Montessori-Europe

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1. Welcome Message President

Dear all,

we are looking forward to our next congress in Bratislava from 14th-16th October 2011. This year our subject will be Montessori today – a scientific approach to education. We all think that it is necessary in nowadays to discuss the relevance of Montessori education being part of teacher training at the universities. A lot of people differ about the scientific fact of Montessori education. So it is accepted as an early childhood teaching – nothing more. But in a lot of countries Montessori education is part of primary and also more and more secondary schools. Unfortunately University faculties in different countries ignore that fact. So we think that it is our task to remind of the scientific basis of Montessori education, her way to study childhood, to proof the material.

John Chattin- McNichols from Seattle University wrote the book “The Montessori Controversy”, a book that looked at Montessori and discussed a lot of the research that has been done on Montessori. Perhaps he will be able to come to our congress, we will see.

But what are the Montessori controversies? Answering what the Montessori controversies are is difficult. One controversy that exists is still very alive today. The question, ultimately, is whether a holistic approach to education, based on development and observation, should be made more mainstream as I wrote above. Most educational legislation is against this, opting instead for a more "cookie cutter" or "one size fits all" approach that is counter to the Montessori Method entirely.

And - many controversies are based on incorrect information or because the subject is so elusive for instance: Montessori’s view on fantasy for children under 6, yet imagination being such an important thing to foster. Or the fact that it's not a factory model of education. Moreover things it fosters (such as a love of learning, social skills, creativity, peace) are not readily measurable by testing methods employed by the government. (In Germany we call it “Der Streit um Montessori”.)

Additionally I would like to mention another thing ,because it is my real opinion: Montessorians have to realize that they must do more than teach their own classrooms, that they must document what they do and show whether or not it is effective – in short: to implement evaluation.
The second focal point will be the child as a scientist. That means to change the point of view and to have very special offers for our participants to study.

We hope that we could present you a wide view into the subject and the possibility to compare the discussions in and between the different countries/nations.

Now I would like to invite you to join us in Bratislava. We will complete our program on our homepage within the next weeks.

I wish you a Happy Easter and all the best to you and your families!

Yours

Dr. Gudula Meisterjahn-Knebel
President
1. Welcome Message General Secretary

Dear friends,

welcome to our first Montessori Europe Newsletter in the year 2011!

The first prearrangements for the congress in Bratislava are already done. Our Board member Ivan Juras and his team of the Inštitút Psychoterapie and Socioterapie are preparing a many-sided program with very interesting speakers and workshop leaders.

Like the years before we are preparing an online registration for the annual Montessori Congress via the Montessori-Europe-Homepage. We will start with the registration in the middle of May. You will find more information bit by bit on our homepage.

For many of our members our membership status G could be very interesting in connection to our this year’s congress. Please find more information on pages 30 to 32 in this Newsletter.

As we already mentioned in our last eNewsletters, we would be very happy to get your assistance and encouragement in receiving a variety of new information and data.

Don’t forget, if you have any questions or comments you can always contact us: office@montessori-europe.com.

Now I would like to take the opportunity to wish you all a wonderful springtime and Happy Easter Holidays.

Best regards to everyone,

Anja Kohrs
General Secretary
Montessori-Europe

2. ME Congress 2011 Bratislava, Slovakia
Information

XII. Montessori Europe Conference 2011
Bratislava, Slovakia
14th – 16th October 2011

“Montessori today – a scientific approach to education”
University of Economics in Bratislava

The University of Economics in Bratislava (EUB) is the oldest university of economics in Slovakia, established in 1940. The University provides higher education in the field of economics and business in Bachelor’s, Master’s and Doctoral programs for full-time and part-time students. 75,000 graduates have graduated from the University. There are currently around 13,000 students enrolled in all forms of studies.
Bratislava (German: Pressburg, Hungarian: Pozsony) is the capital of Slovakia and, with a population of about 431,000, also the country's largest city. Bratislava is in southwestern Slovakia on both banks of the Danube River. Bordering Austria and Hungary, it is the only national capital that borders two independent countries. Bratislava and Vienna are two of the closest European national capitals to each other, at less than 60 kilometers (37 mi) apart.

Bratislava is the political, cultural, and economic centre of Slovakia. It is the seat of the Slovak president, the parliament, and the executive branch of the government. It is home to several universities, museums, theatres, galleries and other important cultural and educational institutions. Many of Slovakia's large businesses and financial institutions are also headquartered there.

The history of the city, long known by the German name Preßburg, has been strongly influenced by people of different nations and religions, namely by Austrians, Czechs, Germans, Hungarians, Slovaks, and Jews. The city was the capital of the Kingdom of Hungary, a part of the larger Habsburg Monarchy territories, from 1536 to 1783 and has been home to many Slovak, Hungarian, and German historical figures.

The first known permanent settlement of the area began with the Linear Pottery Culture, around 5000 BC in the Neolithic era. About 200 BC, the Celtic Boii tribe founded the first significant settlement, a fortified town known as an oppidum, and also established a mint which produced silver coins known as biatecs. The area fell under Roman influence from the 1st to the 4th century AD and formed part of the Limes Romanus, a border defence system. The Romans introduced grape growing to the area and began a tradition of winemaking, which survives to the present.

The Slavs arrived between the 5th and 6th centuries during the Migration Period. As a response to onslaughts by Avars, the local Slavic tribes rebelled and established Samo's Empire (623–658), the first known Slavic political entity. In the 9th century, the castles at Bratislava (Brezalauspurc) and Devín (Dowina) were important centres of the Slavic states the Principality of Nitra and Great Moravia. On the other hand, the identification of the two castles as fortresses built in Great Moravia has been under debate based on linguistic arguments and because of the absence of convincing archaeologic evidence.
The first written reference to a settlement named "Brezalauspurc" dates to 907 and is related to a battle during which a Bavarian army was defeated by the Hungarians and which is connected to the fall of Great Moravia — already weakened by its own inner decline — under the attacks of the Hungarians. However, the exact location of the battle remains unknown and some interpretations place it west of Lake Balaton.

In the 10th century, the territory of Pressburg (what would later become Pozsony county) became part of Hungary (called "the Kingdom of Hungary" from 1000) and became a key economic and administrative centre on the kingdom's frontier. This strategic position destined the city to be the site of frequent attacks and battles, but also brought it economic development and high political status. It was granted its first known town privileges in 1291 by the Hungarian King Andrew III, and was declared a free royal town in 1405 by King Sigismund, who also entitled the town to use its own coat of arms in 1436.

The Kingdom of Hungary was defeated by the Ottoman Empire in the Battle of Mohács in 1526. Thereafter the Turks besieged and damaged Pressburg but failed to conquer it. Owing to Ottoman advances into Hungarian territory, the city was designated the new capital of Hungary in 1536, becoming part of the Austrian Habsburg monarchy and marking the beginning of a new era. The city became a coronation town and the seat of kings, archbishops (1543), the nobility and all major organisations and offices. Between 1536 and 1830, eleven Hungarian kings and queens were crowned at St. Martin's Cathedral. Nevertheless, the 17th century was marked by anti-Habsburg uprisings, fighting with the Turks, floods, plagues and other disasters.

Pressburg flourished during the 18th century reign of Queen Maria Theresa, becoming the largest and most important town in Hungary. The population tripled; many new palaces, monasteries, mansions, and streets were built, and the city was the centre of social and cultural life of the region. However, the city started to lose its importance under the reign of Maria Theresa's son Joseph II, especially when the crown jewels were taken to Vienna in 1783 in an attempt to strengthen the union between Austria and Hungary. Many central offices subsequently moved to Buda, followed by a large segment of the nobility. The first newspapers in Hungarian and Slovak were published here, resp. Magyar hírmondó in 1780, and Presspurske Nowiny in 1783. In the course of the 18th century, the city became a centre for the Slovak national movement.

19th century history was closely tied to the major events in Europe. The Peace of Pressburg between Austria and France was signed here in 1805. Theben Castle was ruined by Napoleon's French troops in 1809. In 1825 the Hungarian National Learned Society (the present Hungarian Academy of Sciences) was founded in Pressburg using a donation from István Széchenyi. In 1843 Hungarian was proclaimed the official language in legislation, public administration and education by the Diet in the city. As a reaction to the Revolutions of 1848, Ferdinand V signed the so-called April laws, which included the abolition of serfdom, at the Primate's Palace. The city chose the revolutionary Hungarian side, but was captured by the Austrians in December 1848. Industry grew rapidly in the 19th century.
The first horse-drawn railway in the Kingdom of Hungary, from Pressburg to Svätý Jur, was built in 1840. A new line to Vienna using steam locomotives was opened in 1848, and a line to Pest in 1850. Many new industrial, financial and other institutions were founded; for example, the first bank established in present-day Slovakia was founded in 1842. The city's first permanent bridge over the Danube, Starý most, was built in 1891.

Before World War I, the city had 42% German, 41% Hungarian and 15% Slovak population (1910 census). After World War I and the formation of Czechoslovakia on October 28, 1918, the city was incorporated into the new state despite its representatives' reluctance. The dominant Hungarian and German population tried to prevent annexation of the city to Czechoslovakia and declared it a free city. However, the Czechoslovak Legions occupied the city on January 1, 1919, thereby making it part of Czechoslovakia. The city became the seat of Slovakia's political organs and organizations and became Slovakia's capital on 4 – February 5.

On February 12, 1919 the German and Hungarian population started a protest against the Czechoslovak occupation, but the Czechoslovak Legions opened fire upon the unarmed demonstrators. On March 27, 1919, the name Bratislava was officially adopted for the first time. Left without any protection after the retreat of the Hungarian army, many Hungarians were expelled or fled and Czechs and Slovaks took their houses and moved to Bratislava. Education in Hungarian and German was radically reduced. In the 1930 Czechoslovakian census the Hungarian population of Bratislava had decreased to 15.8%.

In 1938, Nazi Germany annexed neighbouring Austria in the Anschluss; later that year it also annexed the still-independent Petržalka and Devin boroughs on ethnic grounds. Bratislava was declared the capital of the first independent Slovak Republic on March 14, 1939, but the new state quickly fell under Nazi influence. In 1941–1942 and 1944–1945, the new Slovak government expelled most of Bratislava's approximately 15,000 Jews, with most of them being sent into concentration camps. Bratislava was bombarded by the Allies, occupied by German troops in 1944 and eventually taken by the Soviet Red Army on April 4, 1945. At the end of World War II, most Bratislava Germans were evacuated by German authorities; a few returned after the war, but were expelled without their properties under the Beneš decrees.

After the Communist Party seized power in Czechoslovakia in February 1948, the city became part of the Eastern Bloc. The city annexed new land, and the population rose significantly, becoming 90% Slovak. Large residential areas consisting of high-rise prefabricated panel buildings, such as those in the Petržalka borough, were built. The Communist government also built several new grandiose buildings, such as the Nový Most bridge and the Slovak Radio headquarters, sometimes at the expense of the historical cityscape.

In 1968, after the unsuccessful Czechoslovak attempt to liberalize the Communist regime, the city was occupied by Warsaw Pact troops. Shortly thereafter, it became capital of the Slovak Socialist Republic, one of the two states of the federalized Czechoslovakia. Bratislava's dissidents anticipated the fall of Communism with the Bratislava candle demonstration in 1988, and the city became one of the foremost centres of the anti-Communist Velvet Revolution in 1989.
In 1993, the city became the capital of the newly formed Slovak Republic following the Velvet Divorce. In the 1990s and the early 21st century, its economy boomed due to foreign investment. The flourishing city also hosted several important cultural and political events, including the Slovakia Summit 2005 between George W. Bush and Vladimir Putin.

Bratislava is situated in south-western Slovakia, within the Bratislava Region. Its location on the borders with Austria and Hungary makes it the only national capital that borders two countries. It is only 62 kilometres (38.5 mi) from the border with the Czech Republic and only 60 kilometres (37.3 mi) from the Austrian capital Vienna.

