



Canadian  
Association of  
Montessori  
Teachers

*Presents*

**To See a World in a Grain of Sand....  
Embracing the "Big Picture" of Montessori Teaching  
Featuring Jonathan Wolff**

To see a world in a grain of sand,  
And a heaven in a wild flower,  
Hold infinity in the palm of your hand,  
And eternity in an hour.  
- William Blake, *Auguries of Innocence*



**CAMT 2014 Annual Conference  
Friday, November 7, 2014  
The Old Mill, 21 Old Mill Road, Toronto  
[www.camt100.ca](http://www.camt100.ca)**

## CAMT CONFERENCE SCHEDULE

8:00 – 8:55 am	Registration and Coffee
8:55 – 9:00 am	Opening Remarks
9:00 – 10:00 am	Keynote Presentation – Jonathan Wolff
10:00 – 10:20 am	CAMT Annual General Meeting
10:30 am – 12:00 pm	Workshops A-G
12:00 – 1:30 pm	Luncheon & Displays
1:30 – 3:00 pm	Workshops H-K
3:10 – 4:30 pm	Workshops L-O
4:30 – 5:00 pm	Displays/Tea

*NOTE: Displays will be open from 11:30 am to 5:00 pm*

***Did you know that the member registration fee for the CAMT Conference has been \$170 for over 5 years?***

***Despite rising costs, CAMT is committed to providing members with the best conference experience at a reasonable price. (NOTE: This statement excludes the 2012 joint CAMT/CCMA 2 Day Conference)***

## **Keynote Speaker – Jonathan Wolff To See a World in a Grain of Sand.... Embracing the “Big Picture” of Montessori Teaching**

Montessori teachers are adept at attuning themselves to the children in their classrooms and creating prepared environments that optimize the learning potential of each student. Often more challenging for them is their working relationships with parents and fellow staff; their knowledge of other program levels and enrichment classes in their schools; and keeping themselves abreast of current research in the fields of human development, professional communications, and instructional practice.



It's easy to become myopic within one's own teaching environment and lose sight of the larger infrastructure of Montessori education, the anatomy of the whole school, and of the resources and relationships that could improve the quality of our programs and attract more families to the Montessori experience.

In this keynote presentation Jonathan Wolff will discuss the critical need for Montessori educators to stretch themselves beyond the boundaries of their own classrooms and school communities, to embrace the larger world of Montessori education and the responsibility to be part of the “big picture.”

### **About Jonathan Wolff...**

*Jonathan is a consultant, trainer, speaker and author who infuses his work in leadership development with 30 years experience as an educator and administrator. Founder and Director of Learning for Life and Montessori Leadership, Jonathan provides retreats, workshops, consultations and coaching for parents, educators, leaders, Boards of Directors, community organizations and learning communities around the globe. The best-practice leadership retreats and workshops he leads facilitate community building, strategic planning and improved organizational effectiveness.*

*After earning his B.A. degree in Secondary Education from Temple University, Jonathan began teaching at-risk youth in Philadelphia. Early in his career, he read several books on the Montessori philosophy and quickly recognized the power her work in human development had to effect transformation not only within the young child, but within adults as well. He went on to study with Mother Isabelle Eugenie, one of Dr. Montessori's first students, earned his Early Childhood Credential through the Association Montessori Internationale (AMI), and began his career as a Montessori educator at one of the first Head Start Montessori Centers in the United States.*

*Jonathan's incisive ability to apply Dr. Montessori's educational constructs to training adults led him to positions as a teacher trainer, as the director of education and training for various education and business organizations, and as the administrator for several nationally recognized schools. Thirty years in the field have provided him with solid first-hand experience in leading and managing rapidly growing for-profit and not-for-profit schools, education institutions and business organizations.*

*Today, the primary focus of his consulting practice is on leadership development – designing best practices and writing books and articles that enhance individual and organizational performance. His creative, interactive programs, his humorous and inspiring teaching style, and his deep insight into the needs of people and organizations are in demand by organizations around the world.*

## **MORNING Workshops (10:30 am – 12:00 pm)**

### **A - Brain Boosters for Developing Brains (ALL)**

#### **Paul Hyman – Toronto, Ontario**

Looking for new innovations to add to your lesson plans? Interested in applying the latest neuroscience research into the classroom? This session will catalyse your creativity in a fun and interactive way that will appeal to all your students. Brain Fitness presents a collection of break through ideas. This presentation is sure to give you some fresh thinking to help you make connections which will lead to GREAT ideas for a variety of learning styles.

About Paul Hyman...

