



Spring 2015

Association Montessori Internationale

Elementary Alumni Association

AMI-EAA is a member-run, professional association of AMI elementary teachers and trainers, provides a supportive community for the exchange of ideas and promotes the principles of Montessori education.

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Spring 2015 / Number 2

From the board

- Changes on the EAA Board
- Upcoming Annual Summer Conference

Who's on Board

Allyson Creel, Chair
Gayle Waner, Vice Chair & Treasurer
Rachel Eberhard, Conference Coordinator
John Hooper, Secretary Membership & Archives
Anna Discenzo, Publications, Communications
Wendy Tye, Outreach Coordinator

What's Inside

Refresher Course Reflections

*Dr. Kay Baker and Greg MacDonald-
Exploration: Re-examining the Adult's Role
in the Child's Discovery*

In this edition

The Refresher Course in Atlanta had one of the largest groups ever. It was a joy to see all of our friends and colleagues from around the world!

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Got work?

Do you have something to share with your colleagues? Send your photos, stories, ideas, special extensions, or questions for inclusion in the next edition.

publications@ami-eea.org

Thank You

To all of our members who contributed their time and effort to make our Annual Refresher Course a great success. Thank you to the writers contained in these pages, the volunteers who facilitated registration, those who organized rides, those who planned for and shared their classrooms for the school tours, and all the many tasks that make a conference run smoothly and well. Each of our hands contributed to a memorable experience for everyone.

Coming soon...

- Annual Summer Conference Highlights

From the Board: Spring 2015

Hello, and happy spring! As your new AMI-EAA Chair, I take great pride in serving an organization that has given me so much and that also gives back to so many, both personally and professionally. Built on the premise that in our work together we are more effective than we are alone, EAA promotes the principles of Montessori education and provides a supportive community for the exchange of ideas. By providing opportunities to learn from each other, to deepen our practice, and to connect with people who support us in our work, EAA offers something for everyone, from the newly trained guide to the guide who has decades of experience.

I became an active member of EAA when I attended my first summer conference in Williamsburg, VA in 2006. I had (finally!) gone through my graduation folder and read about EAA from a letter that was distributed the day of my graduation. During the summer conference I met new friends, shared joys, discussed challenges, and played lots of UNO. As a new member of the EAA community, I then offered to assist with registration at the Centenary in 2007. I met many new (and very fun!) people. After volunteering at registration for several years, and then serving as the onsite coordinator for the 2011 Summer Conference in North Carolina, I felt compelled to do more, and volunteered to serve on the AMI-EAA board. I served as conference coordinator for three years before transitioning to my current role as AMI-EAA Chair.

EAA continues to serve as a resource for connection and support both in the United States and abroad. We gather in February each year for our Refresher Course and again in July each year for our Summer Conference. Both of these meetings afford us the opportunity to connect with each other, to laugh, to discuss, to renew and refresh, share insights, and foster professional development. A true grassroots organization, what started in the early 1980's with a small group of dedicated Montessorians has grown to a healthy and vibrant organization with around 500 active members, and our membership continues to expand.

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As we continue to move forward in our work I am keenly aware of how much we have accomplished and yet how much there is still to do! Please join us in our endeavors, and most certainly please invite your colleagues to join us as well. I wholeheartedly look forward to seeing you in Sausalito, CA this July, as we enjoy the wonderful speakers, topics, presentations, and the spectacular setting on the Pacific coast. It looks to be a gorgeous and inspiring experience, replete with new friendships and old!

Respectfully,
Allyson Creel AMI-EAA Chair

Fare thee well, dear one!

The board of AMI-EAA, on behalf of ourselves, our members, and the children that we serve, would like to extend a heartfelt thank you to our former Chair, Chris Trostel, for her years of service to our organization.

Chris has a joyful countenance that is expressed in all that she does. Her love, her humor, her heartfelt work benefits and blesses all who know her.

We wish you well, dear one. Thank you for all that you gave to AMI-EAA and all that you continue to do.

Gratitude

by Mary Oliver

What did you notice?

The dew snail;
the low-flying sparrow;
the bat, on the wind, in the dark;
big-chested geese, in the V of sleekest performance;
the soft toad, patient in the hot sand;
the sweet-hungry ants;
the uproar of mice in the empty house;
the tin music of the cricket's body;

the blouse of the goldenrod.

What did you hear?

The thrush greeting the morning;
the little bluebirds in their hot box;
the salty talk of the wren,
then the deep cup of the hour of silence.

What did you admire?

The oaks, letting down their dark and hairy fruit;

the carrot, rising in its elongated waist;
the onion, sheet after sheet, curved inward to the

pale green wand;

at the end of summer the brassy dust, the almost liquid

beauty of the flowers;

then the ferns, scrawned black by the frost.

What astonished you?

The swallows making their dip and turn over the water.

What would you like to see again?

My dog: her energy and exuberance, her willingness,

her language beyond all nimbleness of tongue, her

recklessness, her loyalty, her sweetness, her

sturdy legs, her curled black lip, her snap.

What was most tender?

Queen Anne's lace, with its parsnip root;

the everlasting in its bonnets of wool;

the kinks and turns of the tupelo's body;

the tall, blank banks of sand;

the clam, clamped down.

What was most wonderful?

The sea, and its wide shoulders;

the sea and its triangles;

the sea lying back on its long athlete's spine.

What did you think was happening?

The green breast of the hummingbird;

the eye of the pond;

the wet face of the lily;

the bright, puckered knee of the broken oak;

the red tulip of the fox's mouth;

the up-swing, the down-pour, the frayed sleeve

of the first snow—

so the gods shake us from our sleep.

Thoughts from the Administrators' Workshop

The Montessori Environment and Optimism

By Matthew Simberg

It can be agreed upon that there is both a business and practical side to running a Montessori School. Michael Thompson stated at the 2015 AMI Refresher Course that 95% of parents have good will, a good heart, and benefit from regular feedback. That leaves only 5% of parents who are difficult to work with. Those are really encouraging statistics for both staff and administrators to remember and that optimism is really the duty of the school and staff. Thompson also says that two kinds of parents, who fall under that 5%, are either threatening, intimidating and assaulting or anxious.

With the first group, the administration needs to stand by their teacher, who should never be left alone with that parent. Documenting conversations is important too, so those interactions can be referred to in the future. This reduces the amount of discrepancies when having future conversations.

When working with the anxious parent, wording things correctly and positively are so important. When communicating with anxious parents, they need reassurance about their child. For example, share the observations made about the student, but also identify the potential. Ask if the parent has any suggestions about what can be done together to support the child so that he/she can reach their ultimate potential.

The teacher or administrator must do his/her best to be encouraging and patient. However, gently drawing boundaries to protect your time is important as well. When expressing concern, it is also important to state what is being observed objectively without adding negative emotion. The guide and administrator must be succinct in communicating observations and optimism.

The expression of optimism between administrators, to staff and with families is paramount. We should also leave room for parents to have a bad day or week and not take things personally. As humans, we have to deal with our own issues. We have our own external and internal judgments and perceptions that can often be misjudgments and misperceptions. Sometimes, teachers

and administrators have bad days, which can affect their interaction with the children and or parents.

However, Michael Thompson also shares the importance of what it means to be a leader. Both the administration and staff must be examples for the school. The administrator must be an icon. The history and mission of the school should be easily describable. With everything that goes on in one's life, at the very least, the administrator should act both professionally and charismatically, the same way the administrator needs the staff to act composed and with an approachable posture for the sake of the children, despite what is going on personally or professionally. Michael Thompson is adamant in expressing that the administrator must thrust and trust themselves out there. Additionally, it is important to inspire the staff to do the same.

