



**Canadian
Association of
Montessori
Teachers**

PRESENTS

ONE CHILD, ONE PHILOSOPHY, ONE UNIVERSE

THE ROUTES OF DISCOVERY,
BUILT ON MONTESSORI'S ROOTS

FEATURING

Philip Snow Gang



CAMT 2016 Annual Conference

Friday, November 4, 2016

The Old Mill,
21 Old Mill Road, Toronto

REGISTER ONLINE AT
www.camt100.ca

CONFERENCE SCHEDULE

Registration and Coffee

8:00 am – 8:55 am

Opening Remarks

8:55 am – 9:00 am

Keynote Presentation

9:00 am – 10:30 am

CAMT Annual General Meeting

10:30 am – 11:00 am

Workshops A-E

11:00 am – 12:30 pm

Luncheon & Displays

12:30 pm – 1:50 pm

Workshops F-J

2:00 pm – 4:00 pm

Displays/Tea

4:00 pm – 5:00 pm

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

NOTE: optional half-day
presentation by Philip Snow Gang
on Saturday November 5, 2016
at Central Montessori School

Attending CAMT's conference is an excellent opportunity for educators to fulfill a school's policy on training and Professional Development

Participant at all CAMT events receive a certificate of attendance..

**NOTE: Schools registering more than 5 staff at the same time will receive a 10% discount.
Use the code CAMT10 when completing your online application.*

Mandatory curriculum workshops which comply with requirements established by the Ontario Ministry of Education

Workshop D

Sex Education: Montessori Style – The Intelligence of Love (Casa to Adolescent) by *Dr Wendy Agnew*

Sex education is part of the “Healthy Living” section, under the category of Human Development and Sexual Health

Workshop H

Education for Reconciliation - The KAIROS Blanket Exercise (Elementary & Adolescent)

by *Dawn Penrose-Woodruff*

First Nations, Métis and Inuit Connections

Keynote Speaker

Philip Snow Gang

To Education Eco-sapiens

[Eco from the Greek Oikos, house. Referring to Cosmos as house-home. Sapiens from the Latin sapere “to be wise”]

We are inheritors of Maria Montessori's grand vision for changing education and evolving our species.-? What responsibilities do we carry as Montessori guides? How do we fulfill Montessori's request to follow the child within the context of Cosmic Education as inherent changes are placed upon schools and educators? How can we continue to promote peaceful classrooms and schools with internal coherence when the immediate external requirements tend to be stronger than the principles of Montessori's vision from 100 years ago?

Based upon Philip Snow Gang's 2016 video, a result of Gang's lifetime work in education and, in particular, the 20 years of collaboration with Marsha Snow Morgan, Gang will situate Montessori's ideas and respond to the question: What contexts and processes in education might liberate teachers and learners so they become catalysts for a “new human” - one whose integral relationship with Gaia is bound by right-action and love? Gang's work is about the Earth and the Cosmos; it is your story; it is my story. It is a response to Thomas Berry's call



for a New Earth community as well as Maria Montessori's ideas concerning the evolution of a new human.

About Philip Snow Gang

Phil Gang's Montessori journey began, as so many people's do, as a parent. Since his training in Bergamo in the 70's, he has taken on a tremendously varied number of roles in and out of the Montessori community, and has been at the forefront of many innovations and new implementations of learner-centered educational projects. Through his Montessori work, Phil developed close personal relationships with Mario Montessori Sr. and Mario Jr, who served on his doctoral committee. He was a driving force behind the Montessori adolescent program revival in North America. Phil has worked with several Higher Learning institutions to create integral and integrative transformative learning programs for educators. This year marked the 20 year anniversary of the TIES Masters of Education programs at Endicott college, founded by Phil and his wife Marsha. Phil's written work has been published in numerous publications, and he has been invited to speak and lead workshops all over the world.