The city has a total area of 367.58 square kilometres (141.9 sq mi), making it the second-largest city in Slovakia by area (after the township of Vysoké Tatry).[54] Bratislava straddles the Danube River, which crosses the city from the west to the south-east. The Middle Danube basin begins at Devín Gate in western Bratislava. Other rivers are the Morava River, which forms the north-western border of the city and enters the Danube at Devín, the Little Danube, and the Vydrica, which enters the Danube in the borough of Karlova Ves.

The cityscape of Bratislava is characterized by medieval towers and grandiose 20th-century buildings, but it has undergone profound changes in a construction boom at the start of the 21st century.

Most historical buildings are concentrated in the Old Town. Bratislava's Town Hall is a complex of three buildings erected in the 14th–15th centuries and now hosts the Bratislava City Museum. Michael's Gate is the only gate that has been preserved from the medieval fortifications, and it ranks among the oldest of the town's buildings; the narrowest house in Europe is nearby. The University Library building, erected in 1756, was used by the Diet of the Kingdom of Hungary from 1802 to 1848.[64] Much of the significant legislation of the Hungarian Reform Era (such as the abolition of serfdom and the foundation of the Hungarian Academy of Sciences) was enacted there.

The historic centre is characterized by many baroque palaces. The Grassalkovich Palace, built around 1760, is now the residence of the Slovak president, and the Slovak government now has its seat in the former Archiepiscopal Palace. In 1805, diplomats of emperors Napoleon and Francis II signed the fourth Peace of Pressburg in the Primate's Palace, after Napoleon's victory in the Battle of Austerlitz. Some smaller houses are historically significant; composer Johann Nepomuk Hummel was born in an 18th-century house in the Old Town.

Notable cathedrals and churches include the Gothic St. Martin's Cathedral built in the 13th–16th centuries, which served as the coronation church of the Kingdom of Hungary between 1563 and 1830. The Franciscan Church, dating to the 13th century, has been a place of knighting ceremonies and is the oldest preserved sacral building in the city. The Church of St. Elisabeth, better known as the Blue Church due to its colour, is built entirely in the Hungarian Secessionist style.
A curiosity is the underground (formerly ground-level) restored portion of the Jewish cemetery where 19th-century Rabbi Moses Sofer is buried, located at the base of the castle hill near the entrance to a tram tunnel. The only military cemetery in Bratislava is Slavín, unveiled in 1960 in honour of Soviet Army soldiers who fell during the liberation of Bratislava in April 1945. It offers an excellent view of the city and the Little Carpathians.

Other prominent 20th-century structures include the Nový Most (New Bridge) across the Danube featuring a UFO-like tower restaurant, Slovak Radio’s inverted-pyramid-shaped headquarters, and the uniquely designed Kamzík TV Tower with an observation deck and rotating restaurant. In the early 21st century, new edifices have transformed the traditional cityscape. The construction boom has spawned new public buildings, such as the Most Apollo and a new building of the Slovak National Theatre, as well as private real-estate development.

**Bratislava Castle**

One of the most prominent structures in the city is Bratislava Castle, on a plateau 85 meters (279 ft) above the Danube. The castle hill site has been inhabited since the transition period between the Stone and Bronze ages and has been the acropolis of a Celtic town, part of the Roman Limes Romanus, a huge Slavic fortified settlement, and a political, military and religious centre for Great Moravia. A stone castle was not constructed until the 10th century, when the area was part of the Kingdom of Hungary. The castle was converted into a Gothic anti-Hussite fortress under Sigismund of Luxemburg in 1430, became a Renaissance castle in 1562, and was rebuilt in 1649 in the baroque style. Under Queen Maria Theresa, the castle became a prestigious royal seat. In 1811, the castle was inadvertently destroyed by fire and lay in ruins until the 1950s, when it was rebuilt mostly in its former Theresian style.
Devín Castle

The ruined and recently renovated Devín Castle is in the borough of Devín, on top of a rock where the Morava River, which forms the border between Austria and Slovakia, enters the Danube. It is one of the most important Slovak archaeological sites and contains a museum dedicated to its history.[79] Due to its strategic location, Devín Castle was a very important frontier castle of Great Moravia and the early Hungarian state. It was destroyed by Napoleon's troops in 1809. It is an important symbol of Slovak and Slavic history.

Museums and galleries

The Slovak National Museum (Slovenské národné múzeum), founded in 1961, has its headquarters in Bratislava on the riverfront in the Old Town, along with the Natural History Museum, which is one of its subdivisions. It is the largest museum and cultural institution in Slovakia. The museum manages 16 specialized museums in Bratislava and beyond.[130] The Bratislava City Museum (Múzeum mesta Bratislavy), established in 1868, is the oldest museum in continuous operation in Slovakia. Its primary goal is to chronicle Bratislava's history in various forms from the earliest periods using historical and archaeological collections. It offers permanent displays in eight specialised museums.

The Slovak National Gallery, founded in 1948, offers the most extensive network of galleries in Slovakia. Two displays in Bratislava are next to one another at Esterházy Palace (Esterházyho palác,Eszterházy palota) and the Water Barracks (Vodné kasárne,Vizikaszárnya) on the Danube riverfront in the Old Town. The Bratislava City Gallery, founded in 1961, is the second-largest Slovak gallery of its kind. The gallery offers permanent displays at Pálffy Palace (Pálffyho palác,Pálffy palota) and Mirbach Palace (Mirbachov palác,Mirbach palota), in the Old Town. Danubiana Art Museum, one of the youngest art museums in Europe, is near Čunovo waterworks.

(data source: Wikipedia)
2. ME Congress 2011 Bratislava

Getting around

Bratislava is at the centre of Europe, a fact reflected by its excellent transport connections. Vienna, with its large international airport, is only 60 kilometers away; Budapest is 200 km to the southeast; and Prague just 300 km to the northwest. All of these cities are connected to Bratislava by multi-lane highways and regular international express trains.

Whether you fly, arrive by boat along the River Danube, or by car or train, getting to the city is quick and easy. Bratislava is the gateway to Slovakia, both practically and symbolically. Walking around Bratislava you will discover that it really is a little big city. The intimate and compact ancient city centre, which is home to most of the city's cultural and historical monuments, is an exclusively pedestrian zone. Within walking distance are not only the best hotels and restaurants, but also a wealth of galleries, museums, theatres and historical sights.

The city's excellent public transport system, provided by trams, buses and trolleybuses, means you can move around easily outside the old town core. The same tickets are valid on all modes of transport and can be bought at any newspaper kiosk or from yellow coin-operated ticket machines located near most stops. A 15-minute, single-ride ticket costs €0.50; a 60-minute, multi-ride ticket costs €0.70. One-day tickets cost €3.50, and multi-day tickets are also available. To be valid, tickets must be stamped immediately upon boarding. Timetables, showing the origin and destination of each service, are posted at all stops.

Returning to your accommodation in the 'wee small hours' is not a problem. If you are staying outside the city centre there are a large number of taxi services, or night buses, which run from 23:00 to 05:00.

Bratislava has many underground and open-air car parks. The cheapest parking is normally in designated parking places on city streets, tickets for which can be bought from street sellers wearing orange vests. We strongly recommend that you use designated parking places only, in order to avoid having your car clamped or towed away!

Airlines and Airports

If you want to fly to Bratislava, you can choose between the city's own international airport and Schwechat airport in Vienna, which is about 45 km from Bratislava and connected by regular shuttle buses. Bratislava's airport is the biggest in Slovakia and one of the fastest expanding in Europe. Regular flights link it to other Slovak cities and with many major European destinations.

A city bus service, number 61, connects the airports to the main railway station and onward connections to the city centre. By car, it normally takes 15 minutes to reach the centre of town.

Bratislava airport: [www.letiskobratislava.sk](http://www.letiskobratislava.sk)
Vienna airport: [www.viennaairport.com](http://www.viennaairport.com)
Boating

Perhaps the nicest way to arrive in Bratislava is by riverboat, via the Danube. The Rhine–Main–Danube Canal links Bratislava with the North Sea; the Danube River connects it to the Black Sea.

Cruises along the Danube have been a big hit with tourists for many years. River cruises go to and from Budapest, and a scheduled passenger service, the Twin City Liner, connects Bratislava and Vienna by high-speed catamaran several times a day during summer (services are less frequent in winter).

Bratislava's passenger port is in the heart of the city near the pedestrian zone, major historical monuments, and a wide array of attractive restaurants and cafes. Around 300,000 passengers pass through the port each year.

During the summer, boat services also run to Devin Castle, at the confluence of the Danube and Morava Rivers, and on to the nearby Austrian village of Hainburg; or downstream to the Danubiana art gallery and the hydroelectric dam at Gabčíkovo.

Slovak Boating Company: www.lod.sk
Town City Liner: www.twincityliner.com

Rail Travel

Trains in Slovakia are the safest and most agreeable way to travel throughout the country. International trains to Bratislava's main railway station run from Vienna (1 hour), Budapest (3 hours), and Prague (4-5 hours) several times a day.

There are less frequent direct connections to Berlin, Bucharest, Kiev, Moscow and Warsaw. The main railway station is a short distance from the centre and there is a regular tram connection; alternatively, walking takes 15-20 minutes.

Trains from Vienna also arrive at Bratislava–Petržalka station, which is to the south of the city centre across the Danube River.

Timetable information can be obtained from the website of the national rail operator: http://www.zssk.sk/en or at this popular travel website: http://cp.atlas.sk/vlakbus/spojenie/ (an English language option is at the bottom right).
Parking

If you arrive in Bratislava by car you will find many underground and open-air car parks in the city centre. Street parking is also available, but be aware that unlawfully parked vehicles can be clamped or towed: using a car park is generally recommended for visitors. For parking on many streets in the city centre during the day (until 4pm), you must buy a 1-hour parking card costing 0,70 €. These scratch cards are on sale from sellers in yellow reflective vests who patrol the parking areas. The card can also be purchased at newsstands.

Many parking places in the centre are private, and so are marked with a white cross on the ground and a blue traffic sign "P-Reserve". To inform motorists of free spaces in parking lots and garages around the city, electronic information boards are located on the main traffic routes, and inform whether a particular parking place is full or has free spaces. Fees for secured parking range from 0,66 € to 1,99 € an hour, depending on the day of the week and length of stay. City-centre car parks are listed below:

More information:

Public Transport

Most sights and places of interest to tourists can be found in the city centre, or within walking distance of the pedestrianised old town. If you need to travel further afield within the city, the best way to do so is by public transport.

Bratislava has a comprehensive network of public transport lines running at regular intervals according to defined timetables. Departure times and a list of destinations, with the journey time to each, are posted for each service at every stop it serves.

Public transport in Bratislava (MHD) is run by the public transport authority, DPB, which operates bus, tram and trolleybus lines whose last departures from terminal stops are at about 23:00 (11pm). The first services in the morning normally start at about 04:20 (4:20am). Between 23:30 (11.30pm) and 05:00 (5am), several night bus services (their numbers are prefixed with an 'N') operate in Bratislava, most of them starting at the main railway station.

If you are travelling with a large bag it needs a (reduced-fare) ticket too. A joint 60-minute ticket for one passenger plus one bag is available for €1.00.

Tickets can be bought from newspaper kiosks and shops, and from the yellow coin-operated machines located close to many stops.

Children under 6 and pensioners over 70 travel for free, as do holders of a valid Bratislava City Card.

The iMHD.sk website: http://www.imhd.zoznam.sk/ba/?w=2e25212e36212c28&lang=en has a wealth of information about Bratislava’s public transport system, including timetables for every route, in English.

Timetables of Buses and Rails: http://cp.atlas.sk/vlakbus/spojenie/
Bus Lines: http://www.slovaklines.sk/index_en.html
Taxis

Taxi service is still cheap by Western standards. There are more than 20 licensed taxi companies in Bratislava. Make sure the meter is running before he takes off. For a tip, just round up to the nearest €0.50 figure. It is cheaper to order a taxi by phone than to hail one on the street.