Throughout my time in the Montessori classroom, I have received a lot of advice from many people working in the Montessori environment, as well as from parents. Some advice, which was mentioned at the refresher course was, "you can't care more than the person who owns the problem." While part of me has looked at the rationale of this advice as a way to not get emotionally attached to a situation, it still was always bothersome to me. Another thing that was said, similar to the old adage, is that "no good deed goes unpunished." Either way, those are pessimistic excuses to not have to deal with a situation professionally, head on, and with love.

This led me to think about Gandhi, Dr. Martin Luther King Jr., Mother Theresa and others. They didn't own the problem, but they were involved in it. As educators and owners of schools, a problem involving families is ours to help manage or solve to the extent that the family allows us to participate. By being in this profession, we decided to be contributing members to humanity and its future.

Through a correspondence with Maren Schmidt via the Elementary Alumni Association Yahoo group, she reminded me (us) that love is verb. She stated that love is not a feeling or state of being. Then she mentioned the same thing that I was thinking, "we have a choice between love and fear."

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Maren went on to share a version of The Paradoxical Commandments written by Keith M. Kent, which reads as follows:

People are often unreasonable, irrational and self-centered;
Forgive them anyway.

If you are kind, people may accuse you of selfish and ulterior motives;
Be kind anyway.

If you are successful, you will win some unfaithful friends and some genuine enemies;
Succeed anyway.

If you are honest and sincere, people may deceive you;
Be honest and sincere anyway.

What you spend years creating, others could destroy overnight;
Create anyway.

If you find serenity and happiness, some may be jealous.
Be happy anyway.

The good you do today will often be forgotten:
Do good anyway.

Give the best you have, and it may never be enough;
Give your best anyway.

In the final analysis, it is between you and God;
It was never between you and them anyway.

What I took from the refresher course was both validating and exactly what I needed. Be compassionate to everyone. When we have trouble, there are tools and resources in the Montessori community to help us find our center again. Inclusion, as much as possible, is the key to success and fulfillment, whether as an administrator, guide, or parent. We have a role to fulfill and therefore a duty to, at the very least, act as such.



A heartfelt thank you to the presenters, AMI-USA, the AMI-EAA volunteers, and the Atlanta Montessori Community, who made this year's Refresher Course in Atlanta a rousing success.

See you this summer in Sausalito, CA for the Annual AMI-EAA Summer Conference!

Book Review: “Tending the Light: Essays on Montessori Education” by John Snyder

By Nora MacNamara

So, two nights ago, my friend (and editor of the EAA newsletter) Anna Discenzo messaged me on Facebook, and asked me to review my friend (okay, and truth be told, since I literally have gone through life with one foot stuck in the second plane, he's also one of my heroes) John Snyder's latest book, “Tending the Light: Essays on Montessori Education” which automatically sent up a lot of panic flares from my amygdalae. Because really, Anna, how can you ask somebody who is NOT a writer to review a book that she ABSOLUTELY loves, and stayed up all the whole night long to read it on a work night when it finally, finally, finally arrived after pre-ordering it from the NAMTA website (here's the link if you want your very own 10 copies: <http://www.montessori-namta.org/Print-Publications/Staff-Picks/Tending-the-Light-Essays-on-Montessori-Education>), and was written by one of her favorite people?

Well, for once in my life, the neural quirks that I live with as a result of being a very, very late reader (I couldn't read fluently until I was 9 years old, which meant I was read to for a very long time relative to most of my peers) is that I read slowly and I hear the voice of the author as I am reading inside my head. If it is an author I have heard, like John or Anne Lamott or EO Wilson or Kurt Vonnegut Jr., it is the author's voice. So I got to hear this beautiful voice:

<https://www.youtube.com/watch?v=ZxKj4JOQPl8>

in my head as I gave myself exactly 4 hours to re-read some of essays in this wonderful book, before sitting in front of the computer to write something up for you. Which I would have worked on it for a longer period of time, but Anna did not know I was on-call this weekend, so I had to only have a little bit of time to revisit the book which I had first read from cover to cover the evening of January 20th, 2015. That's cool anyways, because I figure after anybody reads a book of essays in its entirety once, any subsequent readings will be of the pick-and-choose variety, according to need or in my case, post-call curiosity. And once John Snyder is speaking his written words inside my head in his beautiful voice, I realize, he wouldn't be critical of this approach to his masterpiece at all, which lets me, how shall we say, lighten up about the whole thing, because one thing that shines through every revisited essay is that John's dedication to Cosmic Education, including the support of the EAA community, always comes from love.

I skimmed through about 5 different essays before I remembered, hey there, you have to write something about this, silly! I finally found a highlighter (okay, I admit, a stub of leftover yellow Prismacolor from my training) so that I could back up my affective response to this book with John's actual words. Here, in the essay “The Bridge of Trust: Working Successfully with Parents and Colleagues” (pp. 53-76), John presents a loving, respectful, spectacular way to communicate with parents, a way that inspires optimism rather than defensiveness:

“I am working with Delma to enlarge her awareness of the needs and feelings of others, and I am working with Delma's classmates to help them see how Delma is growing in this way” is more effective than “I am working on it, but the other children often see Delma as harsh and selfish.” P63.

Later in the same essay, John explores two different relationships to time, based on categories in the Myers-Brigg model:

“These two relationships to time had names to the ancient Greeks (who thought of everything!). To a Type J, time means *chronos* – clock time. To a Type P, time means *kairos* – the organic unfolding of a process or event in its “right” or “appropriate” time.” (p69).

John then discusses how these different ways of appreciating time can manifest in a Guide, and how we can recognize these differences in ourselves, and in children and parents, to best serve the needs of everybody in our communities. Both of these excerpts from this chapter, to my mind, demonstrate the love put into practice for the children in our communities, and for each other, to help us avoid the folly of becoming too self-critical. John's words and practice help us to remember that love is central to our practice and this vocation, and that it is love that guides us to be supportive of all types of children, all types of parents, and all types of ourselves.

For those readers looking for those stories that ignite interest and passion in the children in our communities, later essays include a beautiful introduction story to the first Great Story for the 9-12 year old children, and three additional new stories that John wrote for the children in his community: The Story of Creativity, The Story of Human Love, and The Story about Peace in the Time of War. In the last of these, John shares with us the story he shared with his children after the terrorist attacks of September 11, 2001, including this remarkable idea:

