Pathway to Peace: Montessori Education for Social Change
A country with a beautiful Seokgatap from the 8th century now has put that beauty into Montessori materials!

Seokgatap expresses optimal beauty using proportions without any decoration. It is regarded as a masterpiece that expresses restrained beauty. Hard stones chiselled in perfect proportion show the exceptional technology of that time.
Pathway to Peace: Montessori Education for Social Change
Dear participant,

A very warm welcome to the 28th Montessori Congress.

Our theme “Education for Social Change” is most appropriate for our times. It is evident we need to do more to improve our world. And it is clear from the work of many that this is possible. These days together in Prague offer an incredible, once-every-four-years opportunity for us to learn from many who, like Maria Montessori, are engaged in education for social change, and in advocacy for the rights of all children, including those from the most disadvantaged communities.

Since that first International Congress in 1929, the Association Montessori Internationale, founded by Maria Montessori and her son Mario in the same year, has been pleased to partner with Montessori groups and training centres in organising these events.

While we in AMI and the Montessori Institute in Prague have worked together—with the support of many others—to organise this Congress, we do not own it.

It is yours.

All of you who continue the vibrancy of the Montessori Movement.

It does not matter whether your interest is in the Adolescent Summit, the Symposium on Aging and Dementia, the Congress itself, or all of the above. These days belong to you and we hope that you will find them stimulating, energising, thought-provoking and indeed fun!

Philip D. O’Brien
President
Association Montessori Internationale
Dear Congress participants, Montessori Colleagues and Friends from all over the world,

More than one hundred years ago, Maria Montessori embarked on her amazing journey of discovering the child. The first Casa opened in Rome in 1907, which proved to be a precursor to her concept of education for peace, also the theme of this congress.

In 1929 Maria Montessori and colleagues involved in new education met at the first International Montessori Congress in Helsingør, Denmark, to learn, to share, to inspire and to support each other.

Since that year, another 27 International Montessori Congresses have taken place, in some 16 countries and four continents, always a few years apart. These congresses have always provided a much cherished opportunity for Montessorians to come together to share their love of children and commitment to their common task.

Today we come together to be part of another important stepping stone to the strengthening of our knowledge and community.

As chair of the congress organising team, I am absolutely delighted to welcome you to Prague. It is our hope that the Congress will inspire you, strengthen you, and remind you that you are part of a strong and influential global movement of people who, by their every-day work, help change the world into a better place; a place that is more open, more equal, more sustainable, a place that promises a brighter future for humanity.

We hope that you will go home with the flame of love for children burning even brighter, and gratefulness for many new friendships and bonds.

It has been a great honour to organise this historical event for you. Thank you for coming. And many others without whose support and work the event would not have been possible.

Miroslava Vlčková
On behalf of the Montessori Institute Prague Congress organising team

Auspices for 28th IMC
Which title best describes you?

- Classroom Assistant: 46 (2%)
- Consultant: 91 (4%)
- Graduate Student: 35 (2%)
- Head of School: 354 (17%)
- Montessori Parent: 97 (5%)
- Office Staff: 45 (2%)
- Retired: 33 (2%)
- School Board Member: 74 (4%)
- Student in Montessori Training: 92 (5%)
- Teacher (0-3): 205 (10%)
- Teacher (3-6): 408 (20%)
- Teacher (6-12): 226 (11%)
- Teacher (12-18): 226 (11%)
- Teacher Trainer: 105 (5%)
- Training Centre Staff: 0 (0%)
- Other: 1 (0%)

Trained with

- AMI: 761
- Other: 313
- AMS: 105

82% of participants are Montessori trained!
SELF: The basis for peace
What are the natural laws of human development?
In what way is Montessori a developmental science?
What is maximum effort and how do we cultivate it in every growing human being?

OTHERS: The family and education for peace
How can we help parents understand the child’s needs?
Who is the ideal teacher of the 21st century?
How can adults improve their child’s concentration and minimise environmental distractions?

SOCIETY: The agents of social change
What are the main elements impacting today’s society—modern technologies, constant change, ever-present conflict and crisis?
What is the sociology that frames societies of the 21st century?
What does society ask with regard to formal study?
How can adolescents find effective social pathways to peace?

UNIVERSE: Peace and ecological unity
How can we facilitate the growth and development of system thinking skills in learners and how do we apply these skills to nature and our man-made world?
What type of education can lead to peace?
What is true progress and success in the context of environmental ethics?
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Floor Plans
About Prague

Prague, the capital of the Czech Republic, is one of the oldest and most beautiful cities in the world, with more than one thousand years of history and over 1.2 million inhabitants. It is famous for its beauty and cultural wealth; it is often called "golden”, “city of a hundred spires” or “the heart of Europe”. The city boasts a well preserved historic centre incorporating all existing architectonic styles and features: Romanesque rotundas, Gothic and Baroque churches, Renaissance palaces and gardens, Art Nouveau, Cubist and Modern buildings. Prague is also full of parks and beautifully landscaped gardens.

Restaurants
In order to make the most of your stay in Prague, a list of recommended restaurants is available at the Information desk. Information can also be found online at: www.praguewelcome.cz/en/dine

Tipping
In restaurants guests usually tip the waiter about 5 – 10 %.