Phil has the rare ability to inspire deep and lasting transformation in those around him. His commitment to continued learning in his own life and to sharing that learning gives his students a unique perspective on Montessori in a truly cosmic context. Being a gifted listener, and having the ability to gather and distill huge amounts of information contribute to Phil's facilitation skills.

MORNING Workshops 11:00 am - 12:30 pm

A | All Systems Go! A User's Guide To Making Your School's Unique Local Environment a Space For Outdoor Learning (Adolescent)

JEFF MANN & KATHY ROI

Working together outdoors is one of the key ideas in Maria Montessori's philosophy for adolescents. This interactive workshop will help you to create inspiring and educational outdoor experiences for your students, specifically suited to each school's unique location and needs. Montessori schools are as diverse as their students. In our workshop, participants will have the opportunity to analyze and consider the unique historical, natural and environmental aspects of their surroundings. Making use of our local heritage is critical to making outdoor experiences interesting and meaningful to students. Drawing on specific examples from the outdoor education program at the Muskoka Montessori School, participants will be walked through a framework for developing themed units and specific lessons for their unique situation. These lessons can be used in all areas of the curriculum to boost student interest, increase student communication and provide an appreciation for the area in which students live and learn. While the session is aimed at adolescent educators, it may be of interest to all teachers; all are welcome

***Jeff Mann** is the lead Erdkinder teacher at the Muskoka Montessori School. Jeff has been an outdoor educator for his entire professional life. Jeff has an Honours Bachelor of Outdoor Recreation, Parks and Tourism from Lakehead University, as well as a B.A. in History. He holds a B.Ed. from Nipissing University. Jeff has completed the AMI Montessori Orientation to Adolescent Studies. He worked for a decade as a builder of climbing walls and challenge courses and lead trainer for Challenges Unlimited Inc. He has also worked as a wilderness guide throughout Canada, with diverse populations. Taking students out of the classroom is at the core of the program at MMS. Jeff strives to integrate the outdoors into all aspects of the program, since students learn best when they are working together, outside.*

***Kathryn (Kathy) Roi** holds a Masters of Education degree from Nipissing University as well as a Bachelor of Education degree, a Bachelor of Arts degree in Geography and Music, and a Bachelors of Outdoor Education from Lakehead University. She is also certified as an Environmental Science Specialist, a Guidance Specialist, and an Instructor for English as a Second Language. These additional qualifications were acquired through the University of Toronto, North York, and Nipissing universities.*

B | Montessori and ECE: How to Bridge the Gap in Toddler & Casa Environments (Casa/Toddler)

PAULA GLASGOW & KATIE LANNAMAN

"By the age of three, the child has already laid down the foundations of his personality as a human being, and only then does he need the help of special scholastic influences." (Ab. Mind, Ch. 1)

This interactive workshop will discuss the strengths of both the Montessori and ECE programmes. The philosophies underpinning both the Montessori and ECE programmes will be analysed. We will compare the Montessori curriculum with the ECE emergent curriculum. We believe that strong, positive communication between RECEs and Montessorians working in the same environment is crucial for the benefit of the children. Therefore, we will work in groups to enhance an understanding of the two different educational methods. Videos of ECE and Montessori environments will be discussed and assessed. The outcomes for participants at this workshop will be a respectful, open-minded blending of these two educational philosophies leading to a harmonious, balanced provision for children in Toddler and Casa environments.

"There is among children an evident sense of community. This rests on the noblest feelings and creates unity in the group." (Ab. Mind. Ch. 22)

***Paula Glasgow** is Dean of Montessori Teachers College. She was formally Dean of Toronto Montessori Institute, Principal of St. Nicholas Montessori School and College in Dublin, Ireland, and Director of Studies at Montessori St. Nicholas in London, UK. She has conducted Montessori courses and accredited Montessori schools at worldwide locations. Paula has a BA in English Literature and Philosophy, and a Masters of Education. Her Montessori training covers the ages 0 - 12 years.*