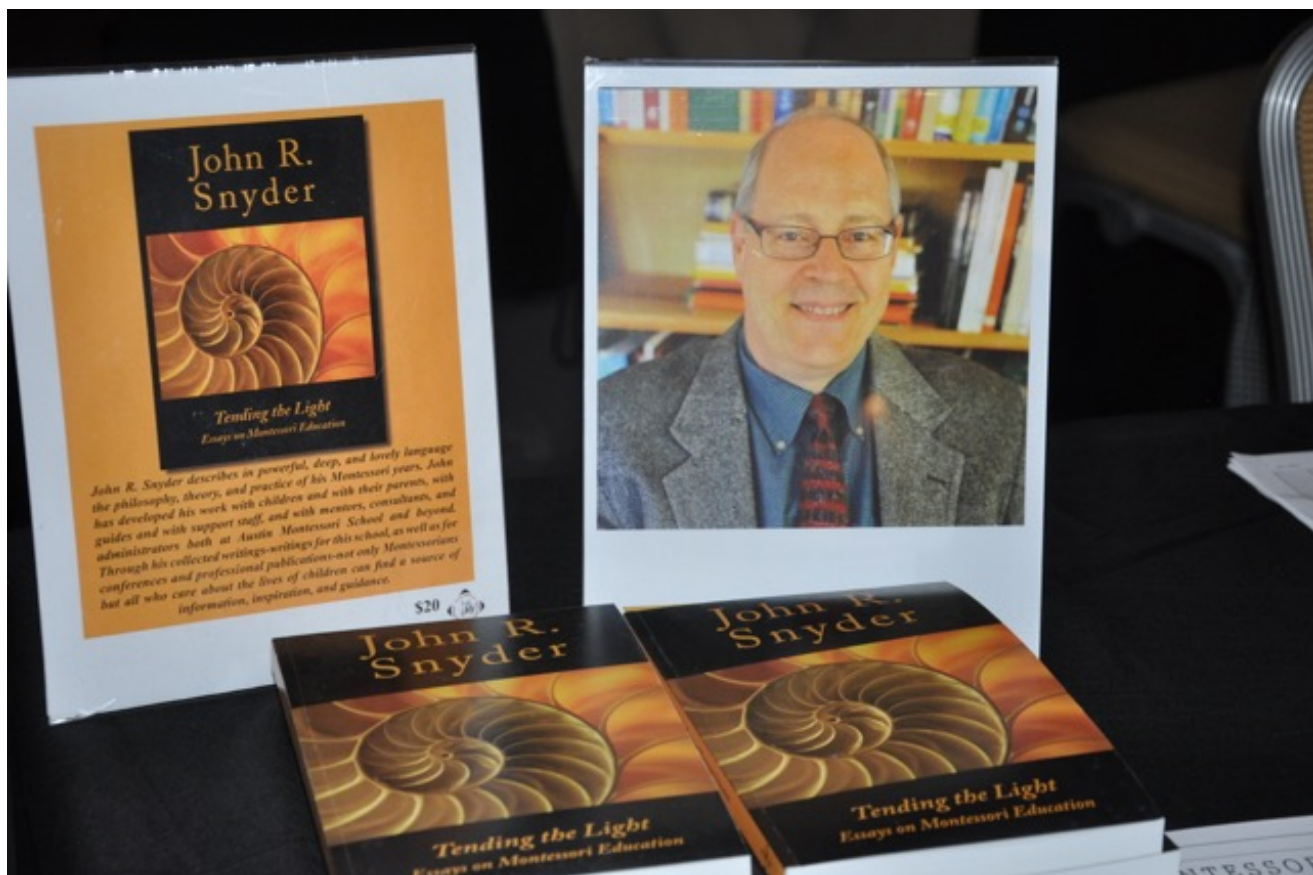
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"There is one thing we are not confused about. We are going to do whatever we can to keep the children safe and healthy. And we are going to keep trying to create a world in which guns and bombs are not needed- a world where everyone has freedom, respect, safe houses, enough food, an education, a place to worship if they like, and friends to love them. When you children are adults, you will be stronger and know more about peace than we do. When *your* children are adults, they will be even stronger and more knowledgeable than you are." (p 150)

And for those readers who like me are especially interested in stories about real children who were in John's classroom, one cannot help but be moved by the stories about Lyle and Patrick and Vince, the children who worked very hard at defining friendship and inclusivity, and Hans, a child who felt too frustrated to even think clearly until John showed him how to use mindful walking, a story that John shared with a group of us at an EAA Summer Conference years ago, and a tool I have used more times than I can count with children in my clinic (and hearing John's voice the entire time).

In conclusion, then, I absolutely love this book. Every single thing about it. I'll be revisiting essays for years to come, and hopefully this review will inspire some new readers too. I've given away at least a dozen copies as gifts, including one very special copy that I mailed to my oldest daughter, who will begin her Elementary training in August, after John stamped an inscription in it for her. I love you, John, and am so thankful to have your voice stuck inside my head.

Nora McNamara



Thank you to NAMTA, MAA, and AMI-EAA for helping to bring this book to all of us!

Order your copy today: <http://www.montessori-namta.org/Print-Publications/Staff-Picks/Tending-the-Light-Essays-on-Montessori-Education>



Reflections from the AMI-EAA Refresher Course 2015

Exploration: Re-examining the Adult's Role in the Child's Discovery with Dr. Kay Baker and Greg MacDonald

The first session began with a palpable excitement as Kay and Greg took the dais to begin to present. As they began, first Kay and then Greg, there was reflection back to the core of our theory albums: a review of the Four Planes of Development, the Prepared Environment, Cosmic Education, Human Tendencies, all with Exploration at its heart.

Kay reminded us that, "Something I feel we have developed in the 2nd plane is that the child needs to know a lot of stuff." This allows her to contribute to the development of her social personality and to develop as part of the human community. Storytelling cannot be overemphasized as a key way of transmitting this sense of the human community.

An essential element of the Prepared Environment is an interactive social life within an intellectually active climate. Social responsibility is important as it aids in the development of the child's moral compass; how to guide oneself in living with others. The Prepared Environment must be beautiful, perfectly beautiful. The materials must be complete, clean, and ordered. As part of the Prepared Environment, you must be prepared.

The Prepared Environment is a place where the Human Tendencies are a driving force. It is a place where the Psychological Characteristics are recognized. It contains the keys to different kinds of experiences-both sensorial and those that enflame the imagination. There are specimens and models, many sources of knowledge-the child herself, her peers and the adults that interact with her. It is a place where tons of presentations are occurring. Kay emphasized the etymology of the word 'presentation' being rooted in that of being bestowed a gift as opposed to a lesson which is rooted in something you learn or should learn. The Prepared Environment is a place where there is freedom within the limitations of time, the environment in which you live, that are directed by your moral compass. As guides, we are there to set *reasonable* limits. As the child is growing in her responsibility, you are there as a medium to temper freedom, not to subvert it. They must have the freedom to choose what they are doing, if you take away that freedom, you also take away their ability to temper themselves.

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Doctor Montessori states, in The Creative Development of the Child, that, “When she commits errors for herself...she must never lose courage, faith in herself.”

Greg began with a continued reflection on the Human Tendencies as a way to connect to the Prepared Environment, if you do not see them being expressed then how can you ensure that they are being met?

He gave a list of questions to help assess the Prepared Environment:

- What is added? Subtracted? Modified?
- Is something enriched? Trimmed away? Replaced?

Miss Stephenson said that if “the class is in disarray, take everything out.” We were reminded that we have control over the Prepared Environment and ourselves, but not the children.

The Elementary Guide is like a travel agent. Our work is to constantly introduce the children to information. This enables them to move into their own areas of interest as it is impossible to explore without an introduction. Our presence in the Prepared Environment creates awareness. We often hear the idea of ‘following the child’; it is our job to guide them where they could go and to give the tools and support that allows them to go further.

“We must tear out our hearts, cleanse them of prejudice and begin again so that theory and practice are one and the same.” Dr. Montessori from The California Lectures

Greg shared an analogy about the four choices faced by the French during World War II. One could flee, one could actively resist, one could passively resist—do things badly but just well enough not to get into trouble, or one could collaborate. When a child is in a situation where their freedom has been taken away, she is faced with these same four choices. She will flee—physically run away or hide behind a material. She will passively resist—half-heartedly completing a list of tasks that the guide has given her. She will actively resist—refusing to do the ‘work’ given to her. Most heartbreaking of all, she will collaborate. She will collapse and does what she is told, with you pulling her strings.

“Our teaching must only answer the mental needs of the child, never dictate them.” Dr. Montessori from To Educate the Human Potential

Kay began to speak about the practicalities of preparing the Prepared Environment. The need for space, open to the possibility of unhampered purposeful movement, devoid of hiding spaces but rich in opportunities for collaboration both on tables and the floor. Shelves and tables, of varying heights, with ordered materials waiting for the children, containing a single place for storage of work.

