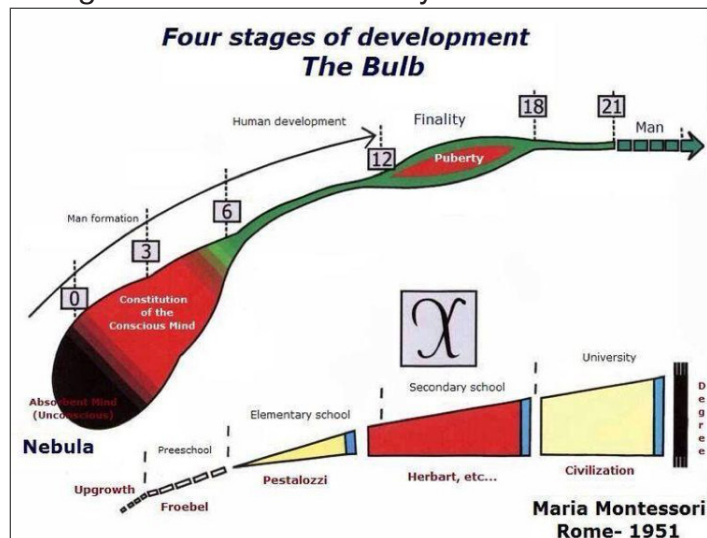
Here is the distribution of white and gray matter in the brain¹²

Many of these behavioral changes fall under what can generally be described as impaired cognitive function.

- Imaging studies have found less efficient

information processing and reduced impulse inhibition, increased sensitivity to rewards and insensitivity to loss, and abnormal spontaneous brain activity associated with poor task performance.¹³

Interestingly, but not surprisingly, this particular set of fMRI observations are of adolescents, a developmental period in which the developmental characteristics are such that they don't need any of these additional obstacles; they are challenged enough in these areas already.



Here is an image of “The Bulb,” for context, describing Montessori’s observations on development. Note the parallels between the 1st plane of development 0-6, and the 3rd plane of development, 12-18.¹⁴

What are the effects of screen exposure for children between 0-6, the most critical period in the child’s development, the 1st plane?

“In order for the brain’s neural networks to develop normally during the critical period, a child needs specific stimuli from the outside environment. These are rules that have evolved over centuries of human evolution, but—not surprisingly—these essential stimuli are not found on today’s tablet screens. When a young child spends too much time in front of a screen and not enough getting required stimuli from the real world, her development becomes stunted.”¹⁵

Of course, as Montessorians, we know this, we understand how important it is for children to interact with the real, concrete world, ideally within a carefully prepared environment, in which

the child’s every interaction supports their optimal development. These controlled and carefully designed interactions are not found on the screen, and those that are do not suit the needs of a child this age.

Even the notoriously conservative American Academy of Pediatrics discourages screen time for very young children, a sentiment that the World Health Organization echoes, encouraging limitations that are even more stringent.

The effects of this early screen exposure are particularly important when it comes to determining the child’s ability to identify what they find to be enjoyable and making choices on that basis. Remember the role of the striatum? For a child receiving the intense stimulation of the screen, lights, sounds and colors, all extensions of Skinnerian behaviorist manipulation based on variable rewards systems, it should come as no surprise that as the child becomes accustomed to this immediate release of dopamine in conjunction with environmental interaction, the child “will learn to always prefer smartphone-style interaction—that is, immediate gratification and response—over real-world connection. This pattern mimics, in a less intense manner, the dangerous cycle psychologists and physicians regularly see in patients with drug and alcohol addictions.”¹⁵

Not only do we not want children who are effectively addicted to screens, but given the intensely important role of choice in the Montessori classroom, where the goal is for the child to eventually attain independent self-governance, it seems directly contradictory to our aims for the child to almost exclusively correlate screens with pleasure.

This isn’t the only behavior that is changing since the interactions between children and screens became commonplace.

“Not only is the amount of information we are processing creating the feeling of being out of control, the way in which we are using these devices is changing our brain functions so that we aren’t in control, the technology is. Take for

example the use of GPS for even the most simple mapping activity. The parts of our brain that we use for navigation and spatial orientation aren't working like they used to. Children are growing up without the capacity for mental mapping that supports the tendency towards orientation. They learn in such a way that they can't orient themselves without the assistance of an external program. Likewise, our capacity for long-term memory has also been proven to be increasingly inhibited by a growing reliance on easily accessible information that no longer needs to be memorized in order to be shared.”¹⁵

This sense of being constantly unsure without the assistance of the screen can lead to feelings of anxiety. While we are actively working to convince children of their capacity to develop personal power through doing, screens are increasingly doing more and reducing that embodied empowerment.

A large part of this is because we aren't providing meaningful social, cultural, and emotional context for the use of these tools. Think of the knife. You wouldn't simply hand it to the child without instruction and assure them that this is a very useful object, wishing them “Good luck.” When children are taught how to properly use the knife, they often can do so safely and to tremendous effect. A lot of parents and teachers don't seem to be doing this with screens, we are putting them in the hands of children, confident that eventually they are going to “figure them out.” Part of this is likely that we don't want to admit our own ignorance, or the fact that, unlike the knife, we often don't have a structured and sequential plan for the development of competence.

Perhaps the most obviously dangerous and unstructured activity that these children can have, outside of pornography, is the use of social media.

“Younger children are simply not ready to have social media accounts. They are not old enough to navigate the complexities of online relationships, which often lead to misunderstandings and conflicts even among more mature users. They also do not have a fully developed understanding

of privacy, including what's appropriate to share with others and who has access to their conversations, pictures, and videos.”¹⁶ Children absolutely need to understand how to manage social interactions in the concrete world before they begin to endeavor to handle them in the abstract. These social relations, as described by Montessori, are governed by morality. “Morals have at the same time a practical side, which governs social relations, and a spiritual side, which presides over the awakening conscience of the individual.”¹

Morality is a term that Montessori often associated with the use of technology, a component of her pedagogy she describes, in no uncertain terms, as being essential, and she even tells us how we should consider approaching and implementing technology within our environments.

“The school should possess a “museum of machinery.” The machines must be of a suitable size so that the children can take them down and reassemble them, also use and repair them. A philosophical reflection arises from this; that is, that machines have given man powers far greater than are natural to him, and that man can only develop as he advances in his work of developing civilization. The man of the “supra-natural” powers can see, through lenses, things that are minutely small or remotely distant, and can calculate mathematically, through a “supra-natural” or artificial development of his brain, the exact nature of events that are completely inaccessible and even unimaginable to primitive man. So today, man can listen to voices that come from tremendous distances and can measure the waves that make these communications possible. Through machinery man can exert tremendous powers, almost as fantastic as if he were the hero of a fairy tale. Through machinery man can travel with an ever-increasing velocity, he can fly through the air and go beneath the surface of the ocean. So that civilized man is becoming more and more “supra-natural” and the social environment progresses correspondingly. If education does not help a man to take part in this “supra-natural” world he must remain an “extra-social” being. The “supra-natural” man is the king of the earth,

of all things visible and invisible, he penetrates the new secrets of life, growing new flowers and breeding new animals that are supercreations, increasing through chemistry the natural produce of the earth, transforming things as though by magical powers. These are the proofs of the collective greatness of humanity: each man may add something to them.”¹

That’s fairly unequivocal.

This giddy optimism of the early 20th century may seem quaint to us now firmly ensconced in the Age of Information, but Montessori, despite her apparent innocence here, is not naive.

“For in our times science has created a new world in which the whole of humanity is joined together by a universal scientific culture. Thus, children should learn to use machines habitually as part of their education. The machine is like an extra adaptable limb of modern man; it is the slave of civilization. But beware, for the man of ill-will may be rendered dangerous by machinery; his influence may become unlimited as the speed of communication increases. Therefore a new morality, individual and social, must be our chief consideration in this new world. This morality must give us ideas about good and evil, and the responsibility toward humanity that individuals incur when they assume powers so much greater than those with which they are naturally endowed.”¹

How do we know when a child has experienced sufficient moral development to begin to use screen based, abstract, and potentially alienating technology? How do we see the child’s preparedness to move from the concrete social life to an increasingly abstract one?