Climate
The weather in Prague during July is usually sunny or partly cloudy with temperatures around 20° Celsius. Daily updated weather information for Prague can be found here: www.chmu.cz

Currency
The currency is the Czech Koruna. 1 EUR= 26,00 CZK.

Electricity
The current is 230 Volts, 50 Hz. Please bring your own converters if required. Visitors from the UK will need an adapter for electric appliances, whereas North Americans need a transformer in order to use their 110/125 v appliances.

Emergency Numbers
Valid anywhere in the Czech Republic free of charge from any public call box or your mobile.

General Emergency number 112
Police 158
Fire Brigade 150
Ambulance 155
Registration desk +420 727 803 223

Getting Around In Prague
Free public transport passes are kindly provided by the City of Prague valid from 27 July through Saturday, 30 July 2017.
No shuttle will be organised from hotels to the venue (with the transfers exception of the Parkinn and Barcalo Hotel).

Ticket / pass type
90 min 30 min. 24 hrs 72 hrs.
Adult 32 CZK 24 CZK 110 CZK 310 CZK
Child 16 CZK 12 CZK 55 CZK 310 CZK
Junior 32 CZK 24 CZK 110 CZK 310 CZK
Student 32 CZK 24 CZK 110 CZK 310 CZK
Senior 16 CZK 12 CZK 55 CZK 310 CZK

Useful links
Prague www.praguewelcome.cz
Czech Republic www.czechtourism.com

Congress Information

Venue
Prague Congress Centre
5, května 88, 140 21 Praha 4
Czech Republic
www.kcp.cz

Internet
The congress centre provides free Wi-Fi to all participants.

Name: IMC2017, No password is required.

Registration Opening Hours
Registration will be open on the following dates:
27th Thursday 9:00 – 19:00
28th Friday 7:30 – 18:00
29th Saturday 7:30 – 18:00
30th Sunday 7:30 – 14:30

Language
The official language of the Conference will be English.

Insurance
The Organisers do not accept liability for personal injury, loss or damage to private property of participants and accompanying persons during or while travelling to the Meeting.

Programme Changes
The congress centre provides free Wi-Fi to all participants.

First Aid
In case of any emergency, please go to Registration desk.

Lost and Found
A lost and found service is available at the Registration desk.

Lost or stolen credit card?
Call one of the following services:
Visa +420 224 125 353
American Express +420 222 800 111
MasterCard/Eurocard +420 261 254 050
Diners Club +420 267 341 285

Badges
All participants and exhibitors will be given identification badges. Participants who do not put on their identification badges will not be able to participate in the meeting activities.

Should you lose your badge, please go to the registration to be issued with a new one. Badges will be checked at the entrances of the Scientific Sessions.

Lunch
Lunch will be served in the foyer area on the 2nd floor.

The Congress app
Features: Programme, Presentations, Congress information

The app for the delegates featuring the programme details, speakers, presentations, information on social events as well as general information about venue, Prague and Czech Republic.

The application is available for Android and iOS. Official application name: IMC 2017

The Montessori Company app
Features: Interact, Share, Create relationships

Browse and search registered attendees for the Prague Congress, send private messages, share photos, find breakout sessions and more in this community-building application for the AMI community!

AMI has partnered with The Montessori Company to create a virtual space where congress attendees and others throughout the Montessori community can communicate and build relationships at and beyond our conferences. Let’s work together to build lasting connections with fellow Montessorians and the broader community!

Congress App for Mobile Devices

The Congress app
Features: Programme, Presentations, Congress information

The app for the delegates featuring the programme details, speakers, presentations, information on social events as well as general information about venue, Prague and Czech Republic.

The application is available for Android and iOS. Official application name: IMC 2017
Guided tours

List of tours

28th July, Friday
Karlovy Vary and Moser Factory

Departure: 9:00
Price: 80 €
Duration: 10 hours

This day trip takes you to the most famous spa town in the West of Bohemia - Karlovy Vary. Karlovy Vary was founded in 14th century by King Charles IV. These spa treatments are well known for a lot of health problems. You can try water from twelve medicinal thermal springs and visit the distillery Jan Becher, where you can taste the excellent product "Becherovka" - known as the 13th spring of Karlovy Vary.

Price includes: transfers, English speaking guide, entrance fee to Moser factory and lunch

29th July, Saturday
Terezín concentration campground

Departure: 9:00
Price: 55 €
Duration: 10 hours

Terezín (Theresienstadt), originally a military fortress built in the 18th century by Emperor Josef II, is inseparably tied to the history of World War II. The better known walled garrison town of Terezín (Big Fortress) served as a collection camp for Jews from all over Europe and was misused for Nazi propaganda purposes during the visit by the Red Cross in 1944.

Price includes: transfers, English speaking guide, entrance fee to Terezín

30th July, Sunday
Kutná Hora – UNESCO

Departure: 9:00
Price: 50 €
Duration: 5.5 hours

Kutná Hora, a medieval centre of silver-mining was the second richest town of Bohemian Kingdom. The variety of Kutná Hora architectural monuments and its well preserved structure of town centre reflects its ancient fame and wealth until present.