*Paul Hyman is president of Brain Fitness International. Paul is a "Sensory Integration/Brain Trainer" specialist combining mind/body approaches and brain research. For 25 years he has worked in conjunction with other healthcare and educational professionals. He works internationally with clients and trains other professionals in his approach. His experiential style of teaching and growing collection of playful toys/teaching aids makes for a fun, one-of-a-kind memorable learning experience.*

### **B - The Center of Life, Toward an Ocean Curriculum (Elementary)**

**NOTE: THIS SESSION IS A 2 PART SESSION, FROM 10:30 AM to 12:00 PM AND 1:30 PM to 3:00 PM**

**YOU ARE EXPECTED TO ATTEND BOTH SESSIONS AND ARE NOT PERMITTED TO JOIN THE SESSION AT 1:30 IF YOU HAVE NOT TAKEN THE 10:30 AM SESSION**

#### **Victor Young – Beverly, Massachusetts**

The ocean produces half the oxygen we breathe. It influences all of the weather on the planet, puts food on our plates, gives us medicine, and provides transportation. One in six jobs in the US is marine related. It is important that our children build an understanding of the ocean so that they will be passionate stewards of it and the resources it provides.

This two part workshop provides an understanding of how important the ocean is to us and how our interdependence is critical to our survival. Join Victor in building a commitment to creating a lasting legacy of stewardship and sustainability for our ocean and our planet. Part two is a hands on workshop where we will do a layout of an ocean timeline and discuss ocean based lessons and curricular tie-ins of an ocean curriculum..

About Victor Young...

*After working twenty years as an artist and an engineer Victor returned to school for his masters degree in education. He began teaching in 2007 at Stoneridge Children's Montessori in Beverly, Massachusetts. He currently teaches Upper Elementary Science and Humanities and Middle School Science at Harborlight Stoneridge Montessori. He is interested in researching the development of creativity and critical thinking in the classroom and is working to develop an integrated ocean curriculum. He has three daughters, two of which are Montessori alumni.*

### **C - Nurturing: The Heart of the Toddler Environment (Toddler)**

#### **Nancy Coyle–Toronto, Ontario**

Montessori education is relational. At the Infant and Toddler level the child separates from their caregiver(s) to enter into a larger community. The teacher must reach out to the child and the family in a supportive role. This workshop will look at Montessori practices that facilitate insights regarding the child and his/her family. In addition, we will consider positive approaches that encourage a nurturing relationship.

About Nancy Coyle ...

*This workshop is facilitated by Nancy Coyle, Director of the Toronto Montessori Institute who received her Infant Toddler Diploma in 2009. For the last 30 years Nancy has been involved in Montessori education, integrating her experiences as teacher, administrator, trainer, and parent. She recognizes that while children, especially at this age, meet universal developmental milestones, the context in which they live has changed. Both teachers and parents have different expectations for the child and themselves. She continues to work to ensure that children's needs are met in developmentally appropriate ways.*

## **D - French (Casa)**

### **Veronica Jazzar– Aurora, Ontario**

This workshop will focus on the success of the French education program at Aurora Montessori School. French at AMS has become an integral part of the school's well-rounded and greatly respected program. During this session, you will be presented with, and be able to participate in, some of the great lessons, tips and tricks used by AMS French teachers. There will be games, songs and programs that are a sure fire way to get you motivated to implement or improve on the French program in your school

About Veronica Jazzar...

*Having taught Casa-Level and Grade 1-3 French through creative songs, games and activities, "Miss Veronica" has experience shaking things up in the classroom. She thrives on finding new and exciting ways to present a new language to the children. Her enthusiasm, passion, creativity and love of fun make it easy for students to embrace French and to look forward to their lessons.*

## **E – Developing Montessori Adolescent Curriculum - How We Meet Our Students' and Parents' Needs While Staying True to Montessori (Adolescent)**

### **Pat Gere and Sarah Wheeler – Ottawa, Ontario**

Using the key of student engagement and other Montessori principles, we'll look at how we create and deliver curriculum at the adolescent level. OMS has had an adolescent program since 2004. Pat and Sarah will share their experiences from the broad philosophical level to planning and the hands on day-to-day experience.

About Pat Gere...

*Pat Gere has been head of OMS Montessori since 2000. She is Casa and Elementary trained and began work at the adolescent level at Montessori House of Children (now Montessori Academy of London) in 1993. Pat spearheaded the current OMS Adolescent program in 2003 and continues to teach one of the adolescent math courses. Pat took the NAMTA Montessori Orientation to Adolescent Studies in Cleveland in 2004.*

About Sarah Wheeler...