The children are helped to become a community who works and who cleans up when work is completed. A community where materials are accessible and safe for all. If you have visiting materials, have a specific shelf for them. This ensures that they are visiting, not permanently installed on your shelves. Books convey the idea that they are a fount of information, too many and you risk the children losing the impetus to do their own exploring. The computer, the printer, and the calculator must be limited. A community is formed by children of mixed ages, sufficient in number, allowed to work collaboratively or independently. Collaborative work must be shown—it is impossible to ‘figure out’ how to work via committee.

“We therefore need to study the conditions necessary for the unfolding of spontaneous individual activities and develop the art and enthusiasm for work to spread. The interest that drives spontaneous activity is a truly psychological key.”

Dr. Montessori from Psychogeometry

Keys open doors, but don’t give guided tours. Keys start cars, but don’t drive them. A map’s key gives direction, but doesn’t take the hike. Greg began to reflect on keys of community, elements that allow the community to come together and do things.

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Communities:

- know that each person is different and that each one gets what they need
- care for each other
- has traditions
- value and accept one another
- teach one another
- celebrate together
- meet together
- play together
- travel and explore
- sing and dance together—aim to share one new song each week
- eat together
- serve others together

Communities have systems in place that allow for smooth operating—things that go on ‘autopilot’.

How to—

- replace consumable supplies
- store one’s work
- care for the animals and plants of the community
- have lunch
- share hospitality
- have a community meeting
- resolve a conflict
- conference with the guide
- gain the attention of the class

Collaborate with the children on how to create a system. Go with their ideas, but put a fuse in it—a limit of 2 days to try it out, then reevaluate whether it needs to be streamlined or not.

Think through how you will conference with the children as it is a key way to build relationships of trust and collaboration. In the conference, focus on other facets of self-construction; remember that academics are only part of the whole. You may need to help the child redefine what ‘finished’ means. They have to finish somethings, but not everything. Perhaps, you can have a day of amnesty for all unfinished work that is not going to be completed-recycle it. Collaborate and negotiate with the child, being social equals, while using their learning journals to help them manage themselves. The journals are not to be used as for a witch hunt. Be thoughtful about how you are going to present the use of learning journals as there are many ways of maintaining them.

“The teacher must show the older child how to help the younger ones, without preventing the latter from trying to help themselves.” Dr. Montessori from the California Lectures

In general, you can look at your albums as a three period lesson. The sensorial presentations are like the first period. They give the concept and the nomenclature. Usually, these are done with the 6-7 year olds. The passages to abstraction are like the second, and usually longest, period. These are typically done with the 7-11 year olds. The third period consists of those lessons that are abstractions of the concepts. These are lessons focused on the integration and generalization of concepts. These are typically the focus of the 11-12 year old.

Kay spoke of the goal of presentations is to be spontaneous activity, arousing interest and propelled by the impulse and curiosity. There is a preparation to presenting that one must undertake to allow the children to do it for themselves.

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You prepare by learning the material yourself, practicing how to present it so that it is fluid and natural, and showing it simply. Let the children go and repeat. All of the keys are present in our environment. The art of the presentation is to stimulate the interests of the child. You have to come up with variations on the theme, allowing them to explore and expand. Kay went on to share how every material has extensions.

Greg returned to talk about planning and preparing. He shared three critical components of planning: an annual plan, a weekly plan and the permanent academic record. For planning, Greg recommended setting aside about 1/2 a day on a weekend to address your planning/record keeping. First, complete all of the permanent record entries from the week completed. Move any planned but not presented lesson into the new week's plan. Finally begin planning the next week's lessons.

Greg has generously shared his Power Point from this section of presentations which can be found in the Conference Resources tab of the members only section at <http://www.ami-eaa.org>

There are many types of presentations. There are:

- stories—Great Lessons and others
- how to use the material—it is through the child's work with the material that they learn
- presentations by the guide
- presentations by other children
- observation of a presentation to another group
- observation of a material in use
- auto-presentation via analogy
- material introduces itself
- presentations based on the child's request

“When a child uses the material for mental development, no matter how he uses it, it is right.” Dr. Montessori Creative Development of the Child

There were reminders about how to end presentations, leaving them open to work—

- “Let's do another...”
- “If you'd like to find more, here are some books...”
- “I wonder if you could fill_____”
- “Let's make_____”
- “So now you know more about_____”
- “So now you know how to_____”

“...Often we see the child go even beyond what we are trying to give him. We have seen this in many countries.” Dr. Montessori Creative Development of the Child

Thank you Kay and Greg for sharing with and inspiring us to go forth and serve the children with love, humor, respect and a plan that allows the Human Tendencies and the psychological characteristics of the 2nd Plane Child to be the guideposts.



News and Notes from Planet AMI



A Celebration of Lilian Bryan

The Atlanta Montessori Community and the attendees of the 2015 Refresher Course gathered together to celebrate the gifts shared by Lilian Bryan with both children and adults.

Ms. Bryan currently holds the title of Founder-Trainer Emeritus of Montessori Institute of Atlanta, where she trained teachers for 37 years. She is working with Elementary Trainees as the Foundations Course Director.

In addition to her work in Atlanta, Ms. Bryan has directed training courses in other US cities as well as in Europe and South Africa. She has presented workshops to teachers and parents in a number of countries throughout the world. Ms. Bryan serves as an official AMI Consultant for schools in the USA and abroad and is an AMI Examiner.

Nepal Earthquake

"We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity."

On Saturday, April 25, more than 6,000 individuals lost their lives and countless more were injured or displaced in a massive earthquake that struck Nepal. As the country begins to care for the survivors, many schools will be seeking ways to support the people of Nepal.

AMI-USA has posted a list of organizations that are aiding the Nepali, as well as a direct link to the Red Cross, on their website.

You can access it at this address:

<http://amiusa.org/nepal-earthquake-relief/>



Territory: Field Notes

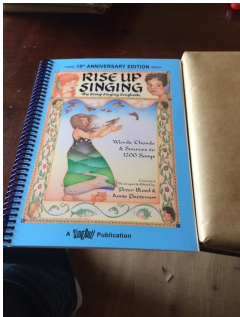
News from colleagues on this continent and beyond

Update from Your Outreach Coordinator—Wendy Tye

We recently changed our approach to supporting graduates of AMI elementary training centers. After consultation with our Pedagogical Advisors and trainers of various training centers, we are now sending a copy of *Rise Up Singing* to each elementary graduate of the following training centers: Montessori Institute of San Diego, Montessori Institute of the Northwest, Washington Montessori Institute, Montessori Institute of Milwaukee, Montessori Training Center of Minnesota, the Foundation for Montessori Education of Toronto, the Montessori Training Center of New England, and the Maria Montessori Institute of London. Other training centers will receive the gifts as they graduate a class.

This month, I am sending out 150 gifts! Imagine all those new guides being able to find a song at the drop of hat and sing with their children! Singing, singing everywhere! The books have a book plate on the inside cover with the following quote from Lauren Myracle in *Shine*: “If everyone started the day off singing, just think how happy they’d be.” We’ve also included an invitation to join AMI-EAA, a membership form, and a self addressed stamped envelope.

Last week, EAA member Tracy Bandy helped me wrap and box all 125 books. It took hours and hours and hours but was completely worth the time and work. Also, Woodland Montessori School was gracious enough to donate all the copies needed for this project. Thank you!





Word and Song

Resources from off the shelf and songs of note



Potential Gems for Your Shelves

The Odyssey by Gillian Cross

Butterfly Lion by Michael Morpurgo

How to Steal A Dog by Barbara O'Connor

The CIA World Fact Book by the Central Intelligence Agency

Every Bone Tells a Story: Hominid Discoveries, Deductions and Debates by Jill Rubalcaba and Peter Robertshaw.