***Katie Lannaman** has been a part of the Montessori community for the past 4 years, working at Boardwalk Montessori School in Toronto. Katie was welcomed into the Montessori community as a Registered Early Childhood Educator, working in the Toddler Classroom. After an eye-opening year, she decided to pursue her Infant/Toddler training at Montessori Teacher's College. Katie was valedictorian of her graduating class and gave a passionate speech about the privilege of being an educator of young minds. She has a BA in Childhood and Family Relations and over a decade of experience working in various childcare settings.*

C | Opening up Mathematics: Facilitating Rich Tasks in Mathematics Classrooms (Elementary)

PARINAZ NIKFARJAM

Rich tasks are defined as tasks that “open up” mathematics, go beyond facts and procedures and enrich learning by making connections among mathematical concepts and ideas. In recent years, rich tasks in mathematics have received great attention among the research community as well as the teaching community. Rich tasks are open-ended, enquiry-based and process-orientated. They are also excellent assessment tools as they provide opportunities for reflective discourse, and facilitate feedback by teachers as well as peers.

The goal of this presentation is to offer a theoretical and practical examination of rich tasks in mathematics. It will outline the many facets of rich tasks as well as the pedagogical possibilities and implications they offer both in the teaching and the assessment of mathematics. Furthermore, the presentation will invite participants to explore rich tasks within the framework of Montessori math curriculum and to make connections and/or extensions in order to further enrich their practice. The presentation will be hands-on and discursive in format. Photos and/or videos will be shared and participants will have the opportunity to engage with rich mathematical tasks, to work collaboratively and to reflect on their teaching practices.

***Parinaz Nikfarjam** has been a Montessori teacher for over thirteen years, teaching different components of the Elementary curriculum. She is currently the Elementary Vice Principal at Trinity Montessori School in Markham, Ontario. She is also a doctoral student at York University, her research interests ranging from assessment and learning to mathematics and teacher education. Parinaz is a great advocate for bringing theory and pedagogy together in a collaborative community of practice. Parinaz presents at a variety of conferences and enjoys engaging in educational discourse with, and learning from, teachers and researchers from different disciplines.*

D | Sex Education: Montessori Style - The Intelligence of Love (Casa to Adolescent)

DR WENDY AGNEW

No standardized system can encompass a subject so rife with cultural, political, personal, and aesthetic inclinations and beliefs ... Montessori wisely advises us to follow the child, and it seems that the topic of reproduction is a pathway with many avenues. Even though the ways are diverse and intricate, we finally arrive at the same destination - that of love. “Every work which is done according to the laws of nature and creates a harmony among beings attains consciousness under a form of love.” (The Secret of Childhood, 103)

From spontaneous Casa seminars, through Elementary students’ games and galleries, to Pandora’s Box of Questions and Metamorphosis at the Junior High level, students continue to seed the future with their innovation and creativity. As well as offering insights into panoplies of the possible, this workshop will explore a variety of topics that cross-fertilize curriculum with regenerative potency. [Please bring a story from your own educational experience.]

***Dr. Wendy Agnew** is an internationally recognized teacher and teacher educator. She has worked since 1975 in Africa, Europe, Asia, and North America to promote educational initiatives that honour 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.*

E | Fostering Self-Regulation and Empathy in a Montessori Classroom (ALL)

EUNICE LEE

This workshop will describe the critical role that self-regulation plays in child development, especially in establishing core foundational skills in the classroom. We will discuss how a Self-Reg framework can help educators support children's learning in a Montessori classroom. We will also focus on how to tap into a child's natural tendency for empathy: uncovering potential challenges and identifying what can be done to overcome them. Participants will learn how to distinguish stress behaviours from misbehaviours, how to build on a child's capacities for self-reg, and how to apply the 5-steps of self-reg for an individual child, classroom, and school setting.