All taxi services have different fare tariffs: lower - from 0,40 € to 0,60 € a kilometre if ordered by telephone, or higher - from 0,60 € to 0,83 € a kilometre if hailed down on the street or found at one of the several taxi ranks located around the city. Sometimes the taxi services have a fixed minimum fare per trip of 3,32€. During certain times of the year, such as Christmas or New Year, special rates over the basic rates may be charged. Taxi drivers are obliged to issue receipts on request.

More information:

(data source: http://visit.bratislava.sk)
2. ME Congress 2011 Bratislava

Fees

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<td>Early Bird (until the 01st July)</td>
<td>€ 220,--</td>
<td>€ 300,--</td>
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<td>After the 01st July</td>
<td>€ 250,--</td>
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one day - only for members!
€ 180,-- (without dinner, 15.10.11)

For participants of Eastern Europe

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<td>Early Bird (until the 01st July)</td>
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<td>€ 150,--</td>
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one day – only for members!
€ 115,-- (without dinner, 15.10.11)

Please notice:
With your membership fee B-F you are qualified therefore to send only one person for "ME members congress fee". If you do not choose the Status G in advance all further delegates have to pay the regular price!

To save money please use our Membership Status G. Applications available until 30.04.2011!
More information in this newsletter!
3. Contribution of interest

The Polish Montessori Association Lublin Branch

by Dr. Beata Bednarczuk, Member of the Board

The history of Montessori pedagogy in Lublin started in 1987, when at the UMCS Pedagogy Institute a group of Dutch students and teachers from Hogeschool van Arnhem were invited. The results of that meeting were significant. In May 1992 the Hogeschool Gelderland from the Netherlands and the UMCS Pedagogy Institute signed an agreement about the realisation of the “Individualised Education” project on the basis of Montessori’s pedagogy. The agreement established a two-year co-operation of these universities, the purpose of which was to create an educational system supporting the individual development of a learning child. The Hogeschool Gelderland took on an obligation to train Polish teachers, to provide teaching aids to experimental schools, to cover the cost of training and didactic materials. The UMCS declared, among others, to assign the participants of a two-year training programme, to organise The Montessori Centre in the Pedagogy and Psychology Department, to support the activities of experimental kindergartens and primary schools, to conduct scientific research connected with the method and, in the future, to educate students and teachers in this field. The project was realised thanks to Professor Ryszard Kucha’s initiative and efforts and under Professor Sabina Guz’s patronage. Sixteen people were engaged in the realisation of the project than. The co-operation started in September 1992 with a one-month long intensive course in the method in the Netherlands, continued then for two more years in Lublin. In October 1992 four Lublin educational institutions made an attempt at adapting the new system to our conditions and reality.

The project realisation was officially finished with the participants’ examination in October 1994. In this way the stage of co-operation with the Dutch teachers was terminated. The work by Montessori’s method has continued. At present five groups in the Kindergarten number 34 in Lublin have joined the individualised teaching system at level I. In the Primary School number 27, due to the teachers and parents’ effort, there are nine groups, that is five at level II and four at level III. New Montessori groups of I and II level appeared in Świdnik, near Lublin. Primary School. No. 27 became the only educational institution, which has undertaken the implementation of Montessori method in Lublin. During the Extraordinary Meeting of the Polish Montessori Association, which was held on 21-22 May 2004 in Lodz - the school received a diploma of recognition for the promotion and popularization the theory and practice of Montessori education in Poland, in 1994-200. Work and effort of teachers resulted in giving School No. 27 the name of Maria Montessori, which took place on 10 November 2004.
Future teachers are trained at the postgraduate Maria Montessori Pedagogy Section in Montessori’s Didactic Workshop structured under the Pedagogy Institute organised by the UMCS Kindergarten Pedagogy Department. There are about 140 persons, who have graduated them. Pedagogy students of various specialisations become acquainted with Maria Montessori’s pedagogy during obligatory and facultative classes. Supervised by lecturers, the students prepare didactic materials - according to the rules of Montessori’s aids – which have enriched the workshop equipment. Some of them which are in common use in Montessori classes, they have been included to the offer of “Topic”— the producer of educational materials. A number of people occupied with the theory and practice of Montessori’s method in the Lublin region belong to the Polish Montessori Association with its headquarters in Łódź. After some attempts in March 2001 the Polish Montessori Association Lublin Branch was registered. Described actions demonstrate that project on the basis of Montessori pedagogy in Lublin region, has contributed to the popularization of an alternative system of education and enriched the educational offer of Maria Curie-Sklodowska University and several educational institutions. The next year we will celebrate the jubilee: twenty years of Montessori in Lublin. 

http://www.psmontessori.lublin.pl/

Beata Bednarczuk
3. Contribution of interest

Book Review: Maria Montessori’s Psychogeometry
by David Kahn

The arrival of Psychogeometry should occasion a champagne toast to Montessori-Pierson Publishing Company (under the direction of Alexander Henny) and the team that produced it, including the staff of the Association Montessori Internationale and Kay Baker as associate editor. Most of all, Prof. Benedetto Scoppola should receive high praise in his own right for the balance of concrete teaching experience and scholarly approach he brings to the book in the form of insightful commentary and editorial perfection, making the book equally useful to educational theorists and practitioners. Psychogeometry reads like a contemporary text thanks to Scoppola’s critical editing, which brings out the genius of Montessori through astute annotation, footnotes, and geometry exercises with refined color illustrations. A grant from Mrs. Orcillia Oppenheimer made the research and development possible.

Bringing this work to the English-speaking world for the first time, this translation sets the standard of excellence needed for all Montessori books. Psychogeometry is an invaluable Montessori perspective, first published in Spanish in Barcelona in 1934 and until now missing from the Montessori canon for English speakers. At 256 pages with more than 200 full-color illustrations, Psychogeometry uniquely introduces the way in which a discipline, when appropriately materialized, can emerge from the child’s very psychology. It is a comprehensive demonstration of what constitutes a psychodiscipline: the overview of the discipline, the study of the whole discipline and its parts, the parts constituting developmental keys in the form of materials for development through exploration, clear correlations to the developmental psychology of the child, and pathways to other disciplines, which are also materialized and shaped by developmental psychology.

This book is essential to understanding Montessori’s curriculum revolution across the planes of development through its consistent theme of how knowledge is acquired through the senses and processed through reasoning steps. Montessori makes her clearest case for the recursive connection of the center (the central processing of the child’s mental life) to the periphery (the sensorial manipulations of the hand).
Montessori-Europe

There is a new level of awareness implicit in Montessori’s writing itself. We see her at the midpoint of her career, with twenty years of insight garnered from worldwide implementation, offering experienced reflection on her initial understandings. The anecdotal examples she provides are more economical and integrated into the text more smoothly than in many of her earlier works. She seems to have a more refined sense of the aims of this book and states her case with precision. For example, take this laconic characterization of the traditional teacher in the book’s first chapter:

The sequence of ideas is therefore entirely based on the teacher’s judgment. He judges what is easy and difficult, what needs to be given and how and, lastly, by passing from fleetingly concrete teaching to abstract combinations of numbers and symbols — he thinks he has penetrated and guided the child’s mind.

But how often the teacher fools himself! He only penetrated the child’s mind in a few exceptional cases. The teacher’s work mostly remained outside the mind because he was unable to arouse the child’s interest. (4)

This first chapter describes a didactic approach in which the teacher controls the questions, then chooses who answers the questions, and finally dictates the order of investigation of the logical concepts presented, rendering the student like a puppet on a string. Montessori then goes on to deliver an entirely original view of learning as dependent on the student’s engagement—interest—in a clear contrast to the traditional teaching described above:

In fact, learning is subject to an essential condition: that the pupil agrees to receive the knowledge and is able to pay attention or, in other words, is interested. His psychic activity is the sine qua non for success. Everything that is boring, discouraging and interrupts becomes an obstacle that no logical teaching preparation can overcome. We therefore need to study the conditions necessary for the unfolding of spontaneous individual activities, and develop the art of allowing joy and enthusiasm for work to spread. The interest that drives spontaneous activity is a truly psychological key. (5)

Finally, Montessori brings forth her culminating theme, which underlies the book’s incredible collection of materials and variations for student-driven exercises:

We use the term sensory for everything that refers to the external senses, distinguishing and reserving the term sensitive for the inner aptitude relative to subsequent developments in life and to the personality, the centre, in general. Inner activity is the masterpiece of nature the creator and we cannot intervene directly on it. However, since the mind is formed by means of continuous central (the mind) and peripheral (the senses, movement) activity, we can assist with its work from the outside. The periphery of that total activity is accessible to us. In fact, the senses continuously turn to the environment and the motor activity continuously reverses back over it. The child is the ever moving explorer par excellence. (7)
Montessori describes this magic of discovery at a new developmental stage:

However, many truths become evident and are generated by things, when observing them again and again, and when handling them again and again. Details and correspondences that passed unobserved for a long time, suddenly become clear, like a revelation, sending a flash of light to the mind. Man only makes discoveries when he has things before him and these findings are only made by the man who knows how to put himself into contact with things. All of a sudden, these things reveal to that mind what they have always contained but what no one had ever seen before. It is therefore extremely important to prepare an object with eloquent mute contents that communicate with the periphery of the mind, creating an interest-related link with the object. The eloquence of the mute object will be like a secret revealed to those who expended intellectual energy on it.... The hand touches the evidence and the mind discovers the secret. (58)

In passages like this throughout the book, Montessori provides the methodological thinking, step by step, alongside concrete exercises designed both to lead the child to discovery and to call the child to make spontaneous choices. Psychogeometry demystifies many questions about the Montessori “trinity” of teacher, child, and materials, elucidating precisely how the teacher supports from the outside what the student creates from the inside. In a mechanism unique to the Montessori approach to the disciplines, the book transforms the geometry exercises from ordinary, static, on-paper designs to Montessori-specific and dynamic experiences that lead to the discovery of abstraction.

It would not be overstating the value of Psychogeometry to indicate that its overall quality and demonstration of Montessori theory applied to the child-centered presentation of a classical discipline make it one of Montessori’s most important contributions in print.
Clearly, then, Montessori’s aim in *Psychogeometry* is not just to present a collection of geometry exercises and their underlying theory. The book is a road map for applying this process to the rethinking of any discipline from the point of view of the child’s psychology. The timing of its availability, at long last, to a broader audience is a challenge to us to apply the same principles to the design of any discipline at any stage of development, with special relevance to older students all the way through secondary education as they explore history, mathematics, language, and whatever else calls to them.

It would not be overstating the value of *Psychogeometry* to indicate that its overall quality and demonstration of Montessori theory applied to the child-centered presentation of a classical discipline make it one of Montessori’s most important contributions in print. It is indispensable to all Montessorians in bringing them in contact with Montessori’s most fundamental thinking as a work in progress for both the teacher and the student in the twenty-first century.

**Reference**


Psychogeometry in the English language is available from Montessori-Pierson Publishing Company, Koloniepad 6, 1251 AJ Laren, The Netherlands at the following prices:

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Preface

Montessori mathematical thought, first introduced in the publication “Scientific Pedagogy As Applied to Child Education in The Children’s Houses” of 1909, is brought to completion in two much later works, Psychoarithmetic and Psychogeometry, both published in Barcelona, in Spanish, in 1934, during a very turbulent period of history. Montessori did not have the opportunity to review the drafts.

The published version of Psychogeometry, a very rich work in which Montessori invested a great deal of energy, was therefore rather inaccurate. Unlike Psychoarithmetic, later republished in different languages, the 1934 Spanish edition of Psychogeometry, which is almost impossible to find, is the only evidence of Montessori’s work on teaching geometry.

I would like to thank the Association Montessori Internationale and the Montessori Pierson Estate, who, over seventy years later, have decided to republish Psychogeometry and have made several texts available to me, including the last typed version in Italian, used as the basis for the Spanish translation published by Araluce. The study of this early Italian version is of great help in reconstructing the author’s original thought.

As far as possible, this introduction will seek to reconstruct the process behind the publication of the original manuscripts, unfortunately now lost, from which the text of Psychogeometry was taken. It will provide a short introduction to the subjects covered by the work and will describe the editing needed to make this publication possible.

