



INAUGURAL STATEWIDE CONFERENCE PROGRAM

**BRINGING NYS MONTESSORI
TOGETHER!**

SAT FEB 5 2022

SCHEDULE

AM

8:45 - 9:00 WELCOME
9:00 - 10:00 KEYNOTE: MARTHA TEIEN
10:00 - 10:15 BREAK
10:15 - 11:30 WORKSHOP #1
11:30 - 12:00 EXHIBIT HALL

PM

12:00 - 12:45 LUNCH ROUNDTABLES
12:45 - 1:00 BREAK
1:00 - 2:30 WORKSHOP #2



Keynote

Martha Teien

Creating a Montessori Community – During a Pandemic

It has always been a challenge to create a Montessori community within a school. Building strong relationships with families can be a challenge when the child is greeted at the door by a guide and the adult returns to their car. There must be strong intention of connection with the family and not just the child because otherwise we are not truly engaging the whole child.

Now we add a layer of complication – a pandemic. In a pedagogy where the focus has always been the triad – child, guide, environment – how do guides, administrators and heads of school create an atmosphere of collaboration?

Bio: Martha Teien is the president of Montessori Public Policy Initiatives (MPPI). Previously she was president of the Board of Directors for Montessori Educational Programs International (MEPI) and president of Colorado Montessori Association (CMA). Martha is presently enrolled in the inaugural cohort of the AMS Instructor's Academy. She completed a Fellowship with the Buell Early Childhood Leadership Program (BECLP) in June of 2020.

Martha still serves as a full time primary guide for Mountain Montessori. She founded the school in 2004 and continues to direct, teach and own the program. Martha also helped co-found Montessori Children's House in Edwards, Colorado in 1998 and Eagle Montessori in 2001 in Eagle, Colorado.

Martha has 5 adult children who were fortunate to begin their educational journey with a Montessori primary program. Martha also loves to run, hike, and read.



AM Presenters

Christine Carrig

Claire McGinley

Partnering for Special Needs Progress

Every classroom will work with a student with special needs at one point or another. In this workshop you'll learn how to best support students who present with special needs, whether formally diagnosed or not, by focusing on four main areas: partnering with parents, adapting the prepared environment, collaborating with administration and partnering with outside experts and professionals. Along with helping to provide the vital assistance needed in the early years for your students, this workshop will help you cultivate relationships of trust within your school and parent community as you learn how to provide clear feedback and open communication regarding your students to parents and administrators.

Audience: Administration; Infant Toddler; Early Childhood; Diversity, Equity, Inclusion, and Belonging (DEIB)

Christine Carrig



Claire McGinley



Dr. Natalie Danner

Better Understanding Development: Developmental Screenings & Montessori

How do we truly understand development, both typical and atypical, in Montessori classrooms? When do we know when a child may need additional evaluation for us to understand their strengths and challenges? In this workshop, Natalie will share the purpose, benefits, and options for developmental screenings and the role of Montessori teachers when it comes to screening and further evaluation.

Audience: Administration; Infant/Toddler; Early Childhood; Diversity, Equity, Inclusion, and Belonging (DEIB)



Anne Slamkowski***Seeing Math in New Ways in Your Secondary Environment***

The goal of education is to equip students with tools to become collaborative citizens of the world, of their smaller community, and of their family. Somehow the cosmic task of teachers has been mislabeled as academic in nature. Yet our goal is more than just producing students who achieve high grades. Our goal is to guide students to become citizens of the world who are open to the task that the world has called them to do. This can seem overwhelming, but is very much attainable. Math education has certainly fallen prey to this style of thought. There is never enough time to cover all the standards and get through all the material which causes the teachers to panic. Seeing math education as more than "getting through the book" and focusing more on curiosity driven curriculum can change the entire dynamics of a classroom. I hope to help teachers see that there is so much more to teaching math. Math can be just as fun, creative, and student-driven as any other subject. Math fear can be changed into math passion. Students can begin to see math everywhere, in everything, and use this beautiful pattern-driven subject matter to become critical thinkers and develop skills that will help them become better community members within their schools, within their communities, and within the world.