Eunice Lee is a Registered Social Worker with dual Master's degrees in Social Work and Special Education. She focuses her practice on children and adolescents 0 to 18 years of age experiencing difficulties with regulation, interaction, attention, play, social emotional, or learning via treatment and parent coaching. Eunice was a member of Dr. Stuart Shanker's team at York University's Milton & Ethel Harris Research Initiative since 2007; currently, she is a Self-Reg consultant and Parent Portal Moderator for TMC, and provides training and mentoring for professionals working towards their DIR Floortime certification for ICDL in the United States. She has presented for school boards, organizations, and conferences across North America, Asia, and South America. Her passion for continued learning and research have led her to University of Toronto's Ontario Institute for Studies in Education where Eunice is working towards a Ph.D in Developmental Psychology and Education.

F | A Joyful Approach to Reading: How do we make reading joyful and what do we do differently when a child does not respond well to our language training? (Casa)

ELIZABETH FLENNIKEN

Throughout our environment we allow children to develop by following each of their individual paths. Just as we can't ever tell a child they built the pink tower incorrectly. It is their work with the material and their own maturity that allows them one day to be able to visually discriminate the size of the cubes. The same process needs to be recognized in early language development. Every child will follow their own path. We as the directress ensure there are alternate paths to follow that allow success.

Incorporating materials and discussion, we will explore the many questions that you may have about your literacy program. How do you keep a child's interest in wanting to repeat the language lessons for initial sound? How long do you keep on trying to have a child memorize symbols or hear sounds? At what stage do we use alternate methods to keep language development rich and exciting? These are some of the questions that will be looked into during this workshop.

Elizabeth Flenniken first came to Canada at 18 from Norfolk, England and took a nanny's position in Oakville, Ontario. It was in Canada that she first entered a Montessori school and from there, her passion in the philosophy soared. Elizabeth has many years experience being a Montessori teacher and a Montessori school owner. Her Montessori career began with the introduction of Montessori education through various mentors in Ontario, as well as acquiring AMI training under Hildegard Solzbacher, from Cleveland, Ohio. In 1994, Elizabeth established Absorbent Minds Montessori School and passionately worked on her dream of owning a school. For many successful years, Elizabeth employed Montessori guides and operated Absorbent Minds until 2013 in which she had to make a hard and emotional decision to close her lovely school. Elizabeth loves teaching this beautiful Montessori philosophy and she currently does so at Dundas Valley Montessori School as a Casa directress.

AFTERNOON Workshops

2:00 – 4:00 pm

G | Our Planet, Our Home (ALL)

PHILIP SNOW GANG

Using the our Planet, Our Home learning materials created by Philip Snow Gang and Marsha Morgan, we continue the exploration of the morning's keynote address through process-engagement and dialogue:

In what ways does your story affect the way you teach?

How might each child's story affect the way he or she learns?

What do you experience when you sit quietly in a natural setting?

How is heart wisdom and creativity expressed in your teaching-learning environment?

Within this workshop, dialogue, exploration and reflection will encompass the afternoon bringing thought provoking revelations about yourself and the way you engage with your students. Be prepared for participation.

H | Education for Reconciliation - The KAIROS Blanket Exercise (Elementary & Adolescent)

DAWN PENROSE-WOODRUFF

The KAIROS Blanket Exercise is an interactive and holistic learning experience developed following the landmark report of the Royal Commission on Aboriginal Peoples. The Blanket Exercise allows participants to take on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they walk through pre-contact, treaty-making, colonization and resistance. Participants are drawn into the experience by reading scrolls and carrying cards which ultimately determine their outcomes. By engaging on an emotional and intellectual level, the Blanket Exercise effectively educates and increases empathy. It helps participants to understand why reconciliation is needed and how to take steps toward reconciliation and new relationships.

The Blanket Exercise can be used as an engaging tool within the Montessori classroom for upper elementary and junior high students. Educators will leave this workshop with an increased awareness of the First Nations, Métis and Inuit people of Canada and will also be equipped with the resources required to implement this education into their own classrooms.