Animals: A Visual Encyclopedia (Second Edition) by DK Publishers

National Audubon Society Field Guide to North American Rocks and Minerals

The Girl Who Could Fly by Victoria Forester

Uncle Tungsten: Memories of a Chemical Boyhood by Oliver Sacks

Resources for Economic Geography

<https://www.cia.gov/library/publications/the-world-factbook/>

http://atlas.media.mit.edu/explore/tree_map/hs/import/chn/all/show/2010/

<http://www.statista.com>

www.wto.org

<http://atlas.media.mit.edu/profile/country/usa/>

[http://www.nass.usda.gov/Statistics by State/](http://www.nass.usda.gov/Statistics_by_State/)

<http://www.bea.gov/international/>

<http://www.statista.com/statistics/190376/top-us-states-in-wheat-production/>

[http://en.wikipedia.org/wiki/List of the largest trading partners of the United States](http://en.wikipedia.org/wiki/List_of_the_largest_trading_partners_of_the_United_States)





Collaboration

Activities, Stories, and Ideas from your minds to our classrooms

Archive Flashback-Winter 2006: *Come see Paula Gibson-Smith present at our Annual Summer Conference in Sausalito!*

An Introduction To
a Parent Education

Night: Montessori Key Lessons for
Parents
by Paula Gibson-Smith

Maria Montessori was not an educator. She was a reformer. Her experiences as a doctor to children in an insane asylum led her to a lifelong study of human development.

Her experiences during two world wars led her to a commitment to nothing less than world peace. She realized that this goal could only be achieved by a new type of human being and for that she turned to the child.

What we call Montessori is thus not an educational method or curriculum. It is an aid to life - the life of the individual, of society, indeed, of the world. Dr. Montessori's genius is revealed in her understanding of how different experiences at different ages contribute to the full development of human potential. The child from birth to age six is focused on the development of the individual self and the achievement of functional independence. Dr. Montessori recognized that this period was critical to the creation of the individual's character, what she called normalization; for the deviations in the human personality that have not been resolved at the end of this time will remain with the individual for life.

The elementary age child, the child from six to twelve, is engaged in the development of the social self and the achievement of intellectual independence. Maria Montessori saw the great collaborative work that was necessary to maintain human society and the planet.

The human being must come to understand and be equipped for the part he or she will play in this grand scheme. Dr. Montessori translated this vision into cosmic education - our term for Montessori's plan for human development in the elementary years. It begins with the five great lessons: (display Chart of Interdependencies)

The Origin of the Earth and the Universe - the introduction of the so called non-living elements of fire or energy (sun), earth, water and air.

The Coming of Life - the introduction of the plants and animals that form the biosphere.

The Coming of Humans - the introduction of a new animal species with the power to transform nature and consciously enter into the ongoing act of creation.

The next two lessons introduce the two great creations of human beings:

The Story of Communication in Signs - the development of written language, and

The Story of Our Numerals - the development of the language of mathematics.

These great lessons set the stage for an exploration of the earth, the universe and the totality of human culture. They develop within the individual an appreciation and gratitude for the creations of the universe and of humans. They plant the seeds that will grow into an understanding of the contribution he or she will make.

Now with the key lessons, we start to explore the fascinating details of this vision. Following the human tendencies and recognizing the powerful energy of attraction exhibited by interest and concentration, we weave with the child a tapestry of experiences that will lead them back to a contemplation of the whole.

Continued on Page 16



You are invited this evening to experience some of the Montessori magic that we enjoy every day in our classrooms. Using the human tendencies (which operate throughout our lives) and following your own interests, choose first from among three presentations in mathematics and geometry (each teacher presented a different topic, i.e., negative numbers; congruence, similarity, equivalence; the circle for twenty minutes, we allowed five minutes between sessions)....then from among three presentations in language (i.e., parts of speech, writing process, sentence analysis)....and lastly from among three presentations in culture (i.e., Northwest History—a district requirement, Multi-cultural Exploration and Science from "Down Under"! I had a new appreciation for my Geography album after I attended the International Montessori Congress in Sydney, Australia last summer!

From Winter 1998—

Nacirema Story

freely adapted by Elise Huneke-Stone
from the incomparable

Body Ritual Among the Nacirema
by Horace Miner

I want to tell you a story about a group of people who have a very interesting way of life. They are called the Nacirema, and they are so fascinating that many anthropologists and sociologists have studied them, and continue to do so, even today.

Remember the other day when we were talking about how people in different cultures meet their needs? And we discussed how every culture developed an idea of beauty and an idea about the way things ought to be done? Well, like all people, the Nacirema have some beliefs about these things, too. In the Nacirema's dwellings, they have a special little chamber, and every member of the clan spends some time in there each day beautifying themselves. They use that chamber for other purposes, too, but for today we're just going to talk about making themselves attractive.

Each dwellings chamber is equipped with some large objects made of special clay fired until it is very hard. It is preferred that these objects should all be the same color, and each family chooses a color for the objects in their chamber. Special textiles are also brought into the chamber for use there, and these textiles are usually not used elsewhere in the dwelling. The chamber is also full of a variety of infusions, mixtures, and other potions.

These substances are applied to various parts of the body as part of the beautifying process.

Nacireman natives are very concerned about making the right choices about these potions, and many of them read about or listen to advice on which potions to obtain, just about every day. People sometimes make up songs about these substances and sing them over and over, trying to persuade others to use their special blends.

One of the tasks performed in the chamber is the cleaning of the nose. For this purpose, the Nacirema use a thin piece of specially processed tree pulp, which they hold in one hand and into which they forcefully expel the contents of their noses. The tree pulp product is then discarded.

Some of the rituals performed in the chamber have to do with the mouth. The Nacirema believe that the mouth needs to be specially cleansed periodically. They use a bundle of bristles attached to a handle, with which they apply a mixture of herbs, sweeteners, and finely ground minerals to their teeth.

Naciremans also insert thin strings between their teeth to clean them. Sometimes female Naciremans further beautify their mouths by smearing them with oils mixed with pigments, to emphasize the shape and color of the mouth.

Male Naciremans have beautification rituals, too. They use a thin metal hand tool to scrape off the growth of facial hair that comes with adulthood. It might seem odd to you, but young Nacirema boys can't wait for this facial hair to grow so that they can scrape it off!

Cuts and abrasions are not uncommon during this practice, but the boys feel pride in it.

There is no shame, however, in allowing the facial hair of an adult male to grow, and there are several different acceptable styles to shape the hair into. Many Nacirema females also use the blade to remove hair from their bodies.

Do these people and their rituals sound strange to you? They shouldn't! Let's take a closer look, and it may shed some light on the wonderfully diverse ways that people meet their needs. I'll bet you might turn into an expert about the Nacirema, and you can write about some of their customs, too...

Ed. Note: Another book along this line recommended by Betty Litsey is [Motel of the Mysteries](#) by David Macaulay, 1979, Houghton Mifflin Co. ISBN 0-395-28425-2

Advertisements

Cave Creek, AZ

Quality Interactive Montessori, a small private school in Cave Creek, Arizona is seeking a lower elementary teacher for a small class or a co-teacher for a larger class, depending on enrollment. Cave Creek is located in the Sonoran desert, close to both Scottsdale and Phoenix. It is a popular destination for hikers, mountain bikers, equestrians, and golfers. The school has magnificent mountain views and a great sense of community.

School information is available at qimontessori.com. Please send an email with your resume or call Pam at [602-332-7017](tel:602-332-7017).

Pijnacker, Netherlands

Vacancy: English speaking AMI Montessori guide in The Netherlands

Opportunity to work in a state-funded Montessori school in the Netherlands, only if you are:

¥ An AMI Diploma holder for 3 to 12 year olds

¥ Speak English fluently

¥ Member of the EU

Apply now for a position as an AMI guide in one of our groups at Casa Bilingual Montessori School in Pijnacker, The Netherlands.