Price includes: transfers, English speaking guide, entrance fees to St. Barbara Cathedral and Ossuary

1st August, Tuesday
Český Krumlov – UNESCO

Departure: 9:00
Price: 100 €
Duration: 11 hours

Český Krumlov, a medieval town in South Bohemia, has retained its almost fairytale-like atmosphere to the present day and is, understandably, on the UNESCO list of heritage sites. The historical centre comprises narrow, winding streets full of gothic, renaissance, and baroque buildings from the times of the Rožmberk, Schwarzenberg and Lobkowitz noble families. You will enjoy a walk through the town with our guide and lunch in a medieval tavern. You can also visit the local castle; this second biggest Czech castle is full of historical furniture, artwork, tapestries and exquisitely adorned weapons. Český Krumlov also prides itself with the oldest preserved baroque theatre in the world.

Price includes: transfers, English speaking guide, entrance fee to castle, lunch

For actual availability please feel free to contact our Information desk during registration opening hours on the ground floor, or via congress app or via phone: +420 721 842 842 or e-mail: info@privateconcierge.cz
27th July Thursday

SELF: The basis for peace

Montessori truly recognises the potential of each human being, each individual personality and respects the natural laws of his development. The child is the creator of future harmony and peace on the planet.

“Character is not an item of knowledge which can be taught through learning or imitation. It is a conquest made during life through personal exercise and through personal experience.”

Maria Montessori
Education for a New World (1946)
Keynote Speakers

**Angeline Lillard**  
Professor of Psychology,  
University of Virginia

An elected Fellow of both the American Psychological Association and the Association for Psychological Science, Angeline Lillard received her doctorate in Psychology from Stanford University in 1981 and is now Professor of Psychology and Developmental Area Head at the University of Virginia. She has addressed Montessori audiences in Slovenia, India, Taiwan, Sweden, Italy, Germany, England, Ireland, Canada, and the US, including as a Keynote Speaker at Montessori Centenary Conferences in Rome, San Francisco, and New York. Her book Montessori: The Science Behind the Genius, now in its third edition, was selected by the Cognitive Development Society as the Best Book for 2005.

She received the Developmental Psychology Division of the American Psychological Association’s Lloyd McCandless Award for Distinguished Early Career Contribution in 1999, and her research has been funded by the National Science Foundation, the National Institutes of Health, and several private foundations. She learned about Montessori in part by attending Montessori from ages 3 to 6, by watching many family members’ experiences, and her mother (Paula Polk Lillard) write and teach and talk about it, and by taking the Assistants to Infancy training in Houston and Irvine in the mid-1980s. She continues to learn about the field and appreciates all the help she can get.

The development of the self in a Montessori context

How are young selves in Montessori contexts developing characteristics of leadership? I will begin by addressing how psychologists think about the developing self, and focus on the sense of agency nurtured in Montessori contexts.

Carla Foster is one of the current AMI Directors of Training at Montessori Training Centre Northeast (MTCN), USA. She also works permanently at the University College of Vaestfold in Norway. Carla holds degrees in Social Anthropology, Old Icelandic Literature and Norwegian Literature from UC Berkeley.

She has AMI 3-6 and 6-12 diplomas respectively from the Maria Montessori Training Organisation, in London, and the Montessori Institute of Milwaukee, USA. She has worked with children at the levels 3-6, 6-9 and 9-12 in both private and public Montessori schools. She has lived and taught in Norway since 1995, and has been an elementary trainer since 2011. She enjoys speaking about all subject areas in Cosmic Education, and has given a number of workshops on storytelling and drama.

The path from bossiness to leadership in the elementary classroom

The task of the children in the 6-12 environment is to construct themselves as contributing members of a society. One of the practice arenas for that is the classroom. What is the material for that? Interaction with others in purposeful work. When there is purposeful work, there are goals and visions to be realized. Wherever the vision or goal originates, energy has to be mobilized to coordinate the maximum efforts of the members of the group. Enthusiasm has to be turned into action. Many strengths of character are needed for this process, and they may not all come from one person. Where does bossiness come from? How can it be transformed into leadership through the opportunities we can give for true collaboration?

There are many characteristics of the second plane child that are specifically focussed on aspects of group life: justice, self-evaluation, hero worship, and morality. The intellect too, in its quest for the truth behind the facts, tries to understand the social contract, hierarchies, and the effects of an individual’s actions on the group. How do we, the adults, help the children to identify and work towards collective goals as well as individual goals, for it is only through identifying and working towards collective goals that leadership can be fostered.

Panel

It is not uncommon for employers to “complain” about university graduates new to a job: “They are not ready for this kind of work.” We have to invest hugely before they can become high quality employees. It is, of course, not the graduates who are to blame, it is the educational system.

What should change in our education system so that it is equipped to prepare strong leaders and motivated potential employees? How is the Montessori system different? What key values and skills set should a new graduate have? Let's discuss this important topic with representatives from big companies - HR managers, opinion leaders, key note speakers, and of course let's hear the opinion of a young generation of Montessori adolescents: do they feel ready to be the new generation of leaders?