After all, myelin hasn’t finished sheathing the nerves until the end of adolescence, so why do we begin providing children with technological interactions before myelination ends? If it were possible, it is almost certain that it would be better to delay the introduction of screens until after the conclusion of this developmental stage, but such a deferment is largely inconceivable given the

realities of the environment in which children must mature. It seems that the world expects children to be able to use screen-based devices, so in order to best serve the children who are participants in their society, we must provide both the means to navigate this culture and the ability to improve it. This is predicated upon the manifestation of the practical and spiritual “moral” characteristics identified by Montessori. How do we know when the child possesses these?

Observation. We can see when the child embodies the appropriate social, moral and physical characteristics to begin the study that will allow them to use these tools safely and creatively, and become an agent of cultural change. This is observable in their social participation, demonstrations of empathy, and their “connection to the natural world,” productively utilizing their human gifts: the hand, the special mind, and the heart. The time when these characteristics begin to shine is typically in the period of the late second plane of development during which the child occupies the upper elementary environment.

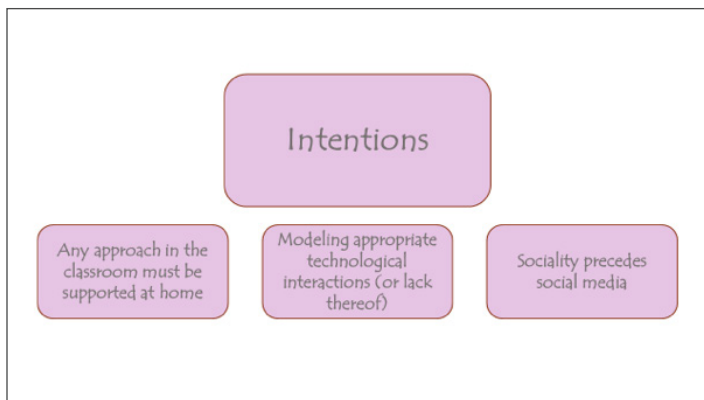
Can technology be used to align these capacities to affect collaboration and creativity? Is it a vector? Does it facilitate? Do the children know how to use it? Is the skill of the hand there? What about the mind? What about the heart? Can the child cook, read a map, make things? Do they have an active body and brain, or a purely receptive brain? If they are lost, can they still be found? These are the traits of the child prepared to pass to a more abstract engagement with the world, and traits we should be observing as the child becomes increasingly confident and assertive. The confident child is a child who will embrace a challenge.

The child must understand the technology that they are using, its impact upon society and its place within the greatest possible scheme, the cosmos. The simulation of use and the manipulation of engagement is insufficient.

Indeed, it is not just the practical understanding of emergent technologies to which the academically oriented second plane child is particularly well suited.

The child in the 2nd part of the second plane, with their strong sense of social justice, is the ideal candidate to begin the exploration of what grace and courtesy looks like in the form of an abstract medium and to define the moral standard within the broad and nebulous context of new media. The education of the 2nd plane child on their relationship with emergent technologies is one that should be predicated upon conscious engagement. The guide must be diligent to make interactions with the technology become work grounded in morality, which is to say, conscious and deliberate. To support such an aim, I am working to develop a practical curriculum for the moral education of the upper elementary child in the field of technology, defining this relationship as one rooted in purpose. This work in progress provides the guide with an interdisciplinary outline that aids the student in connecting their understanding of technology to the broader curriculum of Cosmic Education.

So what does the curriculum look like to introduce the child to the use of emergent technology and new media as an element of Cosmic Education? Much of it is about sufficient depth of exploration; presenting broadly and fluently will generate interest and engagement in the students, and proper framing will provide the context.



Setting some broad philosophical parameters for the implementation of this approach within the classroom and the homes of the students is important. I don't personally have the parents sign a physical contract, but if that's something that you'd like to do in your own environment that's fine, because that's essentially what these shared intentions are, an agreement that the utilization of

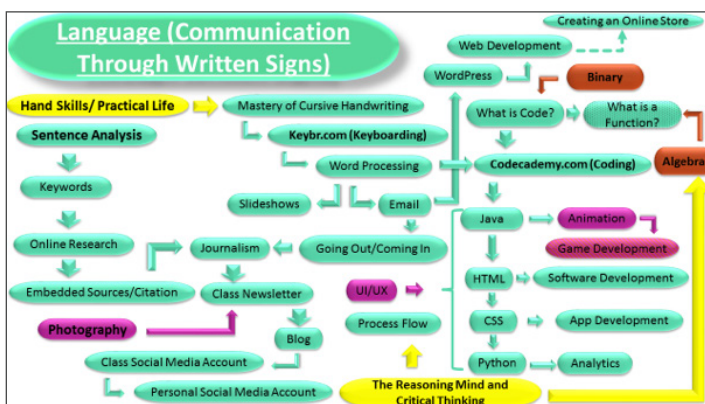
technology isn't going to be done haphazardly, either in the introduction of skills, or in the preparation of the child's more complete being. For the upper elementary children, this means that they won't use social media until they have had lessons that ground them in conscientious future use. Assured that their children are receiving instruction on the use of technology at school, parents have become more receptive to limiting their children's interactions with it at home.

Some examples of contracts between parents and children and teachers and students can be found on Common Sense Media's website (<https://www.commonsensemedia.org/family-media-agreement>).

At our school, Omni Montessori, located in Charlotte, North Carolina, one of the components of our parent handbook is that student use of cell phones is not permitted during the course of the academic day. These cell phones are, of course, as we all know, small computers. For our adolescents, many (most) of whom are owners of cell phones, this means putting their devices into a basket upon their arrival at school and collecting them at the conclusion of their time under our supervision. To support our students in this policy, our faculty does not use their phones in front of the students unless circumstances make it absolutely necessary, in which case we will preface our interaction with the device by providing some sort of explanation to the students. When parents visit the school we ask that they endeavor to model similar behavior.

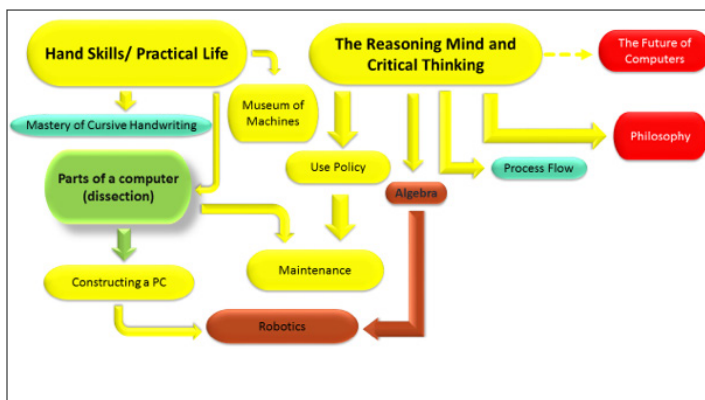
For a variety of reasons the Great River is an effective introduction to the role of the computer in Cosmic Education, and not just because it is a conveniently approximate analogy for this technology. It helps the students to orient themselves to the whole, and from there turn themselves to the parts and their function, and to think critically about the similarities and differences between their own processing power and that of the computer. Most importantly, it engages the imagination with the work through the power of story.

Egyptian mathematics provides a rather striking example of how much of this work is a natural extension of much of what is found in our albums because the rules upon which computers are based are the eternal laws of mathematics. One of the most important lessons that can be derived from this lesson as a preparation for binary code is that all natural numbers can be expressed as powers of 2. While many of these lessons related to technology may seem like a bunch of gobbledygook to you now, you actually have the capacity to learn it for yourself and then transmit it to your students, and perhaps no lesson in our albums proves this quite as easily.



So where is social media? Here it is, at last! You can see that a lot of preparation goes into developing an account, and if you make this course of lessons known to the children, it really motivates some of them to work towards this through active preparation.

This chart is positioned last, but some of the presentations and skills found on it are actually pre-requisites for the rest of the work.



So what is this all about? Hope. Assurance that

creating a foundation of physical, interpersonal, intellectual, and spiritual skills will not render the child socially inert or make them marginal within our society. They will not be deficient in their ability to perform applied computer science skills in a way which is meaningful. Unlike STEM or some of the newer pedagogies, our approach remains focused on process rather than product, the child in the moment rather than the results on some future test.

Some of you may have classrooms without highly disregulated children, in which case all praise is due to the guide, the parents, the administrators and your admissions office, but in all likelihood, you have at least one child in your class who, even if there is not attributable causation, there is at least a correlation between their screen use and their interest and engagement in the classroom.