Our school is determined to bring the esteemed spirit and everlasting quality of AMI to the Netherlands by setting a worthy example in our bilingual classrooms. We will continue to need AMI trained guides, like you, to support this endeavor and futuristic vision.

Please take a look at our website www.casaschool.nl to learn more and contact Tessa Wessels at directie@casaschool.nl and take that first step towards joining our enthusiastic team.

We look forward to seeing your Resume and a cover letter with references.

www.casaschool.nl

Casa Bilingual Montessori School

0031 15 2010376

directie@casaschool.nl

www.casaschool.nl

Austin, TX

AMI CERTIFIED ELEMENTARY GUIDES

Cedar Park Montessori School

An AMI Accredited Family of Schools

Cedar Park Montessori School, established in 1997 and rapidly expanding, has new openings for AMI-certified Elementary Lead Guides, for full time positions. The school and its well-established AMI-accredited programs hold the highest reputation in the Greater Austin and Central Texas areas, enjoying multiple local and national accolades. We offer competitive compensation and benefits, professional development opportunities, relocation assistance as needed, outstanding facilities and working environments, with highly supportive management, staff and parents. Please submit resume with references and salary history to: Phones: 512-260-2261, 512-259-8495

Emails: director@cedarparkmontessori.com

Websites: www.cedarparkmontessori.com

Burien, WA

Our growing, non-profit, AMI Recognized school is hiring a lower and upper elementary guide for the 2015/2016 school year. We serve a diverse community of 180 children ages 15 months through 12 years. We currently have classroom environments that include two toddler, five primary, two lower elementary and one upper elementary with plans to start a junior high in the near future.

We are located 15 minutes south of Downtown Seattle in the scenic Pacific Northwest in the city of Burien. Our beautiful school offers fully-equipped learning environments with extensions to the outdoors at all levels.

We offer competitive salary and benefits including medical, dental and vision and retirement plans. We also support continuing professional development through attendance at regional and national conferences and workshops.

Through the commitment of our staff, involvement of our parents, and support from our extended community, we are dedicated to providing an excellent academic education that empowers children to become independent, creative, empathetic life long learners who will build a better world.

Please contact us if you are committed to the highest AMI Montessori standards, possess a kind heart, a sense of humor, great communication skills, and the desire to work toward the greater goal of supporting life-long learning.

Interested candidates, please email your cover letter & resume to paula.walters@threetree.org

Advertisements

Bali, Indonesia

Situated on the culturally rich and beautiful island of Bali, Indonesia, our Montessori school continues to grow and flourish. We are looking for a 6-12 Guide for our upper primary (9-12) class from August 2015 onwards.

This is a terrific position for the right candidate. Applicants must hold a Bachelor Degree along with an AMI Montessori qualification for the upper primary position. A minimum of five years' experience is preferred. English is the language of instruction.

Bali is a wonderful place to live and work and is a gateway to exploring Asia. The school is conveniently located in a very popular area within walking distance to shops, restaurants and beach. There is a competitive salary and benefit package offered, including comprehensive medical insurance and airfare to and from home base. Accommodation is provided.

Interested? Please email cover letter and resume to:

Wilma Grier,

principal@montessoribali.com

Quincy, MA

Adams Montessori School is seeking a lower elementary teacher for the 2015 – 2016 school year. Adams Montessori is a diverse community currently serving 130 children between the ages of 15 months to 12 years of age. Adams Montessori School is AMI recognized. Located in an urban environment 10 miles south of Boston, the school is accessible by public transportation.

We are looking for a creative, dynamic and enthusiastic individual dedicated to Montessori principles and standards.

Salary is commensurate with education and experience. Benefit package includes medical coverage, a cafeteria plan and a retirement plan. For more information, please visit us at www.adamsmontessori.org. Send inquiries and resumes to rosine@adamsmontessori.org.

Cleveland Heights, OH

Ruffing Montessori School (www.ruffingmontessori.net) is the second oldest Montessori school in the United States and is located in Cleveland Heights, OH. Serving over 330 children, aged 18 months through eighth grade, Ruffing is a thriving independent school with a national reputation for excellence. Ruffing's current Head, Gordon Maas, has served the school since 2001 and will be retiring following the 2015-16 school year. Ruffing has made tremendous strides forward under Gordon's leadership, growing enrollment to its current wait-list state as well as building onto and renovating facilities (achieving LEED certification).

While Ruffing is most decidedly a Montessori school, it is not specifically aligned with or members of either AMI or AMS and has a commitment to specialists for art, music, physical education, language, science and technology. A leader who can wholeheartedly embrace the school's mission and core values, is energized to serve as chief ambassador both internally and externally, and understands the need for strategic marketing and strong communication will serve Ruffing well.

Ruffing seeks an experienced, knowledgeable educator with teaching and administrative experience. The next Head does not need to be Montessori trained but will need to be a progressive educator who both highly respects and will delve into learning the Montessori approach.

For a complete position description and application requirements, please visit the Independent Thinking web site at:

www.independent-thinking.com

Joinville-le-Pont, France

Native-speaking English AMI 6/12 teacher

Our Bilingual Montessori School is seeking a native-speaking English AMI 6/12 teacher to work in our school in Joinville-le-Pont, France.

You will be one of two lead teachers for our 6-12 elementary class along with 40 children, three AMI Montessori assistants (one French, one English one LSF, French Sign Language for the deaf).

The position is for the 2015/2016 school year starting August 20, 2015.

- AMI diplomas in 3/6 and 6/12
- Experience working with a 6-12 class
- English Mother tongue
- Spoken French is not essential
- European Union working permit necessary

Our school is located just outside the center of Paris, on the RER line A.

Please send your CV, letter of motivation and copies of your Montessori diplomas to: montessori94340@orange.fr

Our website: <http://ecole-bilingue-montessori-94.com>

Advertisements

Litchfield Park, AZ

Lower Elementary Teacher

St. Peter's Episcopal Montessori School in Litchfield Park, Arizona is a Christian based, non-profit AMI accredited school. St. Peter's celebrated 50 years in operation in 2014 and has a thriving primary and elementary program. We are seeking an energetic, self-directed and creative AMI certified Elementary teacher for 2015-2016. Bachelors degree required.

We offer very competitive salaries, medical, paid holidays, PTO, tuition reimbursement, staff development and pension. Relocation funds offered. Email inquiries to: montessori@stpetersaz.com or call 602-574-0246.

San Diego, CA

Now Hiring an Elementary Guide

Kinderhouse Montessori School, an AMI recognized school for children ages 3 months through 12 years, is seeking a passionate, flexible, responsible, creative, independent, organized, and knowledgeable Elementary guide. Our expanding schools hold many opportunities for personal and professional growth. At Kinderhouse Montessori School, our mission is to cultivate the whole child for intellectual, social, and emotional growth. We have two campuses, both of which are located in beautiful, sunny San Diego, with beaches nearby!

Qualifications:

A bachelor's degree, California Early Childhood Teacher qualifications, AMI training – classroom experience is preferable. We are looking for the guides to begin work this year to obtain training prior to starting a classroom.

Please submit resume and cover letter by fax (858) 550-0078 or by email to jobs@kinderhousemontessori.com and visit our website, www.kinderhousemontessori.com for more information about our school.

Atlanta, GA

Guide for 9-12 classes

Northwoods Montessori seeks an experienced Guide for an established 9-12 class, beginning August, 2015.

Serving children 12 months to 12 years and their families, the school prioritizes development of the individual.