Panelists

**Kathy Minardi**  
Montessori Educator

Kathy Minardi has been a Montessori educator and leader for 40+ years. After retiring from Aidan Montessori School in Washington, DC, she went on to be a coach, consultant and facilitator for Montessori school leaders globally. She holds degrees in education and leadership. Her strong focus throughout her career has been on creating healthy school communities where adult interactions are congruent with Montessori principles.

**Radka Dohnalová**  
Founder & Managing Partner  
ATAIRU

Radka is the founder and managing partner of ATAIRU, an international leadership development she helps guide her clients and organisations—on the journey of developing authentic leaders and during strategic transformational programmes across Europe, Middle East and Japan. Radka is also an acclaimed author of leadership programmes and executive coaching. She is a founding member of Odyssey 2010, a mentoring programme for Czech business women and a mentor in Minerva 21 for active women across businesses and NGOs. Her favourite quote is: “If you think you can do something or you think you can’t, you’re right.”

**Martina Březinová**  
Former CEO of Sodexo Benefits and Rewards

Martina Grygar Březinová is former CEO of Sodexo Benefits and Rewards, which she headed for 6 years. In the last years she was ranked a few times by Forbes as one of the most influential women of the Czech Republic. Currently she is on her 1 year career break and she is supporting Montessori Institute Prague.

**Carla Foster**  
AMI Director of Training at Montessori Training Centre Northeast (MTCN), USA

**Dita Stejskalová**  
Managing Partner  
Ogilvy Public Relations

Highly regarded for her insight and effectiveness in developing and managing communications programmes for high-profile clients, Dita has been a trusted advisor to CEOs for more than 20 years through a variety of business cycles, from image and public relations to internal communications and re-branding, to IPO analyst/investor interface, and crisis communications. She has also co-authored books on corporate communications strategies. She is a founding member of Odyssey 2010, a mentoring programme for Czech business women and a mentor in Minerva 21 for active women across businesses and NGOs. Her favourite quote is: “If you think you can do something or you think you can’t, you’re right.”

**Moderator**

**Radka Březinová**  
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The Opening Ceremonies of the Congress are a showcase of special welcomes, presentations, and performances by Montessorians from around the world!

The 28th International Montessori Congress Ensemble and AMI Trainings Alumni – Montessori Institute Prague invite you to the Congress Opening Ceremony Musical Performance.

The North American Montessori Teachers's Association, NAMTA will be screening new and familiar classic movies about Montessori during the Congress in Media Room on second floor.

The 28th International Montessori Congress Ensemble featuring:

Conductor: Vítězslav Janda (Anima atelier)
Children: Montessori školy Andílek
Singer: Laura Brozky (Montessori East, Primary and Pre School)
Pianist: Fiona MacKenzie (Montessori East, Primary and Pre School)

Social Programme
Welcome Reception
18:00

Prague Congress Centre
2nd floor
Exhibition area

Join your friends and colleagues from the Montessori community for the welcome reception, which will be held at the venue with a splendid view of the historical city of Prague. Chat and mingle with fellow Congress participants, Welcome to Prague!

After the welcome reception you will have an opportunity to see the 90-minute documentary Building the Pink Tower, the project aims to reframe the national education conversation around creating learning environments that support children achieving their full potential.

Montessori on the Big Screen

Masters of Ceremonies

Steven Hughes is a pediatric neuropsychologist based in St. Paul, Minnesota and London. Dr Hughes is a frequent speaker and consultant to Montessori education organizations around the world.

Elina Routasalo is an AMI Teacher Trainer with over 30 years of experience in education, working with both children and adults. She has served as the chair of Montessori Society AMI(UK) and as a council member of Montessori Education UK.

EDUCATION HAS A FUTURE.

Join the Producers/Directors of Building the Pink Tower for a special film screening at the IMC Welcome Reception.

Share your thoughts on the first version of the film. We are imagining the future of education — with you.

www.BuildingthePinkTower.org

Hello!
Montessori acknowledges that the child is the universal source of love and emotion. When the child's potential is nurtured at home and in school and when he is guided by love of the environment and people around him, he will love all humanity.

“To follow attentively all the spiritual expressions of a child is to free him so he can manifest his needs and thereby guarantee for himself all the external means for his progress. This is the premise for his freedom and harmonious development and the germination of his energies.”

Maria Montessori
The Child in the Family (1936)
transform and relive our lives with greater awareness, must all - teachers, parents and children - begin to.

kindness, compassion that every individual holds, we ourselves of the fundamental human resources of love, help as much as their children. By reminding our-

character in a less toxic environment. Parents need

tify for pathologies! We need to help these par-
a dialogue. It seems that “the family” is a breeding
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discovery deep meaning. Rao received his Ph.D. in Marketing from the Graduate School of Business, Columbia University. He is

Dr Rao’s work has been covered extensively in the New York Times, Wall Street Journal, London Times, Time, Financial Times, Fortune, Forbes, and Business Week. He is a powerful speaker and has conducted workshops for executives of Microsoft, Google, Merrill Lynch, McDonald’s, Thinkers50, Inc.com and TED.com.

You can craft your perfect life! As teachers, we shape young minds and build sci-
cents, politicians, engineers, artists, poets, musicians, philosophers and the myriad forms of human ac-
complishment.