In order to have the sort of profound and positive impact upon the child that we tend to aspire to, we need to get the parents on board, and that isn't easy. But it helps to be able to go to them and say "I have a plan, and I have tools available to me to help prepare your child to operate in a safer and more empowered fashion within the space of new media."

With a statement like that you might be able to begin building some of the trust you need in order to say "so could you please limit some of their screen time at home as it interferes with the curriculum in which I am actively trying to engage your child" and thereby engage parents as allies who have the same objectives you do.

Although the curriculum is designed for the upper elementary, its success is contingent upon the entire school. Primary and lower elementary guides can use supportive scientific information as they convey to the parents of their students that social media exposure is not developmentally appropriate, and that screen time for children should be significantly limited. They can let parents know that the grace and courtesy skills that their children are developing in the first and early second plane will act as necessary precursors for their children to become "moral"

social media users.

In short, despite the radical nature of the cultural changes of the 21st century, we do not require a new approach.

We have to do it together, shoulder to shoulder. It starts in the Children's House with the early grace and courtesy lessons, because the understanding of what it means to be a participant member of a concrete society is what allows us to continue to utilize empathy, sympathy, compassion and respect when that society becomes more abstract. Yes, the challenges and potential dangers are real, but we have the means to guide the child towards self-discovery and mastery, to social interaction rooted in morality and a sense of a higher, interconnected order.

•••



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 CISM 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.

References

¹ Montessori, Maria. *From Childhood to Adolescence: Including "Erdkinder" and the Functions of the University*. Clio Press, 2004.

² Nations, D. (November 8, 2019). *What is social media?* Retrieved from <https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616>

³ *Impact of light-emitting eBooks before bed* Anne-Marie Chang, Daniel Aeschbach, Jeanne F. Duffy, Charles A. Czeisler Proceedings of the National Academy of Sciences Jan 2015, 112 (4) 1232-1237; DOI: 10.1073/pnas.1418490112

⁴ *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us*. 2017. Jean M. Twenge PhD

⁵ *Increased Sleep Depth in Developing Neural Networks: New Insights from Sleep Restriction in Children*. Salome Kurth, Douglas C. Dean III, Peter Achermann, Jonathan O'Muircheartaigh, Reto Huber, Sean C. L. Deoni, and Monique K. LeBourgeois. *Front Hum Neurosci*. 2016 Sep 21;10:456. eCollection 2016.

⁶ I. A. McKenzie, D. Ohayon, H. Li, J. Paes de Faria, B. Emery, K. Tohyama, W. D. Richardson. Motor skill learning requires active central myelination. *Science*, 2014; 346 (6207): 318 DOI: 10.1126/science.1254960

⁷ Myelin. Taber's Medical Dictionary Online. www.tabers.com/tabersonline/view/Tabers-Dictionary/767168/all/myelin

⁸ <https://medlineplus.gov/ency/article/000737.htm>

⁹ T. Paus et al: "Structural maturation of neural pathways in children and adolescents: In vivo study." *Science*, 283 19 Mar 99

¹⁰ Gray matter abnormalities in Internet addiction: A voxel-based morphometry study. Zhou, Yan et al. *European Journal of Radiology*, Volume 79, Issue 1, 92 – 95

¹¹ Lin F, Zhou Y, Du Y, Qin L, Zhao Z, Xu J, et al. (2012) Abnormal White Matter Integrity in Adolescents with Internet Addiction Disorder: A Tract-Based Spatial Statistics Study. *PLoS ONE* 7(1): e30253. <https://doi.org/10.1371/journal.pone.0030253>

¹² <https://difference.guru/difference-between-white-and-gray-matter/>

¹³ Dong, Guangheng, Yanbo Hu, and Xiao Lin. "Reward/Punishment Sensitivities Among Internet Addicts: Implications for Their Addictive Behaviors." *Progress in Neuro-Psychopharmacology & Biological Psychiatry* 46 (October 2013): 139–145. doi:10.1016/j.pnpbp.2013.07.007. and Yuan, Kai, Wei Qin, Guihong Wang, Fang Zeng, Liyan Zhao, Xuejuan Yang, Peng Liu, et al. "Microstructure Abnormalities in Adolescents with Internet Addiction Disorder." Edited by Shaolin Yang. *PLoS ONE* 6, no. 6 (June 3, 2011): e20708. doi:10.1371/journal.pone.0020708.)

¹⁴ Liraz Margalit, Ph.D. "What Screen Time Can Really Do to Kids' Brains" Apr 17, 2016 *Psychology Today*

AMI's New Montessori Core Principles Certificate Course and Blended Primary Course

Mary Caroline Parker and Uma Ramani

© 2019

There's no doubt that our comprehensive and rigorous AMI teacher training sets a high standard. It's the reason the AMI diploma is recognized and sought after around the world. But the fact that our training has traditionally required full-time study at a training center means it is often out of reach for those who need to work full-time and those who live where training is not available.

Now all that is changing!

For the first time, we have AMI training that incorporates distance learning components – the Montessori Core Principles Certificate Course and the Blended Primary Course.

The Montessori Core Principles Certificate Course consists of 120 hours of on-site and distance learning. A deep dive into Montessori theory and principles of practice delivered by AMI trainers and lecturers at all levels from birth through adulthood and aging, it is designed for administrators and staff who support Montessori programs in schools; policy makers and education advocates; academicians and researchers studying Montessori education; those working with the elderly, people with special needs, and underserved communities; children's rights activists; and those interested in human development, peace, and non-violence.

The Blended Primary Diploma Course is the AMI teacher training and certification course for teachers of children ages 3-6 – the same AMI content and high-quality teacher training in a new accessible format. It includes all elements of the traditional AMI Primary diploma course – lectures, demonstration of materials, album

making, material making, reading discussion, supervised practice, observation, and practice teaching – in alternating blocks of on-site and distance work. Successful completion of the course leads to the AMI Primary diploma in 12 months.

The blended training format is the result of 18 months of work by a panel of AMI trainers from all levels of training as well as representatives of the Adolescent Orientation and administrators. These AMI trainers and educators did an in-depth study of AMI training and discussed ways to make the training more accessible to more people. The resulting model will make AMI training accessible to many thousands of working professionals, such as public-school educators who can't leave their classrooms to take the training. In fact, it's already happening at the Montessori Institute of North Texas (MINT) in Dallas!

MINT launched the Montessori Core Principles and Blended Primary Course pilot courses last summer with an enrollment of over 70 and a waiting list of more than 60. Now, after the completion of the first Montessori Core Principles Course and midway through the first Blended Primary Course, we're able to reflect on what implementation of the blended approach has shown us and share information with you about this new training modality, which we hope will be adopted by AMI training centers around the world.

The Montessori Core Principles Certificate Course at MINT

The first Montessori Core Principles Course took place in July 2019. With two weeks of on-site attendance followed by self-scheduled distance

work, it was a deep exploration of Dr. Montessori's extraordinary life and activism; her great vision of human development across the life span, from birth through adolescence, adulthood, and aging; the implementation of Montessori principles in all planes of development; and Montessori as education for peace.

- More than 70 students came from Texas and 12 other states, Australia, Canada, and Taiwan.
- 48% were public-school educators.
- 48% were persons of color.

Students in the course included university professors; education researchers; Montessori trainers and training center administrators; an AMI/USA board member; parents; community activists; and school administrators, teachers and assistants, including educators from public school districts such as Austin ISD, Dallas ISD, Cedar Hill ISD, Grand Prairie ISD, Kansas City Public Schools, and public charter school organization Lumin Education.

Here's a short video (3 minutes) that explains the content of the course – we think it captures the spirit of the course as well!

https://www.youtube.com/watch?v=cQs_tRD1dQU

The Blended Primary Course at MINT

With ten weeks of on-site work and two distance blocks, the format of the Blended Primary Course reduces on-site time by half and uses technology to create effective distance learning modules. We know this training format is meeting a real need. Applicants have told us so, with statements such as “I’ve been waiting for this course for years,” and “Thank you for offering this course because I’m not sure if I would have experienced this in any other way!”

Of the 70+ students who completed the Montessori Core Principles Course, 39 continued in the Blended Primary Course and are now half-way through their training. All the students are working while taking the training, and all but a handful are teaching in Montessori classrooms. Recent observation visits by an AMI trainer to

the classrooms of 12 students who are teaching now in three Dallas-area public schools showed remarkable implementation of Montessori principles in Primary classrooms.

The Technology

People often ask how MINT can deliver authentic AMI training during distance blocks. This is possible through the use of technology proved effective during years of successful application -- the Populi learning management system and the Panopto video management system.