Northwoods embraces all cultures and abilities, maintaining a gentle oasis of respect and civility.

On a small wooded campus inside Atlanta's urban environs, we are near cultural offerings such as Emory's Carlos Museum and Atlanta Botanical Garden. We are also close enough to the Chattahoochee River, Appalachian Trail and sites of pre-historical interest for more adventurous Goings Out.

Teach the way you were trained to teach. Earn an attractive salary and benefits. Contact Gail Pruitt Hall, Director of Education, with your resume at gpruitthall@northwoodsmontessori.org.

Southern California

Head of School

LePort Schools is currently seeking passionate, experienced, mission-driven Heads of School to manage beautiful campuses in Orange County, California and the San Francisco Bay Area. The Head of School is responsible for creating a positive culture on campus for all staff and students, leading/mentoring teachers and administrators, building a strong parent-community, resolving difficult student issues, ensuring the school financial operations are profitable, and ensuring the academic programs at the campus consistently meet the high-standard we set at LePort!

This position requires a positive leader who is committed to the Montessori philosophy, enjoys coaching teachers to continually grow and improve, and has the good judgment and infinite kindness required to work closely with parents. You must also have a flair for business, including the ability to effectively solve practical problems and proactively manage the operational side of running a school.

If you are an experienced and passionate Montessorian looking to deeply connect to a school community to lead and inspire your team and campus, please apply online at www.LePortSchools.com/careers/ or email your resume and cover letter to talent@leportschools.com.

Dallas, TX

Lumin Education is currently seeking a Primary (ages 3-6) Guide to lead a public Montessori classroom. We are a publicly funded charter school working with a predominately underserved population. Lead Teachers help direct his/her students' activities academically, spiritually, emotionally, and physically in a prepared Montessori environment that challenges each child to reach his/her fullest potential in these developmental areas, in accordance with the Montessori philosophy and procedures. Montessori certification (. Association Montessori International (AMI) diploma preferred), bachelor's degree, legal work status in the U.S., a passion for teaching, and the temperament to engage children with a wide range of learning styles, and from diverse home backgrounds. Please send cover letter and resume to jobs@lumineducation.org

Advertisements

Upper Elementary Montessori Teacher (Ages 9-12)

Overview:

LePort Schools is seeking intelligent and enthusiastic Montessori-trained individuals to work with children aged 9 to 12 in a Montessori Upper Elementary environment. The position is at a new campus opening this fall in the San Diego area. If you love the challenge of older elementary children, our program will be a perfect match.

The school campus is located in a quiet neighborhood in Solana Beach, California, close to beaches, hiking, and the glowing city of San Diego. Ample outdoor spaces and beautiful year-round weather makes indoor-outdoor classroom integration easy and seamless. You will start with an existing population of students who have come up through a Montessori program.

Responsibilities:

As a Head Montessori Teacher in our Solana Beach Upper Elementary classroom, you will be responsible for educating a class of children in accordance with the Montessori Method of education. You will also participate in ongoing program development and refinement for our upper school "model".

Ideal candidates for this position should possess:

- * AMI Elementary Montessori diploma
- * Excellent verbal and written communication skills
- * Experience with and a love for working with elementary children

Please apply online at www.LePortSchools.com/careers/ or email your resume and cover letter to talent@leportschools.com.

Corte Madera, California

Marin Montessori School, located in Corte Madera, California, seeks a fulltime AMI-trained lead guide for our Upper Elementary program, for the 2015/2016 school year. The school serves 270 students from toddler through Junior High, and has just celebrated our 50th anniversary. This position is an exciting opportunity to work with a team of faculty dedicated to authentic Montessori pedagogy within a mature program.

The ideal candidate will have:

- * A committed, deep understanding and passion for authentic Montessori pedagogy and practice
- * Flexibility
- * A collaborative work style while maintaining an identity of his/her own
- * Excellent verbal and written communication skills
- * Experience with fostering and maintaining excellent professional relationships with students, parents, faculty, and administration
- * Confidence and experience in the lessons and extensions required in a 9 – 12 class

Position Requirements

- * At least 3 years of teaching experience in an Upper Elementary classroom preferred
- * Candidates must possess a current and valid California Drivers' license with no points on their record.
- * Must submit to LiveScan fingerprint testing through the Department of Justice.
- * Current CPR and First Aid certification a plus.

Marin Montessori School offers a competitive salary, excellent benefit program, and beautiful surroundings.

Interested candidates should send a cover letter and resume to: hr@marinmontessori.org

St. Croix, United States Virgin Islands

St. Croix Montessori School, a 501(c)(3) non-profit organization, is the only Montessori school offering both Primary and Elementary programs on the beautiful island of St. Croix, United States Virgin Islands.

An ideal community for the self-starter candidate looking to cultivate an Elementary program of his/her own, we seek an AMI-trained Elementary Guide to begin Fall 2015. With an AMI-trained Primary Guide, with over 30 years of teaching experience, a supportive staff, Board of Trustees, and committed parent body, our school seeks an energetic candidate, dedicated to the students and Montessori program, and ready to take the 6-12 program to the next level!

Interested candidates please send a cover letter and resume to: Giselle Evora, stxmontessorijobs@gmail.com

Learn more about us: www.stcroixmontessori.com

Advertisements

Newport News, VA

Folks from six of the seven continents, over thirty countries and nineteen different languages represented. That is what you will find among our school community. Come join our unique team.

Hampton Roads International Montessori School is accepting applications from experienced elementary teachers for the 2015-2016 and 2016-2017 school year. Founded in 1992, HRIMS serves over a hundred children from toddler to elementary and is led by an AMI trained Head of School. We have a very active and supportive parent body and have established an excellent reputation in our community. HRIMS is located in a socially, culturally and educationally diverse area. Close to historic Williamsburg and Jamestown, the area has much to offer. The Hampton Roads area is rich with museums, art galleries, nature centers and theaters. We are located close to Virginia Beach resort, and within driving distance from Washington D.C., The Blue Ridge Mountains and the Outer Banks.

We offer competitive salaries, and excellent benefits including professional development funds.

Email cover letter and resume to Dorothy Knox, Head of School at dknox@hrimontessori.org Visit us at

www.hrimontessori.org

Baltimore, MD

LEAD TEACHERS ("GUIDES") FOR ELEMENTARY SCHOOL

Baltimore Montessori Public is a mission-driven school in the urban heart of Baltimore City's Arts and Entertainment District. Founded in 2008, we serve a diverse and vibrant community of students aged 3 through 8th grade. Our school features an extensive Seed to Table program, a beautiful outdoor learning and play space, a recently rehabilitated historic building, a talented and dedicated staff, a supportive and visionary administration, a dynamic and engaged parent community, and fruitful partnerships with local universities and cultural centers. With a wait list of over 1,000 students, Baltimore Montessori Public is Baltimore City's only public Montessori school and the charter school with the highest demand.

We are currently inviting applications for lead teachers ("guides") for our mixed-age Elementary (6-9, 9-12) School classrooms.

The ideal candidate is a creative, energetic, and flexible lifelong learner who is committed to meeting the needs of every child in a collaborative and inclusive environment, and believes all children should have access to a high quality Montessori education. To be considered, candidates must possess Montessori certification and be eligible for or willing to work toward certification by the State of Maryland. Submit a letter of interest, resume, and three references for prompt consideration to Ms. Allison Shecter, Baltimore Montessori Public's Founder and Director. Allison@bmpcs.org

Baltimore Montessori Public Charter School #336

1600 Guilford Avenue

Baltimore, MD 21202

410-528-5393 (phone) 410-528-8126 (fax)

Dallas, TX

Lower Elementary Montessori Teacher, 2015-2016 school year

Lindsley Park Community School in Dallas, Texas, is a public Montessori charter school. We serve the children not ordinarily served by tuition-based, private schools: an eclectic group of urban children admitted by lottery, including a substantial number of English language learners. This is a dynamic school for those who are drawn to serve a receptive, underserved segment of the population. Our school is set up to succeed: cohesive staff, involved parents, outstanding facility (indoors and out), well equipped and maintained, and very sound business and development support.