1. The Original Publication

Very few elements are left to us that enable us to understand the series of unfortunate events behind the publication of Psychogeometry. However, the material in our possession does allow us to recreate a relatively accurate picture. The work was developed after a long period of experimentation with geometric type activities, already partly introduced in other books, and after many years of teaching geometric material during international courses held by the author herself. We have some typewritten notes relative to these lessons, some dated, from the 1920s-30s.

The text of the Spanish publication of Psychogeometry was obtained on the basis of Montessori’s handwritten notes. None of this handwritten material remains today. It seems (see Kramer’s biography in this regard) that Montessori left Barcelona very suddenly in 1936, and it is likely that many of her notes remained in Spain.
Her original handwritten notes were typed up in Italian. The text is not dated, but it contains numerous handwritten notes in Italian and Spanish and must therefore date to the early 1930s. The typescript is missing several pages, a number of figures and an entire chapter on calculating the area of geometric shapes.

Even upon reading the typescript for the very first time, it appears evident that, while the structure of the work was already very clear in Montessori’s mind when her notes were typed up, the work translated and published by Araluze was a collage of different notes and different versions, which required a certain amount of editing before being printed. This can be seen, for example, in the fact that the text includes numerous repetitions (sometimes very close together) and, above all, in the fact that there are lists of new topics introduced at the end of some chapters, and these lists are not coherent with the text that precedes them.

Part of the editing needed for the publication of the typewritten text was entrusted to Italian editors, and certainly more than one Spanish translator. Traces of subsequent amendments can primarily be seen in the numbering of the figures. In fact, the typescript has numbered pages for the text, but many of the figures appear on unnumbered pages and it is clear that the numbering of these figures has undergone various changes, and the definitive numbering in the typescript is in fact incorrect. However, the printed numbering, later crossed out by an editor. It is therefore clear that many different people worked edition once again features the correct original typescript on the typescript, none of whom had the opportunity to consult Montessori (in fact, amongst the countless notes by other hands on the typescript, there is only one correction by the author herself). Moreover, during that period, biographers tell us that Montessori was involved in so much publishing and promotional work for her ideas that she would have had very little free time.

Although a second editor avoided glaring layout errors, the end result of the editing performed by the Spanish translators is not particularly brilliant. The original typescript is full of misprints and imaginative interpretations of Montessori’s elegant, but not always clear hand. Where the translator did not understand the meaning, he tended to omit entire phrases. The meaning of certain sections of the original text was therefore sometimes heavily modified. The figures, which are obviously of fundamental importance to a text like this, reproduce the errors faithfully, sometimes even making them worse due to the fact that the typescript figure was simply a sketch, often drawn in freehand. Even the subdivision of the text into chapters and paragraphs, almost entirely lacking in the typescript, does not help us to understand the general structure of the work. It was therefore evident (to Montessori too) that the work certainly deserved to be republished.
In fact, we have a second, voluminous typescript, edited by Mario Montessori and dated 1954. This typescript includes some additions to the text, some of which are very interesting, and introduces some materials that are currently produced by specialist firms but are not described in any of the works published by Montessori herself. However, the editing of the original text is very disappointing. The Italian text is a back translation of the Spanish text published in the Araluce edition. Mario Montessori was evidently unaware that he possessed a typescript of Montessori’s original notes in his library. The interpretation errors and omissions made by the Spanish editor are therefore faithfully reproduced. The iconography is not present in the 1954 typescript, and therefore we do not know to what extent Mario Montessori was aware of the need to review it thoroughly. Lastly, we can see how one of Mario’s great concerns was the correction of an “error,” probably pointed out to him by a mathematician of the time, which had evidently greatly perturbed him, and, perhaps, even Maria Montessori herself. In fact, at the end of the work, there is a short paragraph entitled “squaring the circle.” The title is certainly rather unhappy. It is a well known fact that it is not possible to square the circle with a ruler and compasses. The text presents an approximate squaring, performed using a ruler and compasses, which could also have a didactic meaning, although it ought perhaps to be presented in a slightly different way. This paragraph is certainly one of the smaller problems in the reconstruction of the work. It is, however, probable that its presence was one of the main reasons why Psychogeometry has not been republished until now.

This study does not take the 1954 typescript into consideration, inasmuch as it does not add anything to Montessori’s text. The original sections by Mario Montessori are obviously very interesting, but they are by another author and therefore deserve to be published separately. However, it should be mentioned that these sections are very similar to those later published in various articles in AMI Communications (see, for example, the article on constructive triangles in issue no. 1, 1969, page 12). The most interesting aspect of the 1954 typescript, for the purposes of this study, lies in the fact that it was clear to Mario Montessori that Psychogeometry needed to be re-edited and republished. However, for some reason, which remains unclear, it was not possible to republish the work at the time.

2. The Subjects

Maria Montessori’s text is extremely rich, and its complete critical and pedagogic reconstruction will require a great deal of study and probably considerable discussion amongst specialists.

Extensive experimentation in schools and the discussion of the concrete implementation of the activities presented in the book will be even more important, making this a living work and not simply the purely academic reconstruction of the thought of an individual author, even one as important as Maria Montessori.
Montessori-Europe

It is, however, possible to identify a number of predominant subjects, sometimes explicitly presented by the author, and at other times forming a sort of tacit and subtle “fil rouge” throughout the work.

The so-called “sensitive periods” are a recurring subject in Montessori’s work. It is interesting to begin by noting that this subject is completely absent from her Psychoarithmetic. This leads us to think that Montessori intended these two works to form a single whole (as she writes in the introduction to Psychoarithmetic) and that the unfortunate events that we have sought to reconstruct prevented the widespread diffusion of Montessori mathematical thought. It is also significant that the sensitive periods are presented in Psychogeometry with specific reference to geometry itself. Montessori therefore intended to emphasize that early teaching (in the sense of traditional didactics) of geometry, traditionally considered to be a difficult subject suitable for older children, is perhaps not only to be hoped for, but is also more respectful of child development.

A second explicitly presented subject is “discovery” as the driving force behind the didactic proposal. Geometry, suitably represented by materials with precise relationships between the various parts of the figures, is a discipline that lends itself to the autonomous discovery of the relationships themselves. In this sense, it seems possible to assert that Psychogeometry is perhaps even more important than Psychoarithmetic, in which the numerous attractive materials are targeted primarily at the study of the conventions relative to our system of numeration. When a relationship is “discovered,” as is often the case in Psychogeometry, its subsequent investigation, through study, reasoning and the introduction of appropriate vocabulary, becomes a natural development of the discovery itself and is therefore pursued almost effortlessly.

“Conservation” is another extremely interesting, although more implicit subject, that anticipates later pedagogic discussion by around twenty years. The very first pages of the text speak very simply and yet very effectively about children’s discovery of the invariant properties of discrete polygon rotation. In reading this short section in view of the previous discussion, it is evident that Montessori was clear about the fact that the discovery of the property of invariance, or conservation, was one of the essential driving forces behind children’s development, and, furthermore, that she had chosen the “right” properties of conservation for the age of the children themselves. It is a well known fact that twenty years later, Piaget provided a highly convincing demonstration that certain properties of conservation which are absolutely natural for the adult, are incomprehensible for the child on a perceptive level.

The notion of number sets in particular (as regards cardinal numbers, the numbers predominantly taken into consideration by Piaget) is based on the conservation of the quantities. Piaget used experiments, with perfectly repeatable results, to show that a set in which the elements are spread out before the child, is perceived as more numerous than the same set in its starting configuration.
This is without doubt interesting. However, it is perhaps even more interesting to find areas in which other properties of conservation or invariance can even be discovered by very young children, inasmuch as it is the concept of invariance, rather than its particular occurrence, that aids the psychological and rational development of the child.

Much more implicit, but equally interesting, is the construction of geometry in the sense of material experiences. Montessori’s text, as she herself emphasizes, is not a classic geometry textbook. However, like classic geometry, Montessori material geometry is founded on a fundamental principle, we could say an axiom, which is the basis of sometimes extremely complex constructions. The axiom is as follows: if two shapes can each be built on the basis of the other, by means of decomposition and subsequent re-composition of material, then those two shapes have the same area (the same “value” in Montessori language). This principle obviously has nothing in common with the axioms linked to the ruler and compass constructions of Euclidean geometry, inasmuch as it refers to a different, more “material” form of geometry. Nor is the presentation strictly consequential, as in the “Elements.” However, the idea of making children “perceive” deep relationships in order to “prepare” the mind for the systematic study of the discipline is fascinating, and is expressed in the text with great logic.

In this sense, the close link between the two disciplines, continually emphasized in Psychogeometry and Psychoarithmetic, is considerable. Just think that in Psychoarithmetic, all the theorems of Euclidean geometric algebra, such as special products, are presented in a geometric fashion, while Psychogeometry presents a thorough study of fractions and proportions on the basis of the decomposition of fundamental geometric shapes. In this sense, Montessori seems to say that it is important to go back to the origins of the science, to the Elements to be precise, in order to find the most productive methods for teaching mathematics.

3. The New Publication

Certain strict criteria were respected in the presentation of this substantially unedited typescript, so as to enable scholars to reconstruct the text completely, publishing inconsistencies included.

The translation has been done as close as possible to the original text. Here and there some misprints that could be interpreted in different ways have been recorded in the footnotes. Very rarely did we have to reconstruct the text using the Spanish translation.

The text is only very roughly divided into chapters and paragraphs in the typescript. The Spanish translator carried out some major work in this sense. We do not know whether any clear instructions were provided by the author.

This text reproduces the division into chapters and paragraphs of the Spanish edition (and the later typescript edited by Mario Montessori). There is also a brief introduction to every chapter, illustrating the subjects discussed and highlighting elements of particular importance (any inconsistencies, useful elements to bear in mind in the pedagogic discussion, etc.).
The reconstruction of the illustrations, completed with the invaluable assistance of Annamaria Bianconi, represented the most difficult part of preparing the work for publication, in the sense that it required us to interpret the author’s intentions more than any other part of the work. The main observation that enabled us to resolve many editorial inconsistencies in the Spanish edition was as follows: any of the repetitions found in the text, which are sometimes truly incredible, are simply guidelines for teachers regarding the construction of the geometry exercise book, which every child should “develop gradually.” These textual repetitions should therefore be interpreted in the sense of being part of an illustration. Traces of this can also be observed in the handwritten comments in the margins of the original typescript, recorded in the notes.

This observation, which was not grasped in the first typewritten draft of the work, throws new light on the layout of Psychogeometry. As Camillo Grassini writes in the 1971 preface to Psychoarithmetic, Montessori’s two books on teaching mathematics did not arouse the interest they deserved inasmuch as “the teaching classes […] wanted a didactic guide that would produce immediate results, as we would say today.”

The proposed reconstruction of Psychogeometry intends to demonstrate how the teaching profession did not find what they were looking for due to an unfortunate editorial affair. Having overcome this, it will be possible to resume the spirit of concrete guidance in the classroom, typical of Montessori’s work.

There are many people without whom this reconstruction of original Montessori thought would have not been possible. First, I want to remember Mary Hayes, who first gave me the possibility to work with AMI. Then I would like to thank Alexander Henny for his first encouragement and continuous support. The AMI staff in Amsterdam has been extremely supportive and efficient, let me mention in particular Joke Verheul and Brenda Striegel-Fox. Last, but not least, I have shared the work of editing of English translation and the figures with Kay Baker, while the creation of the figures has been possible due to the great skill and maybe even greater patience of Miep van de Manakker.

B.S.
Rome, February 2011
4. Information about Membership

Membership status and fee

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The payment is done by the applying Institution/Organization at once for all applied BSMs at the same time with application, received to Montessori Europe account not later than 06.5.2011.

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The application can be sent by email. Please feel free to use the enclosed form.

Please notice:
With your membership fee B-F you are qualified therefore to send only one person for “ME members congress fee”. If you do not choose the Status G in advance all further delegates have to pay the regular price!
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Sollte die Zahlung für die Institution/Organisation und alle „Begünstigten Single Mitgliedschaften“ nicht bis zum 06.05.2011 eingegangen sein, so gilt der Antrag als nichtig.