Dawn Penrose-Woodruff is a graduate of Wilfrid Laurier University with a BA in Psychology and English. She holds a Montessori Diploma of Early Childhood Education (MACTE) from Montessori Teachers College, Toronto and has been a Montessori Casa guide for 9 years. Dawn has recently completed a certificate program entitled Reconciliation through Indigenous Education from the University of British Columbia.

Dawn is a proud Anishinaabe kwe (Ojibway woman) of the Alderville First Nation. She is a member of the Aboriginal Professional Association of Canada and is a current representative on the Waterloo Regional Aboriginal Academic Advisory Council (WRAAAC), serving both the Waterloo Region District School Board and the Waterloo Catholic District School Board. She is passionate about human rights and diversity and enjoys speaking to youth and adults alike about finding her indigenous roots and how we can learn from our past.

I | From Chaos to Cosmos (Casa and Elementary)

CATHERINE O'KEEFFE

Cosmos is order, as distinct from chaos. The Montessori training stresses exactitude in all presentations in order to clarify the world for the Casa child and the universe for the elementary child. To bring this precision to our own lives and to our classroom, some of us need some extra assistance. Keeping order is essential in all Montessori environments so that the children have a familiar comfortable place in which to pursue self-construction. However, keeping routines, records, rigorously spotless materials and shelves is not easy in an environment where we encourage exploration, discovery and mess! This workshop draws on essential Montessori ideas and applies these to keeping the classroom in order. It includes ideas on how to efficiently make materials, keep the children's work in order, clean the classroom, deliver reports to the administration on time, and most of all include the children in the beautification and running of the class. The workshop includes suggestions as to how the director or guide can self-reflect, not blame the circumstances and psychologically enjoy putting order to the chaos. This lecture includes some time for participants to look at some children's work, materials and classroom cleaning items. A reading list of books to help with organizing and time management is also provided.

Catherine O Keeffe has worked with Primary, Lower and Upper Elementary students in Ireland, UK, USA, Dutch West Indies and Canada. Catherine began her Montessori training at AMI Dublin when only 18 and is very grateful to all the advice, encouragement of colleagues, administrators, parents, room-mates and friends over the years as they patiently saw her class change from chaos to calm. Now she considers herself to be the "World's Okayest Teacher" and has a mug to prove it. Catherine works in upper elementary in the "best school in the world," Montessori Jewish Day School in Toronto.

J | A Toddler's Welcome: How To Create Space For The Youngest Children in Our Growing Montessori Communities (Toddler)

KATE MILLIE

As the need in our society for youngest child communities grow it is vital that we examine how to best integrate these communities into our schools at large. In this workshop we will examine the needs and characteristics of children 18 months - three years old and discuss the best practices for welcoming these young people into our schools. Examples of cross-age level interactions will be given as well as descriptions on how toddler communities can be involved in school activities. We will also discuss when it is important to protect and isolate toddler communities from school wide events. As more and more families search for care for their youngest members we must work to provide an environment that meets their needs as well as supports our current school environments.

Kate Millie works at Dundas Valley Montessori School as a guide in the Toddler community and holds her AMI Montessori 3-6 teacher certification and a Masters in Education. She has been working as an advocate for Montessori education for over ten years. Kate spent five years living in Beijing, China where she worked at two large International Montessori Schools as a Casa teacher and later as Academic Director, helping to guide and consult with teachers and administrators to better their Montessori practices. In the middle of her time in China, Kate moved to Italy for a year while her husband trained at the AMI Elementary training program in Bergamo. Kate spent her year as course assistant for the Elementary program. Back in Canada, Kate operated a home Nido environment prior to opening DVMS's first Toddler Community. This summer Kate began her Assistants to Infancy training in Denver, Colorado. Kate is a passionate advocate for our youngest citizens and a vocal supporter of developmental education for all.