Requirements: Montessori certification, bachelor's degree, legal work status in the U.S., a passion for teaching, and the temperament to engage children with a wide range of learning styles, and from diverse home backgrounds. All teachers, School Director and Assistant Director have AMI training.

Compensation: competitive salary; full benefits: health insurance; state retirement system; short and long term disability; life insurance Contact Tom.Loew@LuminEducation.org 214-321-9155 x 101

Orange County and San Diego, CA

Lower Elementary Junior Teacher, LePort Schools

As an expanding enterprise, LePort Schools is seeking intelligent and enthusiastic individuals who will work alongside an experienced Montessori Head Teacher in a Lower Elementary classroom (6 to 9 year old). The right candidates will have the potential to be financially sponsored for AMI Montessori training and receive valuable on the job mentoring before becoming Head Teacher themselves.

Ideal candidates should possess experience and a love for working with 6 to 9 year old children and strong written & verbal communication skills.

To apply and learn more about LePort, please visit: <https://careers-leportschools.icims.com/jobs/1174/lower-elementary-junior-teacher-%28ages-6-9%29/job>

Advertisements

Shenzhen, China

UNIQUE OPPORTUNITY TO BRING MONTESSORI 6-12 TO CHINA

Are you an AMI trained 6-12 teacher?

If so, we are seeking your help to establish 6-12 Classrooms in Shenzhen, China.

Shenzhen is a beautiful city in China adjacent to Hong Kong. This is a unique opportunity to establish Montessori 6-12 in China's part of an ongoing effort to bring quality Montessori to China.

* Information about our school can be found at: <http://en.peninsula-ms.com>

* Attractive salary, relocation and accommodation package offered.

* Please forward a letter of application and resume to:

* admin@peninsula-ms.com

St. Louis County, Missouri

AMI LOWER ELEMENTARY TEACHER

Chesterfield Montessori School, serving students 16 months to 15 years of age and located in St. Louis County, Missouri, is seeking a full time lower elementary teacher to work with students in 1st through 3rd grade. This well-established school is recognized by the Association Montessori Internationale, and offers competitive salary, benefits, and opportunities for professional development.

REQUIREMENTS

Candidates must have a Baccalaureate degree in any subject, have successfully completed the AMI Elementary training and degree, and possess a love of working with children. Chesterfield Montessori School is an equal opportunity employer.

CONTACT

Interested and qualified candidates should fax or email a cover letter and resume to:

Amy Beger, Business Manager

amy@chesterfieldmontessori.org

314-469-7851

You may view ads at <http://www.ami-eea.org/job-postings/>

Job Postings are continually updated in-between newsletter publication dates.

Please join us in Sausalito, CA at Nature Bridge Golden Gate Recreation Area
on
July 8-14, 2015

Presentations include:

“Fabulous Follow-Ups”

with Melinda Nielsen

Delve into the art of planting seeds for follow-up endeavors in the child’s exploration of the universe. There will be storytelling, pictures to inspire, and practical advice to help empower each attendee to entice the children to creatively explore the presentations they receive. Hands-on experiences with wool felting and the art of Zentangle will be offered.

“Getting to Know the Brain: Essentials for Educators”

with Jakky Sangster and Nora McNamara

Gain a deeper understanding of the complexities of the developing brain. The information you receive will be invaluable in your daily work with children and their parents. This presentation will correlate Dr. Montessori’s observations about learning to the work of neuroscientists today. Topics discussed will be brain mapping via neuroimaging and a review of the most salient new findings in neurotypical children.

“Mindfulness and Guided Meditation with Elementary Children”

with Amy Eshelby

Experience guided mediation and come away with tools to help begin this practice in your classroom. The purpose of teaching mindfulness to our children is to give them skills to develop their awareness of their inner and outer experiences, to understand how emotions manifest in their bodies and to recognize when their attention has wandered and to provide tools for control. Guided mediation and Mindfulness practice taps into IMAGINATION and understanding of our bodies, minds, and spirit. Come away refreshed and ready to create a practice back at school.

“Playmaking: From the Classroom to the Stage”

with Chris Trostel and Wendy Tye

How does one make a play with children? Dr. Montessori was brilliant in preparing children for life on the stage! We will examine how the unique characteristics of the elementary child and materials prepare children for performance. You will take away theatre games and activities that bring to awareness one’s body in space and in relation to others. We will practice the practical skills of writing plays and explore the role of prepared plays, the teacher-written play, and the child as playwright, actor, and producer. Discover tips, tricks, and techniques to develop children as playwrights, dramaturgs, and the details of taking an idea from the imagination to the stage.

“Authentic Montessori and the Common Core”

with Paula Gibson-Smith

Montessorians may find themselves challenged with the Common Core State Standards. As a teacher with 25 years experience in a Montessori public school, I am making peace with the Common Core and invite you to join me on this journey of keeping the practice of Montessori authentic while addressing the new state standards. We will look at our fears about testing, meeting parental expectations and not following the child. We will draw on the resources of our AMI-EAA community (AMI-USA/AMI-EAA Common Core Standards project). We will identify stories, materials and key lessons that support development and give our students the strategies they need to be successful. We will root ourselves again in the Montessori philosophy that recognizes the public school curriculum while embracing cosmic education. We will remember to breathe and give ourselves grace!

CEUs available from Eastern Washington University.

Forms are available at: <http://www.ami-eaa.org/events/ami-eaa-annual-summer-conference/>

AMI Elementary Alumni Association
Profit and Loss
October 2013 - September 2014

	<u>Total</u>
Income	
Advertisements	219.60
Change In Investment Account Value	4,340.94
Donations	100.00
Interest Income	1.85
Membership Dues	16,843.80
Miscellaneous Income	99.17
Refresher Course Income	26,128.79
Summer Conference Income	20,609.50
Total Income	\$ 68,343.65
Gross Profit	\$ 68,343.65
Expenses	
Accounting and Legal	1,000.00
Affiliates	3,782.68
Bank Charges	207.31
Filing Fees and Taxes	451.00
Insurance	1,050.00
Member Services	
Board Meetings	3,604.28
New Member Services	
Office Expenses	248.77
Trainee Support	2,250.00
Total New Member Services	\$ 2,498.77
Newsletter	772.43
Office Expenses	1,690.82
Other Publications	1,535.29
Other Expenses	40.00
Refresher Course	
Board	3,242.02
ETOT Aid	1,200.00
Event Expenses	120.52
Gifts	205.15
PA Stipend	1,000.00
Speaker Expenses	3,823.27
Total Refresher Course	\$ 5,590.96
Summer Conference	
Board	5,087.86
Housing	14,867.62
Office Expenses	1,032.28
Outing	486.67
Social Events	960.00
Supplies	38.60
Total Summer Conference	\$ 22,473.03
Total Expenses	\$ 44,696.57
Net Operating Income	\$ 23,647.08
Other Income	
Interest Earned	2.08
Total Other Income	\$ 2.08
Net Other Income	\$ 2.08

Net Income

\$ 23,649.16

AMI-EAA Fall Newsletter

The AMI-EAA newsletter provides a vehicle for professional communication, discussion, and argument. It contains articles which are written by, and for, its own membership. The contents of this newsletter do not necessarily reflect the opinions of AMI-EAA or AMI.

Join us at the Annual Summer Conference in Sausalito in July!

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