*Sarah Wheeler has been one of the OMS Adolescent practitioners since 2008. She is Elementary trained and began working at OMS in 1997. Sarah completed the NAMTA Montessori Orientation to Adolescent Studies in Cleveland prior to joining the adolescent community. Sarah is our senior Adolescent practitioner with a focus on the Humanities, although she is also a 'Jack of all trades' as is true of most Adolescent guides.*

## **F - Prove it! Montessori Research (ALL & Admin)**

### **Katrina Moss crop – Bracebridge, Ontario**

Why Montessori? The answers are in the research. Katrina Moss crop will present data and anecdotes from her award-winning thesis: Place Attachment: Grade 2 Students' Special Places at their Schools. She will also offer an engaging and accessible overview of relevant research in Montessori. You will leave with resources for using research at teacher and parent education workshops. You will learn how to conduct your own informal research and share it effectively to strengthen our classrooms and curriculum.

About Katrina Moss crop...

*Katrina Moss crop discovered Montessori as a Casa student. She has since completed her Elementary Montessori Teacher Training at the Toronto Montessori Institute and earned her Master of Education from Queen's University. She is the recipient of the American Montessori Society thesis award 2013 for outstanding research in Montessori education. Moss crop was also selected to publish a manuscript based on her thesis research in the Rosa Bruno-Jofre Graduate Student Symposium, Selected Papers, Volume 6. She has presented her research at Queen's Education Student Symposium and AMS Conferences 2011 and 2013. Moss crop is the elementary teacher at the Montessori School of Bracebridge.*

## **AFTERNOON Workshops 1 (1:30 – 3:00 pm)**

### **B - The Center of Life, Toward an Ocean Curriculum (Elementary) CONTINUATION**

**NOTE: THIS SESSION IS A 2 PART SESSION, FROM 10:30 AM to 12:00 PM AND 1:30 PM to 3:00 PM**

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### **G - Creating a Collaborative and Cohesive “Best Practice” Montessori Program (ALL)**

#### **Jonathan Wolff - Berkeley, California**

Many fine Montessori programs nonetheless function like archipelagos of classrooms, in which teachers close their doors and teach in a vacuum, based on curriculum and instructional practices they have utilized since the days of their pre-service training. In such schools students experience and parents witness different learning outcomes and teaching strategies. Teachers in these programs are often not comfortable sharing, comparing, and evaluating the differences in their approaches in a calm, collaborative, and scientific manner. As a result, inconsistencies in program quality are perpetuated.

In this workshop we will explore how Montessori teachers and instructional leaders can create a faculty culture of collaborative inquiry, one that fosters the most authentic Montessori practice and a more cohesive program.

About Jonathan Wolff...

See *KEYNOTE Biography*

### **H - Salient Features of Practical Life Exercises in a Toddler Environment (Toddler)**

#### **Nandita Agarwala – Pickering, Ontario**

When working with toddlers, we sometimes tend to forget that Practical Life exercises for them begin at the door of their environment. Right from the time they come in, take off their shoes and jackets, their journey of independence begins.

Through this interactive workshop, we will learn how to incorporate activities into the Toddler environment while keeping in mind the developmental needs of these children that are between the ages of 12-18 months. We will learn how to incorporate these activities into the daily routine and transition time of toddlers. We will brainstorm and come up with ideas on creating new activities in the different areas of Practical Life exercises that would be successful with toddlers.

About Nandita Agarwala...

*A passionate and true Montessori Educator and a loved directress, Nandita Agarwala has been an avid student herself for over 25 years - ever since she decided to dedicate her life to the understanding of the development of children and completed her Diploma in Montessori Education in 1987. She also completed the Toddler Montessori Training and Lower Elementary training in India. She continues to teach and learn, all at the same time while having established a wonderful Montessori school in Pickering, Ontario, by the name of 'Montessori Mantra'.*

*Nandita completed her MACTE certification (Casa) after she moved to Toronto in 2006. She is currently completing her Trainer of Trainers' Course from the Montessori Teachers College, Toronto and also gives lectures at the college. She is a board member of Canadian Association of Montessori Teachers and is also associated closely with the Canadian Council of Montessori Administrators. Nandita is the proud mother of two boys aged 26 and 23.*



## **I - Math Materials for the Adolescent (Adolescent)**

### **Michael Waski – Independence, Ohio**

Adolescents do and will use materials in mathematics (though in different ways than the elementary child) if they are appropriate for their age group. Some materials have been developed particularly for the adolescent, some Montessori materials are repurposed for new and exciting uses, and historical materials are also explored by the adolescent. In this workshop an overview of the importance of “materialized abstractions” will be discussed along with lots of pictures of the many different materials adolescents are using and how they use them.