K | Discipline Without Stress (Toddler/Casa)

KAREN SKINULIS

As every teacher knows, uncooperative behavior is the most challenging aspect of the job. This workshop will focus on the essential skills and strategies you need to win cooperation while creating a feeling of mutual respect and belonging in your classroom. For every teacher who has ever asked: "Why is my student behaving this way?" this workshop will provide practical answers. You will learn how to empower students to establish the values and goals of their classroom together with you. Creating an inclusive classroom helps students feel respected and listened to, engenders positive peer relationships, teaches responsibility and most importantly enhances learning.

Key Concepts

- Recognizing the Four Goals of Uncooperative Behaviour
- Utilizing "Three Questions" for Understanding Behavior
- Respectful Discipline Strategies
- Establishing an Inclusive Classroom
- Facilitating Problem-Solving with Students

Karen Skinulis is the Director of the Ontario Parenting Education Centre and has worked as a parent coach, counselor, and workshop leader for over twenty years. She is a sought after speaker and the co-author of several best-selling parenting and teacher books. Karen has been a guest parenting expert for a variety of popular news media – The Globe and Mail, CBC, Global TV, and City Life magazine. Karen is also a certified Montessori teacher with over ten years of experience in the classroom. Presently, she maintains a counseling practice in Richmond Hill that specializes in parent and family issues. She has helped thousands develop effective strategies for behavior, based on respectful, democratic approaches.

OPTIONAL

Half-Day with Philip Snow Gang

Saturday November 5 2016

9:00am – 11:30am

The Spiritual Roots of the Montessori Vision

The essence of Maria Montessori's spiritual vision is revealed through first hand account of her story from pre-World War II through the present, as told by members of her inner circle. Unraveling the threads of our lineage and our history brings us to a deepened sense of purpose for our collective great work on behalf of the child.

Some of the questions we will explore include:

How might Montessori communities meet on common ground to dialogue about the higher aims of the Montessori vision?

Maria Montessori was keen on teacher transformation. She and Mario repeatedly say, "You will see the transformation." What is it that we are seeing? With children? With teachers?

What would a cosmic web of the Montessori vision look like?

What practices help you to maintain your focus on essence?

How do we help teachers to "not get lost in the details?"

Register Online at www.camt100.ca
Credit card and Cheque Payment Options Available

CONFERENCE

ONE CHILD, ONE PHILOSOPHY, ONE UNIVERSE *The Routes of Discovery, Built on Montessori's Roots*

Friday, November 4, 2016

The Old Mill, 21 Old Mill Road, Toronto

Conference Registration Fee
(November 4 2016)

Registration Fee includes a light breakfast, admission to the keynote presentation, luncheon, workshops, and access to the displays and end-of-day reception.

CAMT Member	\$190.00*
Non-Member	\$275.00*
Student (proof of student status required)	\$50.00

***NOTE:** Schools registering more than 5 staff will receive a 10% discount, when registered at the SAME TIME. Use the code CAMT10

POST-CONFERENCE

To Educate Ecospiens... To Educate the Human Potential

Saturday, November 5, 2016

Central Montessori School,
18 Coldwater Rd, Toronto

Post-Conference Event Registration Fee
(November 5 2016)

Registration Fee includes a light breakfast and admission to the presentation.

CAMT Member	\$100.00*
Non-Member	\$150.00*
Student (proof of student status required)	\$30.00

***NOTE:** Schools registering more than 5 staff will receive a 10% discount, when registered at the SAME TIME. Use the code CAMT10

SAVE!

REGISTER FOR THE CONFERENCE AND POST-CONFERENCE WORKSHOP AND SAVE

CAMT Member	\$265.00*
Non-Mem	\$400.00*
Student (proof of student status required)	\$75.00

***NOTE:** Schools registering more than 5 staff will receive a 10% discount, when registered at the SAME TIME. Use the code CAMT10

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!
- **Confirmations will be sent via email 5 business days prior to the conference**