Die Anmeldung erfolgt per email, gerne können Sie das dem Newsletter beigefügt Formular benutzen.

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Status G - How to find out benefits
by Ivan Juras, board member ME

When I was reading information about “Membership Status G”, I had to say myself, that they are precise and complex. But not understandable on the first reading and difficult to calculate possible benefits. So I decided to make a sample-calculation showing benefits of “Membership Status G” for two most common Montessori Europe membership statuses.

Let's assume, that you are member with "Membership Status B" (schools and kindergartens up to 50 children).
Your membership fee is EUR 60 and you are qualified therefore to send one person for "ME members congress fee".
If you will decide to send another 3 of your members or employees to the congress without being ME members, you have to pay for them 3x300=900 EUR congress fee. Using "Membership Status G" (shown in the right part of the calculation below) savings for congress fee is much higher even though you will pay 3x20=60 EUR for their Benefited Single Membership (BSM).

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<tr>
<th></th>
<th>Without BSM</th>
<th>With BSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3x300 non ME members congress fee</td>
<td>900 €</td>
<td>660 €</td>
</tr>
<tr>
<td></td>
<td>0 €</td>
<td>60 €</td>
</tr>
<tr>
<td>TOTAL</td>
<td>900 €</td>
<td>720 €</td>
</tr>
</tbody>
</table>

So your organisation (school and/or kindergarten up to 50 children) saved 180 EUR.

If you are bigger organisation your saving will be even higher.
Let's assume, that you are member with "Membership Status F" (Institutions, associations as well as other facilities).
Your membership fee is EUR 200 and you are qualified therefore to send one person for "ME members congress fee".
Since you are bigger organisation, you will decide to send another 6 of your members or employees to the congress. If they will be not ME members, you have to pay for them 6x300=1800 EUR congress fee. Using "Membership Status G" (shown in the right part of the calculation below) savings for congress fee is much higher even though you will pay 6x20=120 EUR for their Benefited Single Membership (BSM).

<table>
<thead>
<tr>
<th></th>
<th>Without BSM</th>
<th>With BSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>6x300 non ME members congress fee</td>
<td>1800 €</td>
<td>1320 €</td>
</tr>
<tr>
<td></td>
<td>0 €</td>
<td>120 €</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1800 €</td>
<td>1440 €</td>
</tr>
</tbody>
</table>

Your organisation (institution, association or other facility) saved 360 EUR.

We found out benefits for you.

It is economical to be a "Member Status G" of Montessori Europe!
Montessori-Europe

Service for Members

Please, keep in mind !!!

Links on the Montessori Europe Homepage:
There is a possibility for all members with a Membership status B-F to install a link on our homepage. If you want to use this offer, you can find the form “form_Link.doc” on our homepage “Competence Network”.

Placing job advertisement or event notes on the Montessori Europe Homepage:
As a member of Montessori Europe you have got the possibility to place job advertisement or event notes on our homepage for free (runtime 3 months).

Placing information for training courses on the Montessori Europe Homepage:
As a member of Montessori Europe you have got the possibility to place information for your training courses on our homepage.

Reports/Articles for the Montessori Europe eNewsletter:
As a member of Montessori Europe you can publish reports or interesting articles of your Kindergarten/School/Organization/Institution in our eNewsletter. The eNewsletter arrives four times a year: in March, June, September and December.

If you want to use these offers, please send us your information/data per email:

office@montessori-europe.com

Free place at the NOCME “Meeting point” during the next Montessori Europe Congress:
As a member of Montessori Europe you can take part as an exhibitor at the “Meeting point” during our next congress without a charge for the exhibition place! Except Nienhuis, Gonzagarredi and MOKA no other providers of Montessori materials or supplementary materials will be allowed.
5. Dates to remember / Event Calendar

- **Conference of the Interregional Montessori Association in Russia**  
  “Montessori method. Observation: to look and to see”  
  Moscow, Russia  
  April 15 to 17, 2011  
  montessori.russia@gmail.com

- **AMI Annual General Meeting**  
  Amsterdam  
  April 16, 2011  
  www.montessori-ami.org

- **NAMTA Conference Celebrating**  
  Bergamo’s Fiftieth Year of Advanced Montessori Courses:  
  The Montessori Lineage from Cosmic Education to Erdkinder  
  Bergamo, Italy  
  April 27 to 29, 2011  
  Registration deadline is April 14, 2011  

- **The European Forum for Freedom in Education (effe) & effe Austria**  
  EducationSPRING 2011 the ALTERNATIVE Exhibition  
  Vienna, Austria  
  April 28 to-30 2011  

- **Norddeutscher Montessori-Tag 2011**  
  Montessori-Landesverbände Hamburg-Schleswig-Holstein e.V., Mecklenburg-Vorpommern (in Gründung), Niedersachsen-Bremen e.V.  
  Tagungshaus Bredbeck des Landkreises Osterholz  
  May 06 to 07 2011  
  Norddeutscher_Montessori_Tag_2011.pdf

- **The Polish Montessori Association**  
  would like to invite members and supporters of the PMA  
  to participate in the educational trip to Werthering, Germany - Bavaria  
  May 12 to May 14, 2011  
  stowarzyszenie@montessori-centrum.pl  
  Polskie Stowarzyszenie Montessori.pdf
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>X. Krimmler Montessori-Tage</td>
<td>&quot;Verantwortung für d(ie) eine Welt&quot;&lt;br&gt;02 to 04 June 2011&lt;br&gt;&lt;a href=&quot;www.montessori-austria.at&quot;&gt;www.montessori-austria.at&lt;/a&gt;</td>
</tr>
<tr>
<td>The AMI Montessori Orientation to Adolescent Studies</td>
<td>Cleveland, OH, area&lt;br&gt;June 20 to July 22 and November 3-6, 2011&lt;br&gt;&lt;a href=&quot;www.montessori-namta.org&quot;&gt;www.montessori-namta.org&lt;/a&gt;</td>
</tr>
<tr>
<td>Educateurs sans Frontières</td>
<td>Dallas, Texas, USA&lt;br&gt;July 28 to August 11, 2011&lt;br&gt;&lt;a href=&quot;info@montessori-ami.org&quot;&gt;<a href="mailto:info@montessori-ami.org">info@montessori-ami.org</a>&lt;/a&gt;</td>
</tr>
<tr>
<td>Montessori Whole-School ManagementSM: A Professional Development Course for Teachers and Administrators</td>
<td>Minneapolis, MN&lt;br&gt;July 31 to August 5, 2011&lt;br&gt;&lt;a href=&quot;www.montessori-namta.org&quot;&gt;www.montessori-namta.org&lt;/a&gt;</td>
</tr>
<tr>
<td>Asia Montessori Conference</td>
<td>Beijing, China&lt;br&gt;August 11 to 13, 2011&lt;br&gt;&lt;a href=&quot;www.montessori-conference.asia&quot;&gt;www.montessori-conference.asia&lt;/a&gt;</td>
</tr>
<tr>
<td>Third Montessori Summer Seminar</td>
<td>Amsterdam/Zelhem&lt;br&gt;31 August - 04 September 2011&lt;br&gt;For info contact: <a href="mailto:L.hendriksen@ave-ik.nl">L.hendriksen@ave-ik.nl</a>&lt;br&gt;Registration: <a href="mailto:summerseminar@montessori-ami.org">summerseminar@montessori-ami.org</a>&lt;br&gt;Full information can be downloaded from &lt;a href=&quot;www.montessori-ami.org&quot;&gt;www.montessori-ami.org&lt;/a&gt;</td>
</tr>
<tr>
<td>XII. Congress of Montessori Europe</td>
<td>&quot;Montessori Today – a Scientific Approach to Education&quot;&lt;br&gt;Bratislava, Slovakia&lt;br&gt;14 to16 October 2011</td>
</tr>
<tr>
<td>Landesverband Bayern</td>
<td>Current information about events under: &lt;a href=&quot;www.montessoribayern.de&quot;&gt;www.montessoribayern.de&lt;/a&gt;</td>
</tr>
</tbody>
</table>
The European Forum for Freedom in Education (effe) & effe Austria

REGISTER NOW!

effe Conference ‘EducationSPRING’
28th-30th April 2011

effe Austria and effe international are hosting an 3 day event entitled “Education SPRING” from the 28th-30th April 2011 at the Werkstätten- und Kulturhaus (WUK) in Vienna, Austria. The event seeks to throw light on alternative education, including the latest developments and education policies from across Europe, through a series of lectures, workshops, discussion groups and events.

A Forum, ‘Experience World’ and Symposium will run parallel events over the three days on a wide variety of topics. For example, the Forum will look to address subjects including “Education Today”, “Democratic Education” and “Education through connection”. Small discussion groups and performances from various organizations will provide a great opportunity to debate and discuss alternative education policies. Visitors to the ‘Experience World’ will be able to experience first-hand different education ideas and concepts through installations and interactive activities.

Alternative schools and children/youth groups from the local area will have stands at the event. The ‘Forum theatre’, ‘Dance and juggling’ performances and ‘School tours’ will certainly create a lively atmosphere for all there to enjoy.

The Symposium hopes to take a closer look at different practices and on-going developments in the alternative education sector. Under the guidance of experts and specialists, participants will be able to get involved with some intensive debate and analysis through workshops, discussion groups, the ‘World Café’ and role plays.

Intriguingly, there will be the opportunity to reflect on what quality education in the future should look like. Speakers and representatives come from a broad and diverse set of backgrounds and as with any effe conference, debate is likely to be lively, interesting and we hope, enlightening. If you are interested in attending this event, please find more information on the website at http://bildungsfruehling.wordpress.com – we look forward to seeing you there!

Further information: www.effe-eu.org
10. Internationale Krimmler Montessori-Tage
2. – 4. Juni 2011
Symposium zum Thema:
Verantwortung für d(ie)eine Welt

Veranstalter: Montessori Österreich | Bundesverband
Probst-Peitl-Str. 54, 2103 Langenzersdorf, Tel. 0664-4610486
www.montessori-austria.at

Veranstaltungsleitung: Dr. Herbert Haberl
Obmann von Montessori Österreich | Bundesverband
Maria Neuhauser und Karin Dorner
in Zusammenarbeit mit
der Volksschule Krimml, dem Tourismusbüro Krimml, der Gemeinde Krimml, dem Kulturverein
Chrumbas, dem Nationalpark Hohe Tauern, dem Landesbeauftragten für Kulturelle
Sonderprojekte - Prof. Alfred Winter, der Pädagogischen Hochschule Salzburg, der Salzburger
Landesregierung sowie mit Unterstützung des BM:UKK

Teilnahmegebühren:
EUR 100,– / EUR 90,– für Mitglieder bei einem Montessori-Verein (incl. Pausenkaffee)
Bankverbindung: Raiba Krimml | BLZ 35028 | Kto.Nr 11155
Für TeilnehmerInnen aus den EURO-Ländern:
BIC für Raiba Krimml: RVSAAT2S028 (SWIFT)
IBAN: AT85 3502 8000 0001 1155

Laut Erlass des Bundesministeriums für Unterricht, Kunst und Kultur GZ.38.544/0061-I/1/2010
vom 9.12.2010 wird diese Veranstaltung als Fortbildung für LehrerInnen empfohlen und diese
können mit Bezug auf diesen Erlass bei den zuständigen Dienststellen um Beurlaubung
ansuchen.

Anmeldung und Reservierungen unter:
www.krimml.at

Da bei den angebotenen Arbeitskreisen in der Regel eine beschränkte Aufnahme ist bzw. auch
Absagen möglich sein können, bitten wir für jeden Arbeitskreis eine Ersatzwahl anzugeben.
Anmeldungen werden erst nach Eintreffen der Einzahlung auf das o.a. Konto offiziell zur
Kenntnis genommen.

- See enclosure -
Third Montessori Summer Seminar

Join the special Montessori Summer Seminar and enjoy the sensation of travelling through an intellectual and physical Montessori world.