Populi permits delivery of course materials and creation of forums for individual and group work among students. Assignments can be posted, and finished work can be uploaded. Populi also offers an internet work messaging system for private communication among training staff; it includes an activity feed for interaction with each student individually; and it provides a group communication option for dialogue with all students.

Panopto was developed at Carnegie Mellon University. It has been tested and approved by many major universities for on-line learning, lecture recording, screen-casting, video streaming, and video content management, including Brown, Cornell, Columbia, Georgetown, Johns Hopkins, Stanford, Yale, UC Berkeley, UCLA, Johns Hopkins, the University of Michigan, and the University of Pennsylvania, among others.

These platforms were carefully chosen precisely because they are capable of supporting the comprehensive and rigorous nature of the AMI training. They work with the design of the blended courses to enable deep engagement with course content in both theory and practice. Students create presentations to communicate key theoretical principles, upload videos of material demonstrations, and receive individualized feedback from course mentors, much as they would during supervised practice.

Beyond the work with course content, distance blocks also include observation and practice teaching, live webinars, reading discussion posts,

and weekly assignments -- all with an emphasis on developing students' capacity for self-reflection. In essence, these adult students work in a "virtual prepared environment" that fosters self-paced and self-motivated learning.

How the Blended Training Format Supports Our Mission

As an AMI training center, MINT's mission is to better the lives of all children through AMI-accredited teacher training programs and to expand the awareness of Montessori principles in society. What better way to do this than by increasing access to training?

The implementation of the blended training format is a major step forward for AMI that will have a huge impact on the availability of highly trained and certified Montessori teachers, especially for children in public schools. We would love to share our experience with you, and we welcome all questions. We hope to see the new blended training model adopted by more training centers around the world.

•••

Mary Caroline Parker is the Executive Director and Uma Ramani is a Director of Primary Training at The Montessori Institute of North Texas. <http://www.montessori-mint.org>

•••

Student Testimonials

I am in awe of the depth of what was covered...I



commend the pioneers of the course for recognizing a need, sharing a collaborative vision, and for being courageous enough to take the risks to do what is necessary to meet the needs of the growing Montessori

community that is desperate for knowledge.

–Kalinda Bass-Barlow

Principal, Holliday Montessori School (Kansas City Public Schools) and AMI/USA Board Member



In addition to changing my view of education, this program changed how I see the world and my personal relationships. Observing the world with knowledge of the human tendencies, having a stronger foundation in human development, and truly working for world peace through education, I notice differences in myself for which I am so grateful. And through this program I have met some of the most incredible people from all over the world. Thank you for making all of this possible!

–Stacy Och

Grand Prairie ISD Primary Guide



It's been so interesting to watch people who had no exposure to Montessori become so inspired, people who had a little bit of exposure get excited, and people who had a lot of exposure deepen their practice. . . As a matter of fact, now I think every one of my teachers should

come and hear these core principles because it will just deepen their practice.

–Merry Hadden

AMI Assistants to Infancy Trainer



These were not just lectures, but deep discussions led by experts in their domains. The course was designed carefully and deliberately to enhance and deepen the knowledge. It truly was a Master Class. I'm so grateful to have been part of this course and I consider it my privilege to have traveled on this journey with a diverse group of my fellow students here. I not only deepened my understanding of the pedagogy but also energized to be more active in the social movement.

–Shekhar Krishnamurthy

Executive Director, Montessori Training Center of St. Louis

As we celebrate this year the approaching 150th birthday of Dr. Maria Montessori, it seems like an appropriate time to reflect on experiences that have brought us to this point in time; individually, as organizations, as a collective world-wide Montessori community. The following is one such reflection.

The Enrichment Center 1975 Brentwood Elementary School Brentwood, CA

Jim and Frances Fitzpatrick Bergamo, 1972

That time when we had 127 children in our class each day.

When the 127 children had been chosen in small groups of three and four by each teacher in the school to visit with us perhaps as often as four times a week for one-two hours a day.

That time when we didn't have to guess which 'type' of child the teachers would choose to be out of their classroom every day for 90 minutes. "This'll be interesting."

When, after a few weeks, 90 minutes would evaporate and the 30-35 children in the environment would begin balking at returning to their regular classroom..."Oh, do we have to?!? I haven't finished this binomial square root problem, yet! Five more minutes, Jim, five more minutes, please!"

That time just before school began in September when our neighboring teacher, in her 5th grade bungalow next door, finished organizing her six drawers of file cabineting, "There! I'm done! The whole year!" I was intrigued, "Did you say, 'done,' like in finished?" "Yes, I have the worksheets mimie-oed (the intoxicating smell was powerful) and prepared for every subject, one for every child, broken into each day of the week for each week of school, until June." "And that's it? The whole year?" "Yes, now all I have to do is organize the reading assignments and I'll be completely ready for them. Those files go in this top drawer,"

and she patted her filing cabinet like it was a 15-hand horse.



That's the time when we were younger, that's me in the foreground left, and Frances in the doorway way to the back. No one was ever young enough for this project.

That time I smelled something burning and discovered a boy outside with the science shelf's magnifying glass burning his initials into the building's exterior.

That time when one of the moms called the school asking, "What the hell is going on down there at school?!?" Turned out, her son was refusing to go to school unless it could be arranged that he'd spend his whole day in the Enrichment Center. "Why can't he stay the whole day?"

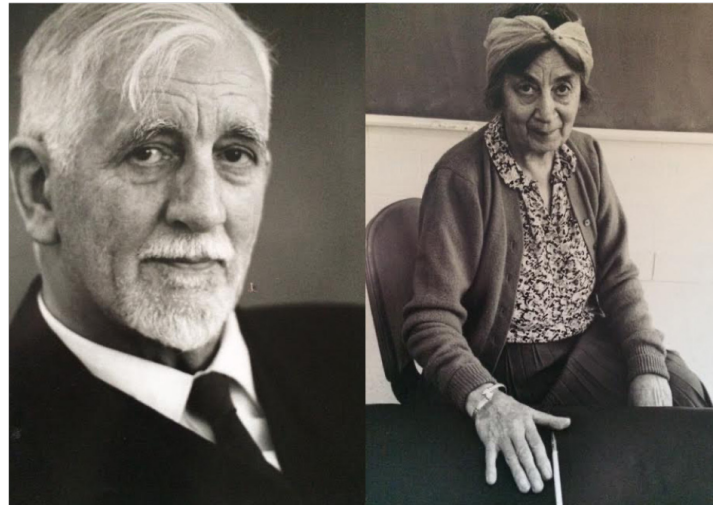
That time when another mom arrived in the Enrichment Center doorway asking why the parents didn't know this special opportunity was being made available to children, and why wasn't her daughter included? "Oh, well, you'll have to check down in the office."

With the financial support of his Billy Jack Foundation, Tom Laughlin sponsored the Enrichment Center as a supplemental experience for children attending Brentwood Elementary School. At the time the LA Unified School District was searching for an equitable solution to "Mandatory Busing." With Laughlin's support the school's administrators offered up the Enrichment Center as an allurements to families throughout the school district—families could volunteer to sign up their children for attendance in a location nearly 50 miles from their homes in South Central LA. "How many signed up?" Not too many. Zero.

Laughlin paid our salaries, plus the costs for all of the supplies, and he provided all of the Montessori materials, which I pulled from storage from the days of the Sofia School in Santa Monica. Tom had founded and developed the school in the early 1960s, eventually pulling Dr. Claude and Francesca Claremont out of their retirement cottage in England, then whisking them to Santa Monica to launch the 'teacher-training' aspect of the school. With nearly 350 children enrolled, some as young as 3 months, the Sofia School provided several Children's House environments, Lower and Upper Elementary classrooms, and a fully developed adolescent program culminating in a unique Montessori college curriculum offering a BA degree in education.

Most of our time with Tom Laughlin ended up being double-time time because he had wisely tape-recorded many of the Claremonts' lectures presented to the teacher-trainee students of Sofia School. Frances meet Francesca. If we weren't directing 127 children a day in the Enrichment Center, we were home lesson planning and or listening to lectures on a foot operated Dictaphone while typing on an actual typewriter—IBM Selectric! Transcribing the lecture tapes into a written form became an opportunity for others

to appreciate the Claremonts when David Kahn arranged to publish the Claremont transcripts in the NAMTA Journal.