Audience: Secondary

**Jennifer Stockmeyer*****Understanding Child and Adolescent Development Ages 4-14 Through the Book: Yardsticks by Chip Wood***

This workshop is based on the book *Yardsticks: Child and Adolescent Development Ages 4-14* by Chip Wood. Based on decades of educational research, *Yardsticks* explores the amazing developmental journey that occurs from ages four through fourteen. *Yardsticks* examines building a foundation that helps children grow and thrive. Participants will investigate easily accessible information about the unique cognitive, social-emotional, and physical characteristics at each age. The focus is on the belief that in order to teach children, we must know them individually, culturally, and developmentally. Practical recommendations for how to apply this knowledge in the classroom will also be addressed.

Audience: Administration; Elementary; Diversity, Equity, Inclusion, and Belonging (DEIB)



Wyatt Tolles

The Minimalist Guide to Elementary Independence

In The Minimalist Guide, we will explore how to foster independence within your Montessori Elementary classrooms. To do so, we'll discuss the importance of independence and its relationship to the Elementary plane of development and cosmic education. You'll explore ways to prepare the environment, to give your class ownership, and to support their success in maintaining the classroom. From the physical environment, we'll discuss the importance of schedule consistency and the uninterrupted 3-hour work cycle. All of this preparation will culminate in fostering complete independence and exploration of learning for your students.



Uniit Carruyo

H.E.A.R.T. Centered Montessori Practice

We as contemporary educators have been called to a cultural (r)evolution. In order to meet the moment fully, educators must embrace what I call H.E.A.R.T. Centered Montessori Practice. This workshop will break down the individual elements of a H.E.A.R.T. approach to education that will align our practice with History, Empathy, ABAR work, and Reflection, to Transform our teaching practice.

Together we will explore these elements to stretch out of our comfort zones and step into continued growth as Montessori guides. With our H.E.A.R.T. centered practice, we further the inner preparation of self that allows us to embody Montessori principles with any age human beings in our spheres of influence.

Audience: All Levels; Montessori Philosophy; Diversity, Equity, Inclusion, and Belonging (DEIB)



PM Presenters

Sara Bloomberg

Terri Hennessy

Gender Inclusivity and the LGBTQIA+ Curriculum: Reflecting on Your Role as an Educator, Your Beliefs and Your Desire to Create Inclusive Environments

Montessori said “the real preparation of the teacher is the study of oneself” and without this crucial work, attempts to implement an inclusive curriculum are not sustainable. This work of understanding our biases and prejudices is the identity pre-work that is so crucial for our evolution as educators who wish to create, and indeed are committed to creating spaces for children who are LGBTQIA+. We are excited to partner with you all and grow our practices together. We will begin by exploring our own beliefs, prejudices and backgrounds that relate to gender, gender identity and sexuality. We will understand how our own early experiences have shaped our understanding and possible biases and together, in a brave space, we will attempt to break down any internal barriers that keep us from having open, honest, comfortable conversations with our school communities.

Audience: Administration; Infant Toddler; Early Childhood; Diversity, Equity, Inclusion, and Belonging (DEIB)

Sara Bloomberg, MA (they/them/theirs)



Terri Hennessy (she/her/hers)



Iana Phillips

Mental Health and Social Justice: Race and Equity Revolutionised

Imagine liberation and honour our humanity to the purpose of revolutionizing Montessori. Identify what Social Justice and its impact on mental health via an AntiBias AntiRacist education looks like. As educator activists, the toll of trying to dismantle racism in our classrooms, schools, and our lives can leave a mark and further trauma. This presentation is designed to give context to lived experiences and some individual approaches of how we handle racism and liberatory consciousness.