Our Third Montessori Summer Seminar will introduce you to new insights and research into the functioning of the human brain and show how movement and brain development truly go “hand-in-hand.” The programme offers a varied selection of lectures and presentations that will encourage further discussion among the participants. Excursions to historical Montessori sites of interest in the Netherlands are also being organized.

This Seminar is a collaborative programme of Association Montessori Internationale and AVE.IK.

For info contact
l.hendriksen@ave-ik.nl

Registration
summerseminar@montessori-ami.org

Full information can be downloaded from
www.montessori-ami.org

Costs
Euro 1590 (covering accommodation, meals, transportation and fees)

- See enclosure -
6. Job advertisement

Montessori House of Kids, Switzerland

a bilingual Montessori School in the new-growth area of Adliswil, Zürich offers these job vacancies:

**Teacher AMI 6-9**
The successful candidate will lead our new 6-9 programme. You will need to be a strong team player and dedicated to work in a pioneer school.
To hold a teaching position, you will need an AMI diploma (6-12) plus a university level teaching qualification. English or German mother-tongue.

**Kindergarten Teacher AMI 3-6**
The successful candidate should be a strong team player, and dedicated to Montessori principles and practice.
You will need an AMI diploma (3-6) plus a teaching qualification. English or German mother-tongue.

**AMI 0-3 ‘Assistants to Infancy’**
We are looking for one more AMI ‘Assistant to Infancy’. You must have an AMI diploma plus qualifications in a relevant field (early childhood, psychology, social work). You would teach in your mother tongue (English or German).

*For further information please contact - Jessica Scrimes (AMI 0-3)*
*email: jessica.scrimes@houseofkids.ch*
*For all positions, please submit your CV and a copy of your AMI diploma via email to: susanne.stark@houseofkids.ch*

Montessori Children’s House, Sofia, Bulgaria

Great opportunity to grow with a fast developing independent English Montessori pre-school.

As a result of the strong interest in the school, another classroom 3-6 is being organized to start September 2011.

The ideal candidate should have AMI Primary Diploma, ability to adapt to a new cultural environment, university degree in early childhood education (preferable).
The candidate should be creative, organized, responsible and willing to establish a new classroom.

Benefits: Healthcare, accommodation, and competitive salary.

Please, submit your CV, photo and cover letter to Diana Manova at: office@montessori-bulgaria.com

http://www.montessori-bulgaria.com
Montessoripädagogin 3-6 in Zürich gesucht!
Wir suchen baldmöglichst eine qualifizierte Erzieherin mit Montessoridiplom als Gruppenleitung für unsere Pädagogische Tagesschule am Klinikum. Exzellente Arbeitsbedingungen in einem hochmotivierten Team. Bewerbung vorab per CV + Foto an admin@montessori-zuerichsee.ch. Wir freuen uns auf Ihre Bewerbung.

Dr. Gerhard Oberlin
Montessori Zürichsee GmbH
Geschäftsführung
Forchstrasse 370
CH-8008 Zürich
Schweiz
www.montessori-zuerichsee.ch

Die Montessori Schule in Brugg/Schweiz sucht eine Montessori Kindergartenlehrerin AMI 3-6 und Primarstufenlehrerin AMI 6-12.
Ausgezeichnete Arbeitsbedingungen in einem hochmotivierten Team. Ortsübliche Bezahlung nebst gesetzlichen Sozialleistungen. Bewerbungen bitte vorab elektronisch per E-Mail an Dr. Roger Dehn unter rogerdehn@swissonline.ch.

Die private Kindertagesstätte „Mittendrin“ sucht für sofort oder später staatlich geprüfte und anerkannte Erzieherin mit Montessori-Diplom bzw. der Bereitschaft, dieses zu erwerben. (38,5 Stunden/ Woche)

Stellenbeschreibung:
- Wir betreuen Kinder ab ca. 4. Lebensmonat bis zum Schuleintritt.
- Schwerpunkt liegt auf der Montessori-Pädagogik.
- Unsere Einrichtung ist von 7.00 Uhr - 16.30 Uhr geöffnet.
- Die Arbeitszeit richtet sich nach dem Dienstplan, ein gewisses Maß an Flexibilität wird vorausgesetzt.
- Sie bewerben sich in ein motiviertes, aufgeschlossenes, gut qualifiziertes Team.

Anforderungen:
- Einschlägige Berufserfahrung und die Bereitschaft und Offenheit, unser gewachsenes Konzept mit zu tragen.
- Freude am wertschätzenden Umgang mit Kindern.
- Umsetzung der Montessori-Pädagogik basierend auf einer nicht-direktiven Grundhaltung.
- Belastbarkeit und Teamfähigkeit.
- Offene partnerschaftliche Zusammenarbeit mit den Eltern.
- Kenntnisse im Bereich der Beobachtung und der Dokumentation.

Weitere Informationen zu unserer Einrichtung finden Sie unter: www.mittendrin-kita.de
Montessori-Europe
Wir freuen uns auf Ihre aussagekräftige Bewerbung.

Bitte richten Sie Ihre Bewerbung an:
Mittendrin, die private Kindertagesstätte
Frau Andrea Josephs
Brosweg 18, 45239 Essen
Telefon: 0201/45139886
Email: kita-mittendrin@t-online.de

Für unsere zweisprachige (d/e) **Montessori-Tagesschule im Zentrum Zürichs** suchen wir per August 2011 eine

**Deutschsprachige Lehrkraft**

für eine unserer Grundstufen (6-9 jährige Kinder). Voraussetzungen sind ein staatlich anerkanntes Lehrerdiplom für die Primarstufe (Deutschland: 2. Staatsexamen oder vergleichbare Ausbildung) sowie eine anerkannte Montessori-Ausbildung (vorzugsweise AMI 6-12) oder die Bereitschaft, einen berufsbegleitenden AMI-Montessori-Lehrerkurs zu absolvieren.

Ihre schriftliche Bewerbung mit Foto und Kopie Ihrer Diplome senden Sie bitte an: d’Insle Montessori-Schule AG, Sara Wyss, Signaustrasse 9, CH-8008 Zürich, Schweiz oder info@dinsle.ch.

Weitere Informationen über unsere Schule finden Sie unter: [www.dinsle.ch](http://www.dinsle.ch).

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**International Montessori preschool in Vilnius, Lithuania** is opening a vacancy for a Montessori **teacher** to lead a Casa class (3-6) from July 2011.

**The teacher will:**
- Have at least two years’ experience in working as a lead Montessori teacher.
- Be excited about working in foreign countries.
- Be excited about contributing to building a young Montessori preschool.

**Vilnius Montessori pre-School offers:**
- Competitive salary
- Accommodation
- Health benefits
- Cooperation on every level

Please apply to:
**Contact:** Ivona Rozanovska [ivona.rozanovska@gmail.com](mailto:ivona.rozanovska@gmail.com),
**or call at:** (country code 370) 60638269
[www.vms.lt](http://www.vms.lt)
Montessori Schule Seetal

Wir, eine kleine Montessori Schule im Herzen der Schweiz, Nähe Luzern, eröffnen auf August 2011, als Ergänzung zu unserer Primarschule, ein Kinderhaus.

Für den Aufbau suchen wir in leitender Stellung eine verantwortungsvolle:

- Kindergartenlehrperson (mit in der Schweiz anerkanntem staatlichem Diplom)
- AMI-anerkannte Ausbildung für das 3-6-jährige Kind
- Deutschsprachig
- Arbeitszeit anfänglich halbtags, am Morgen (Mo-Fr), ca. 50 Stellenprozent
- Ab Schuljahr 2011/12

Wenn Sie die Herausforderung annehmen möchten und ein komplett eingerichtetes Kinderhaus mit Leben füllen möchten, freuen wir uns auf Ihre Bewerbung!

Montessori Schule Seetal
Kinderhaus
z.Hd. Frau Bucher
Hohenrainstrasse 5
6280 Hochdorf
Schweiz
Telefon: 041 910 01 51
E-Mail: info@montessori-seetal.ch

Pädagoge/in in einer Montessori-Klasse

Sie sind Pädagoge/in mit Enthusiasmus, Frohsinn und Durchsetzungsvermögen und Sie möchten diese Eigenschaften weiter geben. Das wollen wir auch! Zufriedene, ausgeglichene Menschen bedeuten auch glückliche, motivierte Kinder, die gerne lernen und Spaß in unserer Schule haben.

Wir sind als Montessori-Grundschule ein wichtiger Teil des Montessori Campus Friedberg (30 km nördlich von Frankfurt/Main).

Ab August 2011 suchen wir eine/n Pädagoge/in.

Sie bringen mit:
- eine Pädagogische Ausbildung
- Montessori-Diplom oder in der Montessori-Ausbildung /AMI
- Engagement bei der Ausgestaltung des vorhandenen Konzepts
- Eignung und Bereitschaft, situationsorientierte, zeitgemäße Pädagogik in die Praxis umzusetzen
- organisatorische Fähigkeiten
- Fähigkeit in anspruchsvoller Teamarbeit
- Flexibilität
Wir bieten Ihnen:

- ein angenehmes und selbstständiges Arbeiten
- Möglichkeiten, eigene Ideen in bestehende Arbeitsweisen einzubringen
- ein motiviertes Team

Sie sind der Meinung: „Das kann nur ich sein!“
Dann sollten wir uns bald kennen lernen! Wir freuen uns auf Ihre Bewerbung.

Montessori Campus Friedberg
Maria Montessori Weg 1
61169 Friedberg
Tel.: 06031-166700
Weitere Informationen können Sie auf unserer Internetseite [www.montessori-wetterau.de](http://www.montessori-wetterau.de) entnehmen.

Lehrer/in in einer Montessori-Klasse

Sie sind Lehrer/in mit Enthusiasmus, Frohsinn und Durchsetzungsvermögen und Sie möchten diese Eigenschaften weiter geben.
Das wollen wir auch! Zufriedene, ausgeglichene Menschen bedeuten auch glückliche, motivierte Kinder, die gerne lernen und Spaß in unserer Schule haben.

Wir sind als Montessori-Grundschule ein wichtiger Teil des Montessori Campus Friedberg (30 km nördlich von Frankfurt/Main).
Ab August 2011 suchen wir eine/n Lehrer/in.

Sie bringen mit:

- 1. + 2. Staatsexamen
- Montessori-Diplom oder in der Montessori-Ausbildung /AMI
- Engagement bei der Ausgestaltung des vorhandenen Konzepts
- Eignung und Bereitschaft, situationsorientierte, zeitgemäße Pädagogik in die Praxis umzusetzen
- organisatorische Fähigkeiten
- Fähigkeit in anspruchsvoller Teamarbeit
- Flexibilität

Wir bieten Ihnen:

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- ein motiviertes Team

Sie sind der Meinung: „Das kann nur ich sein!“
Dann sollten wir uns bald kennen lernen! Wir freuen uns auf Ihre Bewerbung.

Montessori Campus Friedberg
Maria Montessori Weg 1
61169 Friedberg
Tel.: 06031-166700
Weitere Informationen können Sie auf unserer Internetseite [www.montessori-wetterau.de](http://www.montessori-wetterau.de) entnehmen.
Sunflower Montessori Crèche

Sunflower Montessori is a private, approved crèche in Luxembourg. We have two sites in Findel and Moutfort. We welcome children from 3 months up to four years old.

Dedicated to the principles of Maria Montessori, Sunflower provides a safe and secure environment where children of all nationalities can investigate and explore, gain confidence, independence and language development. Our working language is English.

We have a dynamic International team of staff.

For more information you can visit our site http://www.sunflower.lu

We have vacancies for:

Montessori Teachers.

Must have a European Passport and an excellent level of English.