But teachers also feel stress and, occasionally, a dis-
connect from the ideas that led us into our profes-

Imagine getting up in the morning with your blood
singing at the thought of being who you are and doing
what you do. Imagine coming radiantly alive several
times each day and feeling like singing to your knees
in involuntary gratitude at the tremendous good for-
tune that has been bestowed on you. Imagine moving
through life with a deep sense of purpose, knowing
that you are doing exactly what you were set on earth
to do.

This is not a pipe dream. It is achievable and YOU can
get there.

Irene Fafalios
Director of Training at the
AMI Training Centre in Athens

Srikumar Rao
CEO and Founder, The RAO Institute

Dr Srikumar Rao has helped thousands of execu-
tives and entrepreneurs world-wide discover deep
meaning. Rao received his Ph.D. in Marketing from the
Graduate School of Business, Columbia University. He
is the author of “Are You Ready to Succeed: Uncon-
ventional Strategies for Achieving Personal Mastery
in Business and Life”, and “Happiness at Work: Be Resil-
ient, Motivated and Successful – No Matter What.” He
is the founder and creator of Creativity and Personal
Mastery.

The promise of peace

What I believe unites us all in this world is a need to
express our inherent goodness and our yearning for
peace as a permanent way of life for all mankind.
We know that we can only truly express our humanity
when and to the extent that we are non violent. Yet
something has gone terribly wrong. Many of our very
young children come to school already with serious
disturbances so clearly evident in the way they inter-
act with others and with their environment. We spend
a good three years trying to calm their turbulent little
lives, knowing that the roots of this disturbance lie in
the battleground of the home.

Talking to parents about this is difficult. But as teach-
ers, talk we must. We need to collaborate and start
dialogue. It seems that “the family” is a breeding
ground for pathologies! We need to help these par-
teants restore balance and bring meaning to their lives
so as to enable their children to develop their true
character in a less toxic environment. Parents need
help as much as their children. By reminding our-
selves of the fundamental human resources of love,
kindness, compassion that every individual holds, we
must all - teachers, parents and children - begin to
transform and relive our lives with greater awareness,
reverence and purpose.

She dreams of the day when “our work will no longer
be necessary, because the Child will live in the free-
dom of his own development.”

The promise of peace

Irene Fafalios (M.A. Social Anthropology, AMI Dip.
0–3, 3–6, 6–12, Esf) lives and works in Athens, Greece,
where she established the AMI Montessori training
Centre – The MONTESSORI LAB, in 2002.

She is an international lecturer, AMI trainer (3–6) and
examiner, working closely with the AMI training Cen-
tre in Perugia. Above all else, she enjoys travelling
and supporting her students as they endeavour to put
Montessori into practice both in the classroom and
beyond.

The promise of peace

What I believe unites us all in this world is a need to
express our inherent goodness and our yearning for
peace as a permanent way of life for all mankind.
We know that we can only truly express our humanity
when and to the extent that we are non violent. Yet
something has gone terribly wrong. Many of our very
young children come to school already with serious
disturbances so clearly evident in the way they inter-
act with others and with their environment. We spend
a good three years trying to calm their turbulent little
lives, knowing that the roots of this disturbance lie in
the battleground of the home.

Talking to parents about this is difficult. But as teach-
ers, talk we must. We need to collaborate and start
dialogue. It seems that “the family” is a breeding
ground for pathologies! We need to help these par-
teants restore balance and bring meaning to their lives
so as to enable their children to develop their true
character in a less toxic environment. Parents need
help as much as their children. By reminding our-
selves of the fundamental human resources of love,
kindness, compassion that every individual holds, we
must all - teachers, parents and children - begin to
transform and relive our lives with greater awareness,
reverence and purpose.

The promise of peace

Irene Fafalios (M.A. Social Anthropology, AMI Dip.
0–3, 3–6, 6–12, Esf) lives and works in Athens, Greece,
where she established the AMI Montessori training
Centre – The MONTESSORI LAB, in 2002.

She is an international lecturer, AMI trainer (3–6) and
examiner, working closely with the AMI training Cen-
tre in Perugia. Above all else, she enjoys travelling
and supporting her students as they endeavour to put
Montessori into practice both in the classroom and
beyond.

She dreams of the day when “our work will no longer
be necessary, because the Child will live in the free-
dom of his own development.”

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Breakout Session
#1

I thought I registered for that breakout session?

All Congress Participants will attend the four keynote presentations as one large group. But when it comes to Breakout Programming, you have the choice to attend whatever options you prefer. When you indicated online which specific breakout presentations you were interested in attending you did not actually register for those individual sessions. By expressing your interest in workshops, you helped the Congress better prepare for the greatest number of attendees. Workshops are available on a first-come first-served basis and will close when full. We encourage you to prepare for this system by arriving early and always noting the location of your second and third preferences.

All of the presentations will be given in English. However, some of these will be translated by the kind assistance of volunteers. We tried to cover as many language as possible. If you are seeking for a specific language, you can find it easily by the flags showed in the programme.

Language!

Outreach to diverse communities
Molly O'Shaughnessy Meeting Hall IV USA 90 min
Montessori education continues to grow worldwide, and yet, many of our most vulnerable and under-represented children and communities have little or no access to it. The heart of Montessori is social justice and creating a peaceful world. This offering will explore possibilities of returning to the roots of Montessori's vision. As Montessori leaders and practitioners, we have an opportunity and responsibility to be advocates for all children.