Audience: Diversity, Equity, Inclusion, and Belonging (DEIB)



Kim Smith
Anna Rita P. Wentworth
Emily Thomas
Maria Horsford
Anna Caroline Tehan

A Montessori Approach to Computational Thinking

This workshop will provide a concrete approach to the question: If Dr. Maria Montessori were alive today, how would she reconcile our increasingly technological world with what we know about childhood development? This session defines computational thinking, and outlines why it is important for children today. We will present hands-on strategies, activities, and materials that teachers can use to introduce computational thinking to children ages 3 - 9 across a range of unique learning contexts, with a special focus on incorporating what we have through the Covid-19 pandemic.

Audience: All Levels

Kim Smith



Anna Rita P. Wentworth



Emily Thomas.



Maria Horsford



Anna Caroline Tehan



Laura Delgado

Heather Sundquist-Hall

Transitions, Tantrums, and Tears: Oh My!

Understanding how both daily and life transitions impact young children can go a long way in fostering smoother transitions for all members of your community. We know, for example, that transitions trigger tantrums in children, but understanding the underlying reasons for the tantrums helps us empathize with what children are really trying to communicate through periods of transition. Once we are able to identify the underlying needs of the child, we can apply our knowledge of Montessori principles, as well as specific tools, including the use of routines and rituals, to better meet the diverse needs of our children during transitions. While this may minimize the occurrence of tantrums and tears, both are inevitable within the learning environment, and within life, so our toolbelt must include effective tools for responding to and managing big emotions guided, of course, by the Montessori philosophy of respect.

We can furthermore apply all of the knowledge above to the parents in our communities and employ practical tools, from the beginning of the school year to the end of the year, in order to foster a community in which both children and parents feel seen and heard, ultimately bringing a greater sense of calm into our communities and schools. While this topic is relevant for all levels, it is an especially helpful area of focus for Administrators and for Infant and Toddler guides who are often the first to welcome the young child and parent into the community.

Audience: Administration; Infant Toddler; Early Childhood

Laura Delgado



Heather Sundquist Hall



Tammy Oesting

Tools to Amplify Learning: Research-based Strategies for the Montessori Guide

Montessori educators who leverage their understanding of the science behind their practices, equipped with research-based teaching strategies, enhance student learning and amplify outcomes. Current research reveals the inner workings of the brain and supports what Dr. Montessori identified through her keen observations of the child. Tapping into each teacher's mission to become a scientist in the field, Tammy Oesting will inspire their spirit and optimize their practice with hands-on, research-based practical strategies loyal to Montessori pedagogy.

Tammy's keen curiosity about why Montessori works, and her subsequent search for ways to reinforce lessons and interactions with children strengthened her understanding of Montessori pedagogy and led to more effective student outcomes.

Audience: All Levels; Montessori Philosophy; Diversity, Equity, Inclusion, and Belonging (DEIB)



Anthony DiRenzo

Comics, Literacy and the Valorized Adolescent

Current research shows that using comics in the classroom engages students from reluctant readers to advanced readers. Using comics is also a way to democratize storytelling in a classroom. Using comics in a secondary Montessori classroom provides a number of ways to engage adolescents on their journeys to valorization. Intentional teaching of comics provides new literacies to your students and provides new material for seminar!

Comics and graphic novel literacy is a skill that needs to be taught intentionally to our students. We are living in a golden age of visual storytelling and as Montessorians we must prepare our students to engage authentically with these materials. There are many wonderful ways to introduce these materials successfully and to integrate them intentionally into the curriculum.

Comics can be integrated with humanities lessons to provide another lens into difficult moments in history. The March trilogy helps to raise the voices of people of color when studying the Civil Rights Era, further humanizing the leaders of that movement. Comics can help broaden the scope of a unit of study by connecting small details with universal ideas. Using Persepolis during a unit on the American Revolution can help students make connections during a cycle study of Revolution and Evolution to deepen their understanding of revolution as a human action. Creating an inclusive comics library in a classroom can offer windows and mirrors for students during reading time and solotime. A particular focus of this presentation will be the creation of an LGBTQ+ comics library in a middle school classroom. Teachers will be given the tools and confidence to build their own comics libraries to best serve their students.

Audience: Secondary; Montessori Philosophy; Diversity, Equity, Inclusion, and Belonging (DEIB)