If you would like to apply or enquire about other positions at Sunflower please contact Sam O'Dea +352 431523 27 / +352 263510 30 or mailto: sam@sunflower.lu

By post: 72 rue de Remich, L-5300, Moutfort, Luxembourg.
7. Training Courses

T-Sekundarstufe 4 - 2011-2012

Ein einjähriger Lehrgang für die Arbeit mit Jugendlichen

Zielgruppe:
Menschen, die sich vertieft mit den Bedürfnissen von Jugendlichen und den Anforderungen, die heute an sie gestellt werden, beschäftigen wollen

1. Kurseinheit:
Freitag, 08-04-2011 bis Sonntag, 10-04-2011
(Freitag 16.00-19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Tegernsee

Kindheit —Jugend —Erwachsen sein
Was ist das Spezifische der Pubertät als Entwicklungsphase? Montessori spricht von „sozialer Wiedergeburt“; oder vom „psychischen Embryo“. Welche Konsequenzen ergeben sich daraus für Erwachsene in ihrer Haltung zur Schule, zu Projektgestaltungen u.ä?
Impulse durch den „Erkinderplan“ von Maria Montessori und andere Jugendprojekte.

2. Kurseinheit:
Freitag, 20-05-2011 bis Sonntag, 22-05-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Potsdam

„Der Raum als dritter Pädagoge“
Gemeinsame Gestaltung von Lern- und Arbeitsräumen für Jugendliche

3. Kurseinheit:
Freitag, 24-06-2011 bis Sonntag, 26-06-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Tegernsee

Die Bedeutung der Mathematik
Mit verschiedenen Materialien die tiefere psychologische und philosophische Bedeutung der Mathematik entdecken- mit dem Fokus auf Themen, die Jugendliche betreffen.

4. Kurseinheit:
Freitag, 16-07-2011 bis Sonntag, 18-07-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Berlin Köpenick

Jugendliche entdecken und erforschen

5. Kurseinheit:
Dienstag, 01-08-2011 bis Freitag, 04-08-2011
Kursort: Schlänitzsee
4 Tage und Nächte in Berlin und Umgebung
In Kontakt treten mit Natur und Kultur in Hinblick auf die Arbeit mit den Jugendlichen

6. Kurseinheit:
Freitag, 23-09-2011 bis Sonntag, 25-09-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Potsdam

Umgang mit Sprache und Literatur
- speziell als Ausdruck und Schilderung der Jugendzeit; das Schreiben als persönlicher Ausdruck;
Theaterarbeit

7. Kurseinheit:
Freitag, 28-10-2011 bis Sonntag, 30-10-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Tegernsee

Der Vorgang der Orientierung; Mitbestimmung;
Selbstverantwortung; Autonomie
- mit besonderer Berücksichtigung von Beziehungs kompetenz und Umgang mit Sexualität

8. Kurseinheit:
Freitag, 25-11-2011 bis Sonntag, 27-11-2011
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Potsdam

Musik, Kunst, Bewegung
- als Möglichkeiten des persönlichen Ausdrucks

9. Kurseinheit:
Freitag, 06-11-2012 bis Sonntag, 08-01-12
(Freitag 16.00 —19.00 Uhr, Sa+So 9.00-18.00 Uhr)
Kursort: Tegernsee

Abschluss mit Dokumentationen und Präsentationen aus dem Lehrgang

Teilnehmerzahl: max. 30
Kosten:
2100,-€ (500,-€ bei Anmeldung, 800,-€ 4 Wochen vor Kursbeginn, 800,-€ vor der 5. Kurseinheit)
Kursort:
Institut für ganzheitliches Lernen
Hauptstr. 8
D-83684 Tegernsee
(Ebenso Berlin, Köpenick, Schlänitzsee und Potsdam)

Die pädagogische Leitung dieses Lehrgangs hat Ulrike Kegler, die bei den fachspezifischen
Kurseinheiten von Tutoren unterstützt wird.
Tegernsee
239/2 2011-2013

auch 2011 bieten wir wieder einen Ferien-Intensiv-Lehrgang mit Claus-Dieter Kaul an:

**Theoretische Einführung**
**Übungen des täglichen Lebens**
**Sinnesschulung**
30-07-2011 bis 05-08-2011
Samstag bis Freitag (7 Tage) täglich von 9-18 Uhr

**Kosmische Erziehung**
10-04-2012 bis 15-04-2012
Dienstag bis Sonntag (6 Tage) täglich von 8-19 Uhr

**Mathematik**
30-07-2012 bis 05-08-20
Montag bis Sonntag (7 Tage) täglich von 8-19 Uhr

**Sprache**
02-04-2013 bis 06-04-13
Dienstag bis Samstag (5 Tage) täglich von 8-19 Uhr

**Abschlusskolloquium**
07-04-2013
So. 8-19 Uhr

**Kosten:**
1950,- €

**Anzahlung:**
500,- €

**Kursort:**
Institut für ganzheitliches Lernen
Schulungsräume
Hauptstrasse 8
D-83684 Tegernsee

**BEL - Bildungswerkstätte Eigenaktives Lernen**
[http://www.bel-montessori.at](http://www.bel-montessori.at)

Montessori-Diplomlehrgang "Kinderhaus"
(Schwerpunkt für Kinder von 3 - 7 Jahren)

Montessori-Diplomlehrgang "Kinderhaus"
(Schwerpunkt für Kinder von 3 - 7 Jahren)
Schloss Traun, Linz, Austria: Start 23.9.2011

Montessori-Diplomlehrgang "Schule"
(Schwerpunkt für Kinder von 6 - 12 Jahren)
Schloss Krastowitz, Klagenfurt, Austria: Start 4.3.2012
8. How to become a member of Montessori Europe

Everyone who wants to become a member should have a look at our homepage

www.montessori-europe.com

9. SPONSORS

Preferred Material Partner

Nienhuis

Gonzaga Medici

TILS

Schloss Hagerhof
10. Internationale Krimmler Montessori-Tage
2. – 4. Juni 2011

Symposium zum Thema:
Verantwortung für (die)ene Welt

Veranstalter: Montessori Österreich | Bundesverband
Probst-Perlt-Str. 54, 2103 Langenzersdorf, Tel. 0664-4610486
www.montessori-austria.at

Veranstaltungsleitung: Dr. Herbert Haberl
Obmann von Montessori Österreich | Bundesverband
Maria Neuhauser und Karin Dorer
in Zusammenarbeit mit
der Volksschule Krimml,
dem Tourismusbüro Krimml,
der Gemeinde Krimml,
dem Kulturverein Chrumbas,
dem Nationalpark Hohe Tauern,
dem Landesbeauftragten für Kulturelle Sonderprojekte - Prof. Alfred Winter,
der Pädagogischen Hochschule Salzburg,
der Salzburger Landesregierung
sowie mit Unterstützung des BM:UKK

Teilnahmegebühren:
EUR 100,– / EUR 90,– für Mitglieder bei einem Montessori-Verein (incl. Pausenkaffee)
Bankverbindung: Raiba Krimml I BLZ 35028 I Kto.Nr 11155
Für TeilnehmerInnen aus den EURO-Ländern:
BIC für Raiba Krimml: RVSATAT25028 (SWIFT)
IBAN: AT85 3502 8000 0001 1155


Anmeldung und Reservierungen unter:
www.krimml.at

Programm
Tagungsort Volksschule Krimml

Donnerstag | 2. Juni 2011

14.00 – 15.00 Uhr
Eröffnung (ab 11.30 Ausgabe der Tagungsunterlagen in der Volksschule Krimml)

Zum Jubiläum singen für Sie: J.A.M.TCE
Hinter diesem rätselhaften Namen stehen sieben musikalische Lehrer aus Tirol. Viele Auftritte zu allen möglichen Anlässen, zu denen auch Erfahrungen als Straßenmusikanten zählen, zeichnen die nunmehr 20-jährige Karriere der A-Capella-Gruppe aus. Lassen Sie sich überraschen!

15.00 – 16.30 Uhr
Vortrag:
Dr. Donata Elschenbroich

Die Dinge im Frühlicht. Expeditionen zu den Gegenständen des täglichen Lebens
In den Dingen, den Gegenständen des täglichen Lebens, steckt das Wissen der Welt. Wie erschließen die Kinder, wie unterstützen die Erwachsenen sie dabei und wie kann das „gedankenerweckende Beobachten“ der Alltagsdinge in der Kommunikation und im Tun von Kindern und Erwachsenen angeregt und ausgedehnt werden?
In ihrem Vortrag wird Donata Elschenbroich, unterstützt durch Filmsequenzen, zeigen, welche Anstöße von „Wissensvitrinen“ in Kindergärten und Grundschulen ausgehen können und was das nahe Herangehen an Alltagsgegenstände in den Familien auslösen kann.

17.00 – 18.30 Uhr
Vortrag:
Petra Wöbcke-Helmle, Thomas Helmle
Petra Wöbcke-Helmle, Sonderschulkoordinatorin und seit 18 Jahren Klassenlehrerin einer altersgemischten Förderschulklasse, Klassenstufe 1-3 an der Maria-Montessori-Schule, Ilshofen Thomas Helmle, Rektor und seit 16 Jahren Klassenlehrer einer altersgemischten, integrativen Klasse 1-4 bzw. 4-6 an der Grundschule Steinbach in Schwäbisch Hall

„Kosmische Erziehung“ - ein zeitgemäßes Konzept für Sechs- bis Zwölfjährige?
Die Frage beschäftigt uns immer wieder aufs Neue. Folgende Aspekte, die uns zurzeit beschäftigen und einer Antwort näher bringen können, wollen wir im Vortrag genauer beleuchten: Entwicklungsbezogenheit - Konzeptwechsel zwischen Kinderhaus und Schule - Interessenbezogenheit Vernetzung der Wissensbereiche – der Blick auf ein Ganzes Entdeckendes Lernen - Nachvollziehen des Gegebenen oder selbstständiges Erarbeiten, die Rolle des Erwachsenen in der freien Arbeit ...

20.30 Uhr
Konzert „Querschläger“
Veranstaltungsort: Turnhalle der VS Krimml
„Ein vielschichtiges Gewebe aus Melodien, Klängen, Texten und Gedanken. Die Band schärfst mit ihren Liedern den Blick auf das reale existierende Landleben von heute.“ (Ö1-Kulturkalender)

Freitag | 3. Juni 2011

9.00 – 12.00 Uhr
Arbeitskreise
Die Räumlichkeiten werden vor Ort bekannt gegeben.

14.30 – 17.30 Uhr
Arbeitskreise
Die Räumlichkeiten werden vor Ort bekannt gegeben.

ab 18.00 Uhr
Montessori-Fest für Jung und Alt
Veranstalter: Elternverein der Volksschule Krimml

Samstag | 4. Juni 2011

9.00 – 10.30 Uhr
Vortrag:
Sharon Duncan
Programm
Tagungsort Volksschule Krimml

Die Zukunft der Erde liegt in unseren Händen: mit Eindrücken auf junge Seelen einen Paradigmenwechsel unserer Kultur schaffen


11.00 – 12.30 Uhr
Vortrag:
Dr. Peter Stettler
Peter Stettler (Jg. 1942), Studium der Physik, Promotion in Astrophysik an der ETH Zürich und am Observatoire de Genève. Bis 2004 Physiklehrer an der Kantonsschule Freudenburg und am Liceo artistico in Zürich; ehem. Dozent am Didaktikum Aarau und an der PH Zürich. Begegnungen und Briefwechsel mit Martin Wagenschein; zahlreiche Kurse, Vorträge und Seminarien im Zusammenhang mit der Wagenscheins-Pädagogik.

Wie hoch ist die Atmosphäre?
Obwohl wir Menschen nur in sehr bescheidenem Maße Verantwortung für die Welt übernehmen können, sind wir dafür verantwortlich, dass die Lebensbedingungen unserer Mitgeschöpfe auf der Erde erhalten bleiben. Dabei spielt bekanntlich die Atmosphäre eine Schlüsselrolle. Neben dem Sachthema „Atmosphäre“ soll auch die Pädagogik Martin Wagenscheins vorgestellt werden.
Anhand des von ihm entwickelten genetisch-sokratisch-exemplarischen Vorgehens versuchen wir aus einer Alltags-Irritation eine Vorstellung dieser verletzlichen äußersten Haut der Erde zu entwickeln.
Denn was es zu schützen gilt, muss man erst mal kennen lernen.
Arbeitskreise

Informationen zu den Arbeitskreisen:
Die Arbeitskreise werden mit gleicher Inhalt in der Regel zweimal angeboten, jeweils vormittags und nachmittags, sodass zwei Arbeitskreise besucht werden können.