Dr. Claude and Francesca Claremont

Of course, this was the same time our two daughters seemed hell-bent on developing a certain level of independence. "Dinner? Sure you can make dinner." Wait. When does a three year-old realize her dad was kidding? And as much as she didn't accept it, her one year-old sister wasn't quite capable of fulfilling the role of the competent sous chef. It was up to me to suggest to both of them, I'd help. They could make dinner, but I would help, as needed. The dishes? The clean up, that would be a whole other-time thing.

After Claude's death, and after the Sofia School shuttered its doors, Mrs. Claremont established an AMI teacher-training center that she directed until her death in 1969. That training center became the Montessori Institute of West Los Angeles in the 1970s under the direction of Estella Palminer— the western limit of Montessori teacher training, while Margaret Stephenson, on the right coast in Georgetown, MD, developed the Washington Montessori Institute.

Because Margaret Stephenson worked with Dr. Maria Montessori and the Claremonts, in London, and later with the Claremonts at the Sofia School, Frances and I were able to share with "Betty" our own shenanigans with Tom Laughlin. In fact, it was because of that shared reference that I allowed Betty to boss me around. There was that time at

an AMI Refresher course outside Boston, “Jim!” she said, “why are you wearing shorts? You’re a grown man, you look like a little school boy!” She didn’t even wait for my explanation, I took a breath to begin explaining, but she interrupted with, “I don’t want to hear it, you look foolish.”

Minutes later I was looking for a GAP where I could secure some full length khakis. I felt restored when that afternoon I stepped into the elevator only to hear, “Well! That’s more like it!” Betty’s stink-eye finally gave way to a slight smile. She was like that, declarative. Informative. Wonderfully enjoyable. She so admired Dr. Brian Swimme, noted cosmologist who reminded Betty and I over a glass of red wine, “We are recycled stardust.” Betty’s eyes tinkled with appreciation.

That time, now, much later on, when I begin to realize and recognize the overlap of Montessori experiences. How our perspective and understanding develops over decades. Who is that stranger in the mirror in long pants?!? I look at that Enrichment Center photograph and actually remember many of those children—their appreciation for their brief experience with ‘Cosmic Education’ was profound, we touched their souls with our lessons and experiences. And they ours with their genuine curiosity and interests, the whole experience enriched us all.

•••



Jim Fitzpatrick has been a Montessori educator for nearly 50 years, many of which were at the Santa Barbara Montessori School

which he founded with his wife Frances. Now, as a grandfather and a writer, Jim is thankful to be able to continue to have the opportunity to surf and skateboard as often as he can.

Whether you agree with their opinions or not, it is difficult to deny the power of our Montessori students' voices. They are passionate. They are strong. They are unafraid. The following article by 8th grade Marin Montessori student Calliope Ruskin was published in the Marin Independent Journal on September 18th, 2019. The following day was a student strike which left students feeling "hopeful and empowered", with one student saying, "It felt like we were all connected, like a single beating heart."

Marin Voice: Friday's student strike for climate action a moment for our future

Calliope Ruskin

When I am 25 years old, in 12 years, climate change will become completely irreversible. In 2050, Earth will be uninhabitable. I will be 44 years old. Scientists knew these facts before I was born. This will be my future if we don't do anything.

Marin students, and millions of students across the planet, are striking from school Friday because climate change threatens our lives. Young people don't have time to sit back. We need to act and act now. The only other planet that might sustain human life is 102 light-years away.

We are striking from school because when everything is normal kids go to school. But everything is not normal. As Greta Thunberg, the Swedish teenager who started the school climate strikes, said "I want you to panic. I want you to act as if the house was on fire."



Swedish activist Greta Thunberg, center, who has called on world-leaders to step up their efforts against global warming, listens to remarks by Sen. Ed Markey, D-Mass., chairman of the Senate Climate Change Task Force, at a news conference at the Capitol in Washington, Tuesday, Sept. 17, 2019. (AP Photo/J. Scott Applewhite)

Greta is so brave because she stopped doing something that everyone told her to do — go to school. She inspires me to stand up for what is right even if people tell me not to.

We students have three demands for our schools in Marin County, California and our country:

- No. 1:** Transition to 100% clean energy by 2024. I know it is soon, but it is the only way to save our future.
- No. 2:** Keep fossil fuels in the ground. We don't need them.
- No. 3:** Help victims of the climate crisis because they need it.

We have the solutions to the climate crisis, but we are not applying them. When world leaders go to the United Nations to discuss climate change next week, we want them to listen to the demands of students.

It is so terrible that my generation is living through this mass extinction. I feel sick thinking about how I might not be able to live my life. Since I was little, I knew climate change was bad. I remember my mom always talking about it. We went to Standing Rock with my family when I was 10 years old to stop the Dakota Access Pipeline. My teachers taught us that plastic was a problem and we should save water because there was a drought. We got a bucket to save our shower water. In sixth grade, I did a study about clean energy solutions to the climate crisis.

Why is climate change still a problem if my sixth-grade brain could understand it fully? Maybe it's because no one who can make a big difference cares about my generation. Maybe it's because our elders won't stop buying and selling fossil fuels. Maybe it's because people are selfish and only think about their comfort.

Students! Join our school strike and stand up for our world. The Marin strike will be at the San Rafael Town Square at Fourth Street and Court Streets on Friday from 9 a.m. to 3 p.m. Bring a sign, a reusable water bottle and a snack. Most importantly, bring a message of peace. Throughout the day, students will teach adults how to make origami paper cranes. The paper cranes will show our commitment to climate justice and peace. We will deliver them to Congressman Jared Huffman and ask him to bring them to President Trump at the White House.

Adults! Support us. Come to our strike by bike, bus, or electric vehicle. Do more than care about climate change. Walk your talk. Show us that you will make changes in your lives. Talk to your kids about our strike and why it's ok for them to miss a day of school. Tell your boss that you are striking with us.

Our strike is a message to our politicians, to our parents, and to our world. We will not be silent. We will not step down. We will not compromise. We will keep fighting for what we deserve, a peaceful and livable planet.

...



Calliope Ruskin (foreground) is an eighth-grader living in San Rafael, CA.

ALASKA

**JUNEAU MONTESSORI SCHOOL
AMI**

Open until filled, previous applicant need not reapply. Juneau Montessori School, is seeking an Executive Director to start in the fall of the 2019-2020 academic year. We are looking for an organized, compassionate and enthusiastic leader to join our staff. JMS, Alaska's only AMI recognized school, is a year-round program and has been providing authentic Montessori education to our community for over thirty years. We are a small non-profit housed in a beautiful historic building in scenic Douglas, Alaska (a small island community neighboring Alaska's capital city, Juneau, accessible by a short drive via bridge/ road.) The successful candidate will hold a MACTE accredited Montessori credential or be willing to pursue a Montessori credential upon hire. The candidate must also be able to meet qualifications set forth by the State of Alaska for a Child Care Program Administrator. School, non-profit or staff management experience is desired. Excellent verbal and written communication skills are essential to this position, as is an ability to work collaboratively with our board of directors and lead teachers to support and strengthen our school community. To apply, please visit our website at <http://www.juneaumontessorischool.org/> employment or contact jms@juneaumontessori.org.

CALIFORNIA

BERGAMO MONTESSORI SCHOOL

Join our team of dedicated professionals! Our growing school is accepting applications a Primary guide to lead a classroom in the Fall of 2019. The Bergamo Montessori School is the oldest Montessori school in the Sacramento area, serving children from infancy through adolescence since 1975. Our school is a good match for those who wish to teach according to their training. Our administrative team provides consistent support and classrooms are well equipped for use. Sacramento is a great place

to live. A temperate climate allows year-round outdoor activity and we are close to many areas of interest including San Francisco, the Napa Valley, Lake Tahoe and Yosemite. Our community is diverse and we enjoy a relatively low cost of living. The preferred candidate will have an AMI diploma and experience working in an authentic Montessori environment. We seek loving, curious and self-motivated guides who are committed to creating classrooms that embody Dr. Montessori's vision. Nice people only, please. We offer a generous compensation package including a very competitive salary, medical/dental/vision insurance, a professional development stipend and a retirement program with a yearly employer match. Interested candidates may email a resume and cover letter to Matt Hillis, Executive Director, at Matt@BergamoSchools.com.