What do I do now?
Sue Pritzker USA Room 2.4 90 min
How does the school leader support the beginning Montessori teacher from the beautiful 'idea' of training to the challenging 'reality' of the classroom? What approach helps a Montessori teacher build confidence, skill, and self-reflection as they travel the journey to becoming a happy and mature professional? This workshop explores the leader's role in creating a nurturing prepared environment for the adult.

Montessori & Dementia – a perfect match
Anne Kelly Australia Room 342 90 min
Montessori's concept of a prepared environment can be easily applied to the care of older adults and those living with dementia. This workshop will showcase how Montessori philosophy has been applied to aged care, resulting in positive outcomes for both the older adult and those who care.

Cultivating character: Lessons of vintage Montessori for the 21st century teacher
Elina Rautasalo United Kingdom Chamber Hall 90 min
The aim of this session is to draw from 'vintage Montessori' – not as in 'old-fashioned' or outdated, but vintage as in high quality and of lasting value. We will revisit Montessori's timeless words on the preparation of the adult, and see how they continue to offer insights for the contemporary, 21st century teacher in support of the unfolding life of the child.

OTHERS: The family and education for peace

Montessori for the family

Exploring Parker Palmer’s Five habits of the heart to enliven our role as Montessorians
Alyssa Conklin-Moore USA Room 220 90 min
Parker Palmer’s “Five Habits of the Heart” help to map our course forward as reflective individuals who also serve as collective agents for social change. These are powerful and peaceful tools which allow us to look within, strengthen our Montessori practice and increase our positive impact. Specific examples and images from 0–3 Montessori communities will be shared and explored. If you are looking for a taste of new material that harmonises with your strong Montessori foundation serving the child under three, please join us to see what bubbles up with a little bit of poetic prompting and the opportunity to turn within.

Learning the peacemaking circle process
Helena Kosková Czech Republic Room 342 90 min
Way of Council is a practice of non-hierarchical and violence-free form of communication, based on traditional ways of sharing and governing in circle. It teaches us sharing from the heart, listening without judgements, respect and focus on what serves – to us, to the community and to the greater good. The workshop will introduce basics of the Way of Council, provide personal experience of sharing in Council circle and offer space for discussion about possible use of the method within our school communities.

Montessori families

Creating Montessori families
Kariessa Lightsmith USA 90 min
Ever feel at odds with the parents of your students? Are you not sure how to share Montessori with the families of your classroom? Come learn practical, inspiring ways to connect with parents and spread Montessori knowledge, feel great knowing you are doing more than creating Montessori children, you are creating Montessori families.

SOCIETY: The agents of social change

Montessori stepping stones towards peace
Judith Cunningham USA Room 224 90 min
The upper adolescent has a developmental tendency to become a change agent for social justice. The lower adolescent Montessori programme provides direct and indirect preparation that allows high school students to reach for this goal. How do we ensure that our schools stay focused on developing agency and educating the whole child amidst a high stakes testing environment and deep rooted beliefs regarding what is or is not rigorous education? This interactive workshop will address these important questions and introduce a framework for decision-making as we design adolescent programmes especially for public schools and schools serving diverse student populations.

Supporting moral development while navigating the digital age
Alison Awes USA Room 223 90 min
In this Information Age, Grace and Courtesy is more critical than ever as navigating technology requires an additional set of skills for building independence, self-confidence, and responsibility. Children need experience and practice with these new skills to be well poised to enter society as contributing members. Join Ms Awes to explore how we prepare elementary children to enter a society vastly different than that of Dr Montessori's time.

36 Friday 37
UNIVERSE: Peace and ecological unity

Let the child be the guide

Alexandra Mourot
Meeting Hall IA
France

As a young father, watching his daughter grow through her life experiences, film director Alexandra Mourot discovered the Montessori approach and decided to set his camera up in a children’s house (3 to 6 years of age) in the oldest Montessori school in France. Alexandre was warmly welcomed in a surprisingly calm and peaceful environment, filled with flowers, fruits and Montessori materials. He met happy children, who were free to move about, working alone or in small groups. The teacher remained very discreet. Some children were reading, others were making bread, doing division, laughing or sleeping. The children guided the film director throughout the whole school year, helping him to understand the magic of their autonomy and self-esteem - the seeds of a new society of peace and freedom, which Maria Montessori dedicated her life work to.

Autonomy and peace with command of foreign languages in the Montessori environment

Diana Dimitrov
Room 222
Germany

With regard to Dr Montessori's vision of the "Nazione Unica dell’Umanita" (the ability to communicate in different languages, at first sight, could be considered a crucial basis for mutual understanding between individuals. However, on second sight, taking into account all the cultural knowledge which is coming along and the possibilities of communication with modern technology, it could become an important stepping stone on the pathway towards peace among nations. The workshop will provide insights into the development of a concept which is fostering autonomous foreign language learning in children in the second and third plane of development.