About Michael Waski...

*Michael Waski is a math teacher at Montessori High School at University Circle in Cleveland, Ohio, USA. He holds the AMI Elementary Diploma from Bergamo. Michael has taught for over fifteen years in Montessori adolescent programs in California and Ohio, and has been on staff of the AMI Montessori Orientation to Adolescent Studies for nine years. He has recently published a book, Montessori Algebra for the Adolescent, a summary of lessons from pre-algebra through calculus.*

## **J – Food for Thought – Not Consumption: Protecting and Educating Our Children In an Age of Environmental Crisis (ALL Levels)**

### **Karen Fagan – Meaford, Ontario**

How green is your school? Are we leading by example? We prepare our classroom environments for optimum stimulation, learning and independence but how much thought do we put into the actual physical safety of the environment with respect to the quality of the air, water, food, level of toxins in various materials that impact the health of our children. Are we, as Montessorians, taking advantage of our Cultural curriculum to enhance the relationship between man and his environment. Montessori is the perfect platform to convey the message of interdependence and interconnection of everything; to raise our awareness and understanding in order to motivate us all to do what is necessary to help fix the planet. Practical applications, suggestions and reference materials will be provided. Let's inspire our students and reawaken ourselves!

About Karen Fagan...

*Karen Fagan has been a Montessori Educator for 40 years in a variety of capacities as: classroom directress, Head teacher, Principal of the former High Park Centennial Montessori School, Special Needs Consultant, Reading Specialist and tutor, Guest lecturer and Workshop Presenter for many Montessori Schools, Montessori Training centers, CAMT and CCMA organizations. She has also been an External Oral Examiner for the Toronto Montessori Institute and the former Sheridan training college. In addition to being a dedicated Montessorian, she is a passionate naturalist and outdoor adventurer and has led many children's camping trips. She now focuses her concerns on the sustainability of the environment by volunteering, participating and belonging to numerous nature and environmental groups such as the Bruce Trail, Nature Ontario, David Suzuki Foundation, Transition Meaford (community sustainability), friends of McGregor Park and Canada Backyard Birdwatch. Her goal is to inspire, educate, encourage and motivate others to become actively involved in saving our planet.*

## **NOTES**

- **SPACE IS LIMITED – Register Early to Avoid Disappointment**
- No refunds will be issued.
- A service charge of \$20 will be levied on all cheques returned NSF.
- Program subject to change.
- All workshops have limited space. Register early to ensure you are accepted into the workshops of your choice!
- **Confirmations will be sent via email ONLY** – if you do not receive a confirmation 1 week prior to the conference, please contact us via email at [info@camt100.ca](mailto:info@camt100.ca) to confirm your attendance.

## **K - Exploring the Concept of Time Through Various Montessori Activities (Casa & Lower Elementary)**

### **Daniel Jutras – Toronto, Ontario**

As Montessori Teacher-Guides, we recognize the struggle and confusion a child can live in being familiar with the concept of time; Piaget wrote that this concept is the toughest for a young child. However, we can facilitate the grasp of this concept in enriching the environment with various classroom materials and presentations of activities.

During the first part of this presentation, you will see how the child can explore these seemingly invisible aspects related to time: passage of time, length of time and cycle of time. Using concrete materials such as time-lines, golden beads, and friezes, we will show you how to invite the youngest child for a discovery and understanding of this abstract idea where Culture, Science and History are interlaced.

In the second part, let's put our feet in the shoes of the child in order to bring him in a fantastic journey based on scientific research: the creation of our Universe from Azoic Era to Neozoic Era in spurting impressions at the launch of every prehistoric era. Objects and pictures from each era distributed on a 45 feet ribbon in diverse colors supported by an uncomplicated text will make the Timeline of the Universe. Let's explore for our enjoyment and the benefit for children.

About Daniel Jutras...

*Daniel Jutras is the Founder, Master Teacher, lecturer and examiner of the Canadian Montessori Teacher Education Institute (CMTEI). He has received his Montessori Teacher Education certification from AMI (Association Montessori Internationale) (3-6+) from Perugia, Italy, (1987) (his trainer was the late Antonietta Paolini who worked with Dr. Maria Montessori for 22 years as her special assistant) and from Montessori St. Nicholas Centre (Elementary). Dr. Jutras has a Ph.D. in Education from the University of Ottawa (1979). For the last 25 years, he has prepared more than 2000 Montessori Teacher Candidates, tutored Montessori Teacher Education Workshops in Europe, Africa, Asia and North America and gives lectures regularly in international Montessori conferences.*

## **AFTERNOON Workshops 2 (3:10 – 4:30 pm)**

### **L - To "Follow the Child", We Must Follow The Family – Cultivating Positive Relationships With Parents Through Understanding Their Needs and Tendencies (ALL)**

#### **Jonathan Wolff - Berkeley, California**

If we had more knowledge of parents' school experiences as children, of their educational perspectives and values, and of their aspirations and anxieties with regard to their child's development, we would be better equipped to understand the needs and tendencies of the students in our classrooms and gain greater levels of cooperation and support from the families we serve. In this workshop we will demonstrate how a few caring questions, posed to parents at the right time and in the right way, can reap enormous amounts of valuable information about their child, but more importantly, build trust and rapport with the families in our classrooms.