**PACIFIC RIM INTERNATIONAL SCHOOL
AMI**

Pacific Rim International School (PRINTS) is a unique, dual immersion Montessori school that offers two innovative tracks from the Nido to the Erdkinder: a Mandarin-English program and a Japanese-English program. Each environment has trained adults working together, each speaking and teaching in his/her mother tongue. At the heart of our programs is a shared passion for culture in all its variegated aspects and a commitment to meaningful education. We are seeking AMI-trained guides to work with children at the following levels: Nido, Infant Community, Primary, Elementary, Erdkinder and High School levels. As a key feature of our programs is full immersion in either Mandarin-English, or Japanese-English, the guides should be native speakers of either Mandarin, Japanese, or English. Our two campuses are located on both sides of the bustling San Francisco Bay: in the vibrant community of Emeryville in the East Bay and sunny San Mateo, our AMI recognized campus south of San Francisco. Our emphasis on multiculturalism reflects the trademark cosmopolitan aspect of the larger San Francisco community. If you are excited by our immersion model and international emphasis, please tell us about yourself and send your resume to careers@

printschool.org. Please visit our website at www.pacificriminternationalschool.org for more information.

THE WAYLAND MONTESSORI SCHOOL

The Wayland Montessori seeks a fun, loving, nice, professional AMI Primary trained guide and Toddler trained guide. Located near sunny Sacramento our beautiful school in a farm like setting has been serving children ages 18months-6 years since 1980. A peaceful environment, competitive salary, enthusiastic parents, amazing children, and supportive AMI trained staff and administration make for a magnificent place to work. Contact Aman Purewal at waylandmontessori@gmail.com.

COLORADO

FORT COLLINS MONTESSORI SCHOOL AMI

Fort Collins Montessori School, an AMI Recognized school, is seeking an AMI Elementary teacher for our expansion in the 2019-2020 school year. FCMS serves children from 3 years to 12 years and was founded as a public charter school five years ago. We plan to expand our program over the next four years, increasing classrooms each year. FCMS is located in southwestern Fort Collins near Colorado State University. Many outdoor activities are available to residents, including skiing and hiking in the Rocky Mountains located only minutes away. Our current Primary and Elementary Teachers and the Head of School are AMI certified. Our classrooms are well equipped environments, and our staff is committed to providing a true Montessori experience for children. Our teachers are encouraged to practice Montessori as presented by their AMI trainers and AMI Consultants. Applicants will be required to obtain the appropriate certifications for Colorado, including elementary certification or the alternate for Elementary teachers. Most teachers have opted to take a test that qualifies them for this certification. Please send your resume, letter of interest, and the date and number of your AMI diploma to apply for this position. Paul Vincent, Head of School, Fort Collins Montessori School,

1900 South Taft Hill Road, Fort Collins, Colorado 80526. Email: PVincent@focomontessori.org

FORT COLLINS MONTESSORI SCHOOL AMI

Fort Collins Montessori School, an AMI Recognized school, is seeking an AMI Primary teacher and qualified classroom assistants for our expansion in the 2019-2020 school year. FCMS serves children from 3 years to 12 years and was founded as a public charter school five years ago. We plan to expand our program over the next four years, increasing classrooms each year. FCMS is located in southwestern Fort Collins near Colorado State University. Many outdoor activities are available to residents, including skiing and hiking in the Rocky Mountains located only minutes away. Our current Primary and Elementary Teachers and the Head of School are AMI certified. Our classrooms are well equipped environments, and our staff is committed to providing a true Montessori experience for children. Our teachers are encouraged to practice Montessori as presented by their AMI trainers and AMI Consultants. Applicants will be required to obtain the appropriate certifications for Colorado, including elementary certification or the alternate for Elementary teachers. Most teachers have opted to take a test that qualifies them for this certification. Please send your resume, letter of interest, and the date and number of your AMI diploma to apply for this position. Paul Vincent, Head of School, Fort Collins Montessori School, 1900 South Taft Hill Road, Fort Collins, Colorado 80526. Email: PVincent@focomontessori.org

CONNECTICUT

ELM CITY MONTESSORI SCHOOL

Elm City Montessori School seeks an experienced Elementary Guide committed to establishing Montessori as an exemplary public education model and vehicle for social justice. ECMS, New Haven's first public Montessori school, opened in the fall of 2014. As Connecticut's only local charter school, ECMS works closely with New Haven Public Schools and enrolls a racially and

socioeconomically diverse student population. ECMS is actively engaged in Anti-Bias, Anti-Racism (ABAR) work at school and in our broader community. Please visit <http://elmcitymontessori.org/jobs>.

FLORIDA

VILLAGE MONTESSORI

Village Montessori is looking for a lead toddler teacher. The ideal candidate speaks fluent English and holds his or her infant/toddler certification. We are located minutes from beautiful downtown Miami, Florida. For 13 years we have served the local community and are truly blessed by the support we receive. We are offering compensation for relocating and competitive salary. Contact Michael Yordan at village@montessorischoolmiami.com.

MARYLAND

ALEF BET MONTESSORI SCHOOL

AMI

A small and friendly school in Bethesda, MD near Washington DC is adding a Toddler class in September 2019. Join our warm and supportive team and a wonderful community of families. A successful candidate for teaching position is a responsible, child loving person who holds a Montessori diploma. Alternatively, a BA degree and willing to train in Montessori education. Competitive salary and benefits. Full time 8am -3pm. or Part time 8 am. – 12:30 p.m. Contact: Ellie Lichtash at info@alefbetmontessori.org.

MASSACHUSETTS

THE WAYLAND MONTESSORI SCHOOL

AMI

The Wayland Montessori seeks a fun, loving, nice, professional AMI Primary trained guide who would also serve as an administrator. Located 17 miles west of Boston, our beautiful, fully recognized at the primary level AMI school has been serving children

ages 3-6 since 1974. A peaceful environment, excellent salary, enthusiastic parents, amazing children, and supportive AMI trained staff and administration make for a magnificent place to work. Candidate must have a bachelor's degree and teaching experience. Contact Aman Purewal at waylandmontessori@gmail.com.

MINNESOTA

RADIANT MONTESSORI SCHOOL

Immediate opening for an experienced Montessori Primary Guide/Teacher in a well-established Montessori Preschool located in the beautiful suburb of Maple Grove, Minnesota. The successful applicant will possess initiative, leadership, management, and organizational skills. In addition, the ability to problem solve and communicate effectively with staff, parents, children, and management is imperative. Position requires Montessori diploma, and at least 1 year of experience. Salary commensurate with experience. Please visit our website at www.radiant-montessori.com for more information. Attractive benefits include 60% employer paid health, 100% employer-paid dental and a generous 401k benefits with 100% employer match. Email your resume to admin@radiant-montessori.com

MISSOURI

KANSAS CITY PUBLIC SCHOOLS

Immediate opening for a Montessori Teacher in the Kansas City Public School District, Kansas City, MO. The Montessori Teacher will help direct his/her students' activities academically, emotionally, and physically in a prepared Montessori environment that challenges each child to reach his/her full potential in these developmental areas, in accordance with Montessori philosophy and procedures in a public school setting. Position requires a Bachelor's degree in Elementary Education and Montessori endorsement from AMI. Salary commensurate with education and experience. Please visit the KCPS website at www.kcpublicschools.org/Careers

NEW YORK

PACHÉ MONTESSORI

Paché Montessori Cobble Hill is seeking Lead Guides for the 2020/21 school year. Our beautifully prepared school is located in a quaint, family-oriented neighborhood in South Brooklyn. With over 100 students, we offer programs for children 3 months to 6 years old in English and full Spanish immersion. Our fully equipped classrooms and frequent professional development opportunities give guides the foundation needed to excel in delivering a high-quality Montessori experience for students. Paché Montessori offers health benefits including vision and dental, competitive salary, ample time off, sponsored professional development opportunities, Montessori conference attendance and a supportive and understanding administration. Contact Courtney Zollinger at czollinger@pachemontessori.com or 718-208-4665.

OHIO

RUFFING MONTESSORI SCHOOL

Ruffing Montessori School in Rocky River, Ohio is seeking a trained AMI teacher for an Upper Elementary (grades 4-5) classroom for an immediate opening and/or for the 2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Contact Lori Coticchia at lcoticchia@ruffingmontessori.org.

RUFFING MONTESSORI SCHOOL

Ruffing Montessori School in Rocky River, Ohio is seeking a trained Primary AMI teacher for the 2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Interested candidates should forward their resume and cover letter to: Lori Coticchia, lcoticchia@ruffingmontessori.org (preferred) or 1285 Orchard Park Drive, Rocky River, Oh 44116.