What is social imagination: Nature, art and play

Rosemary Quarantha
Room 3.1
USA

Social Imagination is the capacity to respect the past and envision the world as it could be through interactions with others in the natural environment. Nature, Art, and Play are direct ways to experience and cultivate Social imagination and help children understand and be responsible for the Earth. Come learn how to be the catalyst for creative expression with nature. Come experience natural extensions of your classroom materials and ways to create simple ‘natures-capes’ at your school or in your classroom.

Networking

A model for facing government roadblocks to authentic Montessori

Sharon Damore
Room 343
USA

Join leaders of the Montessori Public Policy Initiative, a collaboration of AMI/USA and the American Montessori Society, to learn how American Montessorians have approached government regulations. MPlP works to eliminate public policy barriers and increase student access to Montessori education in the US through organizational solidarity – enabling strategic and purposeful advocacy for high quality Montessori education.

Comercial Symposium

Erik Rempen
The Montessori Company
Terrace I
60 min

Do you see yourself as a creative type but your drawing skills haven’t improved much since preschool? Join us for this fun interactive session on Friday, 13:00 in room Terrace I led by Erik Rempen from The Montessori Company. Erik will show you exactly how he creates all the beautiful watercolor illustrations you can find on their website. You’ll get a chance to practice the basics of drawing and illustration in a friendly, informal setting. Come and explore your creative side!
Breakout Session #2

SELF: The basis for peace

Leadership: It’s in every one of us
Kathy Minardi  Meeting Hall IV  USA  90 min
Our work in Montessori requires each of us to possess the inner and interpersonal qualities of authentic leadership needed to do our best work for children, for multiple generations of families, and for our world. We will explore those essential qualities and how we develop them within ourselves in whatever role we have in our Montessori work. Montessori emphasised preparation of the adult with children. Now, today, Montessori efforts cover the entire continuum of human life. Our adult task is to work on our own development as leaders as a pathway to peace in a world we profoundly want to transform.

Exploring parallels in thought: John Amos Comenius and Maria Montessori
Mary Ellen Maunz  Room 2.4  USA  90 min
John Amos Comenius and Maria Montessori: Parallels in Thought explores the amazing similarities in thinking about the absorbent mind, the sensitive periods, stages of development and more between these two great educators, almost 400 years apart. Montessori’s discovery of childhood started from the polarisation of attention in young children. It is a ‘pedagogy of attention’: attention to the child, to the details, to the child’s attention. It is necessary to give children the opportunity to focus on a specific activity for a long time, using suitable materials, without interruptions to counteract the technological weapons of mass distraction. Through a concentrated work, child’s personality normalizes, opening his mind and heart not only to self-development, but to contemplation and elevation too.

OTHERS: The family and education for peace

The polarisation of attention and the mass “distraction” weapons
Raniero Regni  Chamber Hall  Italy  90 min
Montessori’s discovery of childhood started from the polarisation of attention in young children. It is a ‘pedagogy of attention’: attention to the child, to the details, to the child’s attention. It is necessary to give children the opportunity to focus on a specific activity for a long time, using suitable materials, without interruptions to counteract the technological weapons of mass distraction. Through a concentrated work, child’s personality normalizes, opening his mind and heart not only to self-development, but to contemplation and elevation too.

Empowering Montessori teachers to create inclusive environments – part 2
Barbara Luborsky  Meeting Hall LB  USA  90 min
This presentation describes how collaboration between medical specialists, such as the Occupation- al Teachers [OT], and the Montessori teacher can transform the Montessori classroom into a therapeutic learning environment. Case studies will be used to illustrate this process Dualism and learning difficulties. Inclusive classrooms create supportive communities and promote a more peaceful world.

REINVENTING MONTESSORI ORGANISATIONS

Christian Grune  Room 221  Germany  45 min
The challenges that face us today are characterised by high complexity, learning difficulty, a global networking and high availability of information. The way we currently run organisations is stretched to its limits. Could we invent a more powerful, meaningful and meaningful way of working together implementing the core principles of Montessori education into our organisations? Inspired by Frederic Laloux’ “Reinventing organisations” we will explore alternative models for modern organisations and discuss opportunities to implement those principles in Montessori Institutions. The workshop will be an open space to share and develop ideas based on short inputs.

Montessori’s early writing on rehabilitation for displaced and refugee children
Erica Moretti  Room 221  USA  45 min
Since the early stages of her career, Montessori advocated for children suffering from poor health, poor education, and poor economic circumstances. Within this broad category of “children in need,” she worked to exceptionalise certain groups of particularly endangered children: the children who had endured human-made and natural disasters. This contribution analyses Montessori’s early writings on children as agent of societal change.

SOCIETY: The agents of social change

The needs of a Montessori high school
Michael Waski  Meeting Hall V  USA  90 min
As more and more Montessori schools strive to complete the educational model from birth to 18 years, the high school (or older adolescent programming) becomes a capstone for all the work that has come before. The Montessori high school has two main functions in preparing the adolescent for the adult world; it must prepare them socially and academically. We will explore what Dr. Montessori had to say about this age group, and examine current models, best practices, and programme and curricular elements in order to help define what this and should be.

The city as the prepared environment for the adolescent
Margaret Broz  Room 224  USA  90 min
As adolescents work to find their place in society, they can use their community as a place to test their problem solving skills. All of this and some excellent math jokes awaits you at this workshop.