Achtung:
Da die Teilnehmeranzahl an den Arbeitskreisen limitiert ist, erfolgt die Reihung nach dem Anmeldeformular der Tagungsgebühr. Listen mit der endgültigen Zuteilung werden nach dem ersten Vortrag am Donnerstag aufgehängt.
Die Räumlichkeiten werden vor Ort bekannt gegeben.

Arbeitskreisthemen

AK 1
Helmut Roth
Professor an der Pädagogischen Hochschule Salzburg.
Dozent des Österreichischen Bundesverbandes für Montessoripädagogik. Trainer und Coach für Führungskräfte.
Freiheit und Bindung – Erziehung zur Verantwortung
Ausgehend von Texten von Maria Montessori wird das Thema Erziehung zur Verantwortung in der sensiblen Phase von 6-12 Jahren diskutiert.
Dabei soll die Erziehungspraxis im Mittelpunkt stehen. Eine Themenforschung mit Interessensfeldern der Teilnehmer/innen soll Ausgangspunkt für die Diskussion sein.
Offen wollen wir Themen wie Verwöhnfälle, Freiräume als Ausweichräume, Trainingsprogramme und ihre Berechtigung, Erziehung und Pflicht, fördern und fordern mit in die gemeinsamen Überlegungen nehmen.
Der AK wird nur am Vormittag angeboten!

AK 2
Petra Wöckcke-Helmle, Thomas Helmle
Große Erzählungen: Knotenpunkte in der vernetzten Arbeit der Kinder
Der AK wird nur am Vormittag angeboten!

AK 3
Sharon Duncan
The World according to Biomes
Erfahren Sie, wie Sie das Montessori Curriculum mit den Biomen vernetzen können und eröffnen Sie eine Welt unbefangener Erforschung und natürlichen Staunens in Ihrem Klassenzimmer.
Der Arbeitskreis wird in englischer Sprache abgehalten.

AK 4
Peter Stettler
Bau eines Wasserbarometers

AK 5
Renate Eilmerer
VS-Lehrerin, Montessoripädagogin, Früherzieherin, Leiterin der Kinderspielgruppe „Purzingele“ Sistrans/Tirol
Die Bedürfnisse von Kindern unter 3 Jahren: Erfahrungen, Theorie und Praxis

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Arbeitskreise

AK 6
Uta Schön
Montessori-Pädagogin im Kinderhaus CH Luzern, Kinderhaus Dozentin
Christina Greßing
Montessori-Pädagogin im Kinderhaus CH Zürich, future coaching Ausbildung

Die Erde als Ganze
Geografie für Kinderhauskinder (3-6 Jahre);
Wasser und Land Klimazonen, Meere, Kontinente und Länder der Erde und ihre Bewohner sind unser Thema;
Spurenbildung und Lieder der Welt ergänzen den „natürliches“ Werkraum.

AK 7
Margret Steinbrecher Böger

Von kleinen und großen Tieren
Jüngere Kinder lieben die Extreme der Tierwelt: Dinosaurier faszinieren sie ebenso wie Asse und Ameisen.
Sie interessieren sich für Was es und Raubkatzen, aber auch für Künstetebewesen im Boden und im Wasser. Wie können wir diese Interessen der Kinder aufgreifen?
Im Seminar werden hierzu Materiales beispielgebend gezeigt und Anregungen für Naturbeobachtungen und Naturerfahrungen gegeben. Es richtet sich an e, die mit Kinderhauskindern arbeiten.

AK 8
Irmtraud Vöke
Lehrerin (Grund, Hauptschule) i,R., Dozentin der DMG für Mathematik, Geometrie, Kosmische Erziehung, Musik, Schulführung

Klassische Musik mit Kindern – hören und verstehen auf der Basis der kosmischen Erziehung

AK 9
Wolfgang Weinhäupl
Leitung von Montessori Dip am Lehrgängen in Salzburg, Südtirol und Schweden. Lehrauftrag für Didaktik der Mathematik an der Freien Universität Bozen. Autor von Mathematikbüchern für die Grundschule

Das „Kleine Einslieues“
Beim Rechnen baut jeder Schritt auf den davor liegenden auf.
Daß es so wichtig, daß jedes Kind auf jeder Stufe genügend Sicherheit entwickelt kann, um dann fast wie von sebst in die nächsthöhere Ebene wechseln zu können.
A s erste Stufe hat dabei das „Kleine Einsatzes“ einen besonderen Stellenwert, es bildet das tragende Fundament für den gesamten Aufbau.
Mit den Montessorimaterialien und ergänzenden Angeboten werden folgende Themen bearbeitet:
- Sicherer Aufbau des Zahlenraumes 10
- Was und wie g t e e zu automatisieren?
- Der Zahl erlernen 20
- Rechenoperationen
- Zehnerübergang und Unterschreitung
- Sichern des Wissensbestandes

AK 10
Anke Spitzbart
Musikstudium, Sonderpädagogik für geistig Behinderte, Montessori Dip am, integrative Lerntherapeutin seit 13 Jahren Lehrerin mit den Schwerpunkten Musik und Integration, Konferenzleiterin auf der Montessori Schulen Schwerin

Von der Linie in den Raum
Die Teilnehmer/innen ernen eine Konzeption nach Maria Montessori zur Bewegungsschule um im Rahmen der musikalen Ausbildung von Kindern in den Alters von 3-12 Jahren an praktischen Beispiele denken. Die Übungen beinhalten das „Gehen auf der Linie“, das „Rhythmishe Bewegungen zwischen zwei Linien“ und verschiedene Tanzformen in der Raume

AK 11
Andrea Schöpp, Hansjörg Schöpp
Dip omontierte Montessori Pädagogik, Andrea Leiterin der VS Krimm (Kareen), Hansjörg HS-Lehrer für M. Ph. und Ch, VL an VS Neukirchen
Arbeitskreise

Vom ersten Klassenexperiment zum freien Experimentieren
- kurzer theoretischer Hintergrund
- Aufbau einer didaktischen Leiter zum Einstieg ins Experimentieren
- Schrittweises Hinführen zur Selbständigkeit
- Vermitteln grundlegender Kompetenzen (Protokollieren, Präsentieren, etc.)
- Kopiervorlagen einfacher Versuche zum „Gleich Losstarten...“
  beim AK erhältlich

AK 12
Elisabeth Hutap, Gertrud Krasny, Claudia Wenko
Montessori-Diplomausbildung, Montessori-Sekundarstufenausbildung, Referentinnen an der PH-Burgenland
Tätig an der HS/NMS Rosental, seit 2007 Schulversuch Montessori-orientierte Klassen
Montessori-orientiertes Arbeiten + Sekundarstufe + NMS -
eine Vision findet ihre Umsetzung
„In einem wankenden Schiff fällt um, wer stillsteht, nicht wer sich bewegt“ (Ludwig Börne)
Schule befindet sich im Umbruch, alles ist neu, alles ist besser zu machen - nicht neu ist die Hauptforderung, das Kind in den Mittelpunkt zu stellen, die Freude und die Neugier am Lernen zu wecken und zu erhalten, die Kinder zu größtmöglicher Selbstständigkeit zu führen, ihnen Eigenverantwortung ans und ins Herz zu legen, ihre Stärken zu sehen und nicht ihre Schwächen zu suchen. Das Seminar soll zeigen, wie gut die Montessori-Pädagogik ins Konzept der NMS passt und wie sehr ihre Ansätze und Methoden auch für die Sekundarstufe Gültigkeit und Verpflichtung haben.

AK 13
Helmut Neugebauer
ehem. Administrator und EDV-Kustos an einer Handelsakademie, Mitbegründer von Laptopklassen, PH-Referent
Der Laptop - ein moderner Unterrichtsbehelf
Hard- u. Software besser (er)kennen, optimieren und effizienter nutzen, Internet-Infoquellen schneller finden und Inhalte für Arbeitsblätter verwenden, Dokumente wandeln (pdf. etc) und Internet-Gratisspeecher (evelume ea) aktivieren, Audio- u. Videodateien (Kamera, youtube etc.) erstellen und im Unterricht einsetzen
Smartphones (iPhone u.ä.): das Medium der nahen Zukunft -
Ein- und Überblick

AK 14
Renée Classen
Dozentin für Mathematik, Geometrie und Sprache der Deutschen Montessori Vereinigung, international diplomierte Montessoripädagogin, Gründerin der futura Montessori Tages schule in Baar/ Schweiz, dort Schulleiterin und Geschäftsführerin
Die Welt erzählen - Geschichten in der Montessori Pädagogik

AK 15
Markus Wurster
Grund- und Hauptschullehrer, seit 15 Jahren Klassenlehrer einer jahrgangsgemischten, integrativen Montessoriklasse an der staatlichen Grundschule Steinbach in Schwäbisch Hall.
Entwicklung von Lernmaterialien

Vormittag: Die Ellipse

Nachmittag: Puzzle der Unendlichkeit – Geometrische Muster mit Würfel-, Penrose- und Girih-Formen
Zwei Physiker haben erst kürzlich die geometrischen Konstruktionsweisen der arabischen Ornamentik auf mittelalterlichen Gebäuden entschlüsselt. Die Girih-Muster haben die bemerkenswerte Eigenschaft, dass sich die Linien-Dekoration als ein unendlicher Weg durch die Figur schlägt. Wie konnten sie erzeugt werden? Die verblüffende Lösung liegt in der Verwendung eines Bausatzes von fünf „Kacheln“.
In unserer Zeit haben Roger Penrose und Victor Vasarely wunder volle komplexe und ästhetische Parketierungen gestaltet, deren Bauprinzipien wir verstehen und anwenden wollen.

AK 16
Hannes Muhr
Nationalpark Ranger und Wasserschulexperte
Leben unter Wasser - interaktives Lernen zum Thema Wasser und seinen Bewohnern

montessori-austria.at
Third Montessori Summer Seminar
31 August - 4 September 2011

**Wednesday 31 August**

**Arrival in Amsterdam**

**Thursday 1 September**

**Zelhem**

**Dinner & Opening**

Arrival, check into hotel
Official opening, with buffet dinner & music
Neuropsychologist Dr Steve Hughes will speak on “How I discovered Montessori”, followed by discussion.

**Morning:** School visits: environments for ages 3-6, 6-9, 9-12

**Afternoon:**
- Guided tour of the Nienhuis Montessori material factory, museum and showroom of Montessori materials
- Workshop: “Motoric Development, Walking the Line” by Liene Hendriksen (Netherlands)
- Group work focusing on movement and independence, demonstrating how the materials aid these developments, from birth to maturity
- Workshop by Chris Willemsen (Netherlands) on toddler material

**Drinks and Snacks at Nienhuis**

**Return to Amsterdam**

**Friday 2 September**

**Amsterdam**

School visit to bilingual Montessori environment “Two Voices”

**Afternoon:**
- Lecture Dr Steve Hughes, “Enriched Environments, Activity Based Learning and Higher Order Cognitive Functions: The Neurological Case for Montessori Education”

**Dinner**

Boat trip through the canals of Amsterdam

**Saturday 3 September**

**Noordwijk/Amsterdam**

To Noordwijk by coach
Visit to Montessori’s house “The House on the Sea” and her grave at the Catholic Cemetery of Noordwijk, with historic background provided by guide Fred Kelpin (Netherlands)

**Lunch at the beach, and return to Amsterdam**

- Presentation by Lynne Lawrence (UK), “Sustainability and Universality of Montessori” (Montessori around the World)
- Tour of AMI, Maria Montessori’s Study and Presentation of Certificates

**Closing Dinner**

**Sunday 4 September**

**Amsterdam**

Farewell, check out of hotel and departure day

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During the coach trips, films and videos on the life and work of Maria Montessori will be shown.
**Application form for Membership Status G**

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**Membership status:**
- □ B (60 € up to 50 children)
- □ C (90 € up to 100 children)
- □ D (120 € up to 200 children)
- □ E (150 € over 200 children)
- □ F (200 € Institutions, associations)

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