RUFFING MONTESSORI SCHOOL

Ruffing Montessori School in Rocky River, Ohio is seeking a trained AMI teacher for a Lower Elementary (grades 1-3) classroom for the 2020-2021 school year. Candidates should be dynamic and possess excellent communication and interpersonal skills. Ruffing offers extremely competitive salaries and an excellent benefits package. Founded in 1959, Ruffing dedicates itself to providing a quality Montessori education for children ages 3 through Grade 8. Ruffing is located minutes from downtown Cleveland, Ohio and currently serves 300 children, with three primary classes, three lower elementary classes, two upper elementary classes, and a middle school in a 37,000 square foot building located on 5 acres. Find out more about Ruffing at www.ruffingmontessori.org. Interested candidates should forward their resume and cover letter to: Lori Coticchia at lcoticchia@ruffingmontessori.org (preferred) or 1285 Orchard Park Drive, Rocky River, Oh 44116.

OREGON

CHILDPEACE MONTESSORI SCHOOL
AMI

Childpeace Montessori, Portland, Oregon, seeks a Head of School for July 2020. Childpeace educates 350 students on two campuses and offers a certified day care center as well as a middle school accredited by the Western Association of Schools and Colleges. A member of the Oregon Independent Schools, Childpeace is also an AMI recognized school. The successful applicant will have an advanced degree and a minimum of three years of demonstrated leadership and management skills. A deep understanding of and commitment to Montessori education is essential as well as a collaborative leadership style. Contact Mary Seppala at maryseppala@gmail.com or 610-772-7625.

TEXAS

AUSTIN CHILDREN'S MONTESSORI

Our school is seeking a Lead Toddler Guide (18 mos. - 3 years) and an infant/toddler support guide for the 2019-2020 school year. We are a small school in South Austin, serving families for 15 years. We offer competitive salary and benefits (including a Simple IRA Retirement Plan). Please submit your resume if interested in the position. Contact: Thiranjani Wijenayake at acmontessori@gmail.com.

PFLUGERVILLE MONTESSORI SCHOOL
AMI

Pflugerville Montessori school has an AMI Primary Lead Guide opening. We are interviewing for the position to start in Fall 2019. Applicant should have a minimum of 1 year experience as a Lead, passion for AMI Pedagogy, must be dependable, punctual, have love & passion for working with children. The Primary Lead position is responsible for a group of 20 - 25 students, working with a classroom Assistant. Salary commensurate with experience. Benefits include medical, PTO and Sick Leave, Paid school closures, Paid Holidays,

Paid Professional Development, Tuition Discounts for child/ren. The school has a supportive staff, parent body and excellent working conditions. Contact Devani Sarathkumara at director@pflugervillemontessori.com or 512-251-0428.

WISCONSIN

MORNINGSTAR MONTESSORI
AMI

Morningstar Montessori, in beautiful Cedarburg, Wisconsin, is searching for a bilingual AMI Primary Guide for a year-round position in our growing school. Bachelor's degree required. New teachers to the field are welcome. Qualifications: Happy, loves children and nature, respectful; self-motivation and leadership skills demonstrated; excellent mastery of English and communication skills; willingness to grow and learn. MorningStar Montessori is an independent school with a big heart. We are dedicated to our children, families, and staff. MorningStar is committed to AMI standards and is currently seeking AMI recognition. MorningStar is also a Wisconsin state-licensed child-care. We currently serve children and families from 8 weeks through 6 years old. Good Salary and Benefits Package. Please send resume' to: vera@morningstarmontessori.org

INTERNATIONAL

CHINA

THE INTERNATIONAL MONTESSORI SCHOOL OF BEIJING

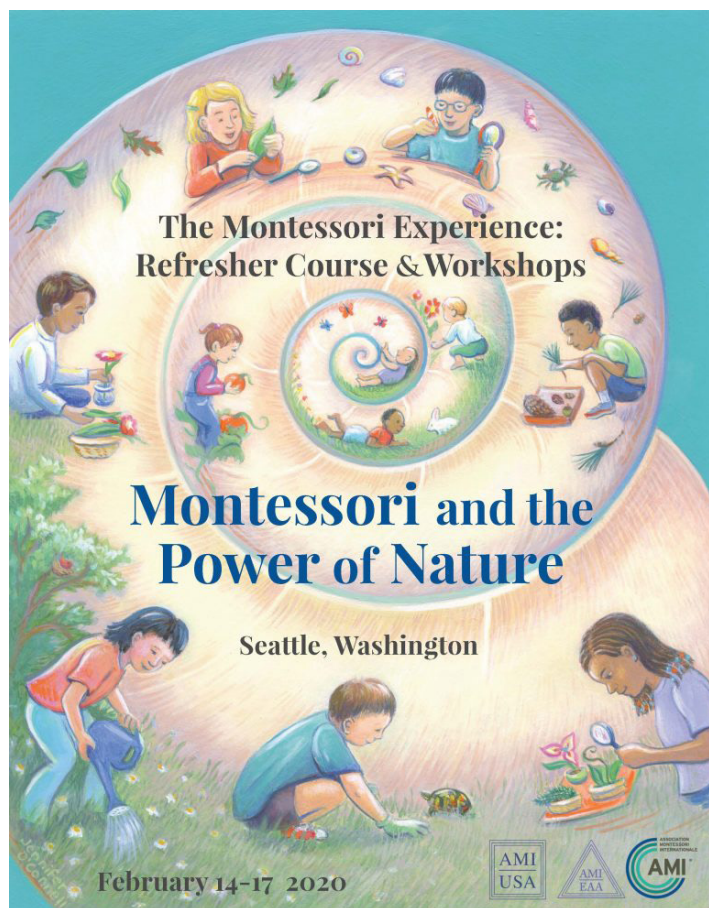
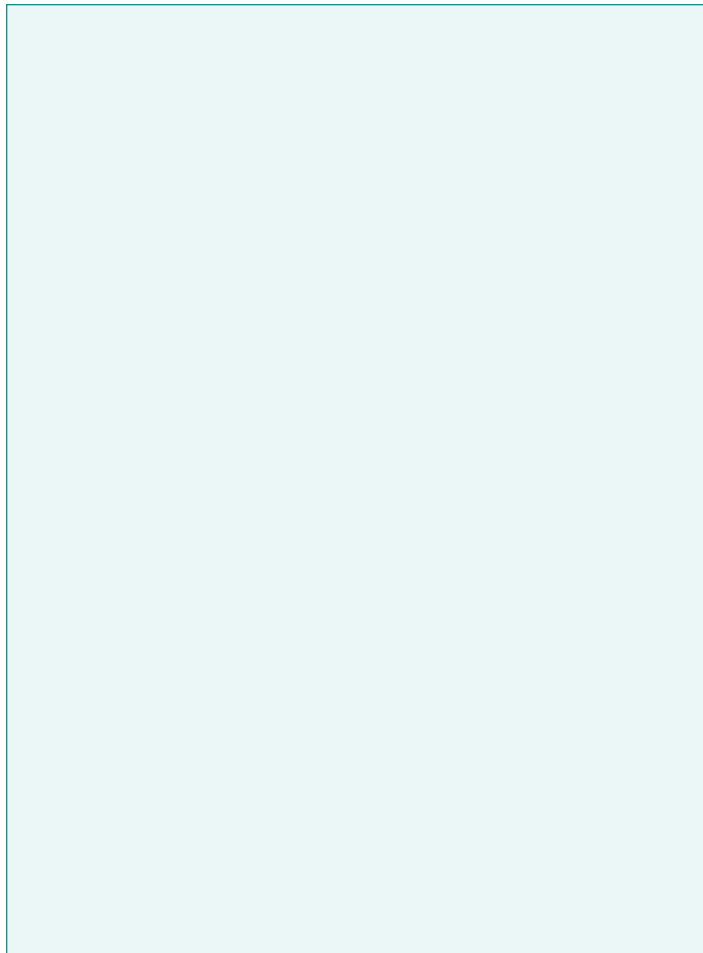
The International Montessori School of Beijing is an internationally recognized school, which has already operated more than 30 years in Beijing China, we are seeking professional/experienced Montessori teacher for Infant & Toddler who are able to start after Christmas holiday: 1. Montessori certified, 2. Bachelor degree. 3. at least 2 years relevant working experience, 4. English native speaker. Salary is commensurate with experience. Benefits package includes a monthly housing allowance, annual air ticket allowance. Worldwide Medical Health Insurance is included. School will

sponsor a “Z” visa for successful candidates. All international and local holidays with pay. Contact Daphne Deng at daphnedeng@msb.edu.cn.