About Jonathan Wolff...

See *KEYNOTE Biography*

### **M - A Journey That Became a Pilgrimage (ALL Levels)**

#### **Nandita Agarwala – Pickering, Ontario**

A pilgrimage of a very different kind.... What inspired Dr. Montessori to create her Cosmic Peace curriculum? Why did Dr. Montessori come to India and what made her stay there for so long? Come and share this wonderful journey to India and trace the footsteps of Dr. Montessori. You will see some wonderful places and meet great people. You will see the house that Dr. Montessori lived in and be introduced to the place that was a source of inspiration to Dr. Montessori and Cosmic Peace Education. You will also find out about one of her surviving students! Together we will embark on this journey of self-reflection and inspiration.

About Nandita Agarwala...

See *biography for Session H*

## **N - Elements of a Montessori Mathematics Classroom (Upper Elementary)**

### **Michael Waski – Independence, Ohio**

The question, “Why do I have to learn this?” is a legitimate one for adolescents, many of whom will not be using many of the skills they learn in their daily life or in their profession. This then begs the question, “Why do I have to teach this?” During this session we will look at what Montessori has to say about the importance of mathematics, what its true goals are in today’s society, and some strategies for setting up a positive classroom experience for students of all abilities and interests.

About Michael Waski...  
See *biography for Session I*

## **O - Who’s On Top? The Question Frequently Asked in the Bedrooms of Many a Montessori Teacher (Elementary & Admin)**

### **Grace Kidney – Toronto, Ontario**

Media coverage of questionable social behaviour on the part of children and their educators and caregivers is alarming. Guiding our children to develop good social skills and a strong moral compass in the second plane of development requires a plan. Often it looks like there is no plan!

Grace Kidney explains how the use of The Theory of Restitution, developed by Diane Gossen, in the Montessori Elementary and Adolescent Communities improves opportunity for greater social development and enhances the children’s daily lives.

In the safety of the Montessori environment the children themselves create the conditions to fix their mistakes and to return to the group strengthened. Who’s on top? The children, of course!

About Grace Kidney...  
*Grace Kidney received her training in the AMI College, Sion Hill, Ireland, studying the Primary and Elementary Years and Benincasa Special Education. She has been working with children of all ages for many years in a variety of settings. Grace is the co-founder of Clanmore Montessori School, Oakville, Ontario, a school that guides the education of children of one and a half years to fifteen years of age. Currently she is the Coordinator of the Elementary Programme. Grace is a cofounder of Montessori Education Group (MEG), a group dedicated to promoting and protecting Montessori. For her work in the promotion of Montessori education and the support of her colleagues, Grace was awarded Honorary Lifetime Membership of CAMT and also of the Irish Montessori Society.*

## **P - Nurturing the Seeds of Cosmic Education in Casa Culture (Casa)**

### **Wendy Agnew – Windsor, Ontario**

This workshop explores potentials within the cultural curriculum to animate, vivify, and engender faculties for peace, sustainability, and life-long learning. Using practical examples supported by Montessori theory and child innovation, we will track expanding ripples of culture from spiritual epicentre through classroom, school, local, and global community. We will experience nuances of observing and awakening the link between children and potent prepared environment and, in sharing how to follow the child, we may emerge to better serve Montessori’s vision of Cosmic Education/

About Wendy Agnew...  
*Dr. Wendy Agnew is an internationally recognized teacher and teacher educator. She has worked since 1979 in Africa, Asia, and North America to promote educational initiatives that honor the generative powers of creativity. Her research contributions synthesize aspects of systems theory, ecology, and communication in educational reform and peace research. Her many publications explore both quantum and planetary implications of letting children lead in the dance of learning. She follows the premise that planetary evolution and survival involve a layering of humility, passion, and surprises found only in the cognitive pockets of the young and the thrilling pockets of wilderness. As such, she is an advocate of, and expert in Montessori and holistic philosophy as applied to global education from pre-school to university and beyond.*