MYANMAR

AYEYARWADDY INTERNATIONAL SCHOOL

AIS is beginning an ongoing search for an experienced Montessori administrator for our Preschool Division. The ideal candidate has experience both as teacher for ages 3-5 and as administrator. In addition, we seek someone who is organized, who can lead the teachers in Professional Development, and who can communicate effectively with parents. Position requires Montessori certification. Salary commensurate with experience. Please visit our website - www.ais.edu.mm - to learn more about our program. To apply, send CV and cover letter to gary.robson@ais.edu.mm.



**The Montessori Experience 2020:
Refresher Course & Workshops**
Seattle, Washington
Feb. 14-17, 2020

Join us in Seattle, Washington this February for The Montessori Experience 2020: Refresher Course & Workshops. There couldn't be a more perfect place than the Pacific Northwest to hold this year's event, themed "Montessori and the Power of Nature" with acclaimed author Richard Louv as our keynote speaker.

Visit <https://amiusa.org/2020-refresher-course/> to download our brochure and register for sessions and workshops. We look forward to seeing you there!



**EXPLORING
YOUR OPTIONS
FOR A
MONTESSORI
DEGREE?**

The **University of Hartford** and **Montessori Training Center Northeast** offer programs that meet you where you are in your training as an educator.

- » Combine AMI Diploma training with a bachelor's or master's degree
- » Study in a vibrant community of public and private Montessori schools
- » Participate in research through the Center for Montessori Studies
- » Tuition assistance available

LEARN MORE AT hartford.edu/montessori

**UNIVERSITY
OF HARTFORD**



Association Montessori Internationale (AMI) Teacher Training Partners

WASHINGTON MONTESSORI INSTITUTE AT LOYOLA UNIVERSITY MARYLAND



**Earn an M.Ed. in
Montessori Education
simultaneously with
your AMI training!**


*Visit our website to explore
our offerings:*

- ACADEMIC YEAR PRIMARY TRAINING
- SUMMER ASSISTANTS COURSES
- PROFESSIONAL DEVELOPMENT
WORKSHOPS THROUGHOUT
THE YEAR

WMI was founded in 1962 as the first training center in the U.S. affiliated with the Association Montessori Internationale. Our exemplary team of trainers continue WMI's tradition of providing the highest quality training for a career in Montessori Education.

MACTE accredited

 loyola.edu/wmi

 410-617-7777

 [washingtonmontessoriinstitute](https://www.facebook.com/washingtonmontessoriinstitute)



Washington
Montessori
Institute



LOYOLA
UNIVERSITY MARYLAND

Why Choose - - -

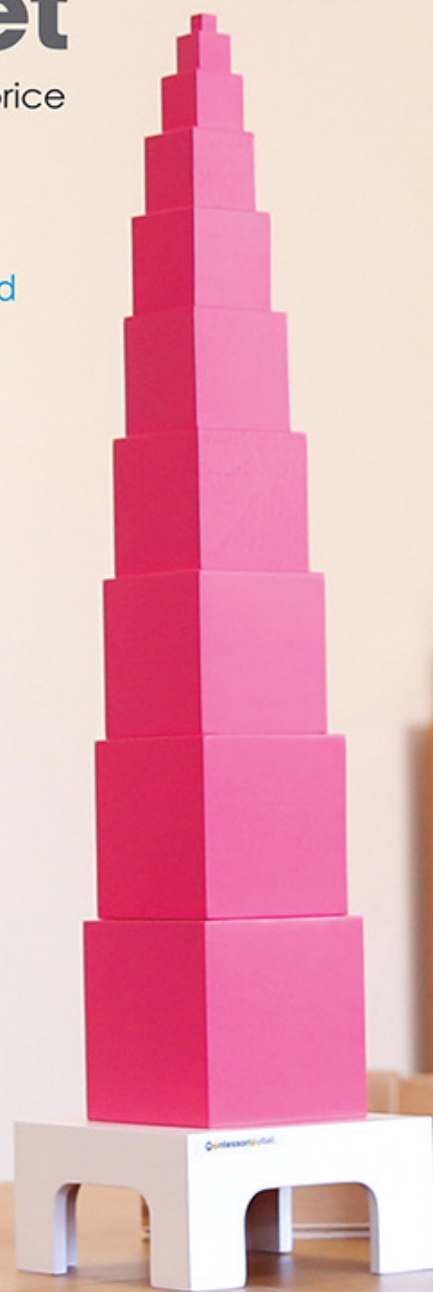
montessorioutlet[®]

premium quality at outlet price

10% OFF

Coupon Code:
AMI1915

- Corporate Advisor: Bert Nienhuis
(Former Nienhuis Montessori Co-Owner & CEO)
- Products made based on authentic blueprints approved by Mr. Nienhuis
- Up to 70% off Nienhuis before additional discount
- 99% materials in-stock for fast shipping
- Compatible with Nienhuis materials
- Tested by CPSC approved German TUV laboratory
- Satisfies Federal CPSIA HR4040 Safety Law
- Satisfies USA ASTM-F963 Toy Safety Standards
- Satisfies European EN-71 Toy Safety Standards
- Water based non-toxic finish (lead free)
- FSC & PEFC certified lumber (green products)



www.montessorioutlet.com • 888.MOUTLET (668.8538)
1926 West Holt Ave. Pomona, CA 91768 USA



10% OFF
 Coupon Code:
 AMI1915

Why Is **kohburg**® The #1 Choice In Montessori Furniture?

Leader in European designed classroom furniture for the Montessori Environment

- GreenGuard Gold Certification for LEED Credits
- Member of US Green Building Council and CHPS
- FSC & PEFC certified lumber (Green)
- Tested by CPSC approved German TUV laboratory
- Meets US and International safety standards
- Patented safety features with exclusive Round Corner design
- Trusted by USC, Caltech, and other major universities' early learning centers



www.kohburg.com • (888)718-8880 • info@kohburg.com
 1926 West Holt Ave. Pomona, CA 91768 USA



*“Education
begins at birth.”*

Maria Montessori



ASSISTANTS TO INFANCY TEACHER TRAINING: AGES 0-3
BEGINNING JUNE, 2020

CO-DIRECTORS: JUDITH ORION AND KAREY LONTZ

PLEASE GO TO OUR WEBSITE FOR MORE OFFERINGS

THE *Montessori*
INSTITUTE

700 Knox Ct., Denver, CO 80204

E-mail: tmiami@mac.com

Phone: 303-832-6781

Website: www.tmidenver.com

Enroll now

www.mtcne.org



MONTESSORI

Training Center Northeast

» **Three-Summer Primary Course – Boston Satellite**
Starts June 2020

» **Primary Fall Academic Year**
Starts September 2020

» **Primary and Elementary Assistants Training Course**
Starts August 2020



1265 Asylum Avenue
Hartford, CT 06105 | 860-232-1743



CREC
Expert Solutions

UNIVERSITY OF HARTFORD

montessori  NORTHWEST

AMI DIPLOMA COURSES

Assistants to Infancy
Primary
Elementary



YOUR LIFE-CHANGING CAREER STARTS HERE



LEARN MORE
APPLY TODAY



montessori-nw.org



MONTESSORI INSTITUTE
OF NORTH TEXAS

Contact us for information about
Diploma Courses planned at all levels

Starting Summer 2020

www.montessori-mint.org
214.503.6802
13612 Midway Road, Suite 292
Dallas, TX
info@montessori-mint.org

Looking for a new direction?

AMI teacher training will prepare
you for a lifetime of meaningful work



Maitri Learning www.maitrilearning.com

"Parts of" Cards



flower



stamens

Definition Books



Movable Alphabets



Photo cards and books that inspire great work

NEW from Michael J. Dorer and Parent Child Press

Hold the Cosmos in Your Hands!

Take a breathtaking journey across the cosmos in this gorgeous picture book. Hatch open the Cosmic Egg to discover the Universe, life on Earth, the arrival of humans, and the discovery of language and mathematics. Bring Cosmic Education alive!

- Hatching the Cosmic Egg**
Book & CD EM116 \$16.95
- The Cosmic Egg** EM119 60.00



MontessoriServices.com • 800-214-8959