28th IMC Prague
When seeking the “Intimate vocation of Humanity,” ask the adolescent questions whose answers are not yet known.

James Webster
USA
85 min
“The intimate vocation of man is the secret of the adolescent.”

Maria Montessori

Is this a secret our students truly possess? If so, is it a secret they might reveal? And do we, once adolescents ourselves, yet hold an understanding of this innermost calling? And why does such knowledge matter? A meditation on the value of questions, followed by participant seminars.

Networking

Montessori researcher panel discussion

Angela Murray
Room 343
USA
90 min

The purpose of this panel discussion is to provide Montessori researchers from around the world an opportunity to learn from one another about research being done in other countries in order to inform their own work, particularly in the area of leveraging research to serve as the foundation for advocating for social change. Interested researchers will be asked to provide a brief bio of themselves and an overview of their current work. Allotted time for each speaker will be determined by the number of participants.

UNIVERSE: Peace and ecological unity

We feel, therefore we learn

Kathleen Taylor
Meeting hall I.A
USA
A learning brain is an embodied brain having sensori-motor experiences. Montessori practitioners work with this every day, whether it is with sensorial materials such as sandpaper letters or hands-on experiences we create for the Erdkinder adolescent. The burgeoning field of Cognitive Science supports what Montessori observed in developing children over a hundred years ago – that learning through the senses supports the fullest potentialities for learning and development by educating the whole of the child. For this workshop, which includes embodied activities, a Montessori secondary teacher teams up with the author of a book on how the brain learns.

Montessori 2030 – Being part of the solution – a holistic approach

Ingrid Stange
Room 222
Norway
90 min

A centennial before the UN and the entire world agreed on the Global Goals to save humanity. Maria Montessori built her pedagogical principles and philosophy on the same vision – a world where we all can live well within the limits of our planet. This workshop will look into how Montessori schools can include the philosophy and vision and build a strategy to become an active part of the solution.

Corner of Hope and beyond

Hillary Korir
Room 3.1.
Kenya
45 min

The Corner of Hope is a pilot project to show how Montessori Teacher Training and Schools can be delivered to the most vulnerable communities such as those in refugee, transit and IDP camps. Its aim is self-reliance not dependence, community not school. Self-owner-

ship and control, dignity and self-worth which all play an important role in overcoming the effects of trauma experienced by the inhabitants of the camps. It has the added advantage of building for the future and creating transferable skills that will accompany both adults and children wherever their final destination may be.

Research Reception sponsored by

indaba wins

Part of the profits go to support the most vulnerable children in the South African Winelands through Montessori education.

Center for Research on Developmental Education
Montessori Institute Prague

Lead organisation for the Global Montessori Outcomes Project.

Social Programme

YOGA
7:30 – 8:30
Meeting point: Entrance 3
Ticket Price 10€
Tickets for sale at registration

TAI-CHI
7:30 – 8:30
Meeting point: Entrance 3
Ticket Price 10€
Tickets for sale at registration

Newcomer’s Breakfast
7:30 – 8:30
Location: 3rd floor

Research Reception
17:30 – 19:00
Location: 3rd floor

Begin your day with simple Yoga exercises and gear up to the day in a relaxing atmosphere. These sessions are for participants of all comfort levels, with the only requirement being that you be able to move unassisted from seated to standing. Yoga mats will be provided.

Begin your day with T’ai-Chi. It is a very powerful and effective art form that has been proven to relax and strengthen the body and the mind, and is considered suitable for almost anyone of any age or physical capability.

Is the Prague congress your first major Montessori event and are you new to the Montessori community? If so, you might like to meet Montessori colleagues, AMI board members and others congress participants in an informal and relaxed setting. Our special “Newcomer Breakfast” will offer you the opportunity to connect, ask questions, and mingle with other first timers and “seasoned” congress visitors.

An opportunity for current and future Montessori researchers to connect, get to know each other, and exchange ideas.
Research Poster Session

Welcome to the fascinating world of Montessori-based research. Educational research is not just an abstract science but a useful tool for identifying outcomes, making predictions and validating theories. On display on Friday afternoon will be Posters on a range of topics relevant to Montessori education as listed below.

The research Poster Session was planned and organised together with the American Montessori Society (AMS) – a Cooperating Organisation of the Congress.

P 01  Janet Bagby, USA
Entrepreneurial characteristics and Montessori Education

P 02  Beata Bednarczuk, Poland
Affective meaning of Montessori school in the reflections of graduates

P 03  Karen Bennett, Australia
The Montessori leader

P 04  Katie Brown, USA
Creativity in Montessori programmes

P 05  Barbara Capraro, Italy
The influence of Montessori philosophy on contemporary approaches to outdoor education

P 06  Brook Taylor Culclasure, USA
A study of Montessori education in South Carolina's public schools

P 07  Carolyn J. Deoust, USA
Evaluating an assessment tool for Montessori fidelity: Preliminary findings

P 08  Kathleen Evans, USA
Examining the culturally responsive teaching self-efficacy of teacher candidates in Hawaii excerpts from doctoral dissertation literature review

P 09  Iwona Franczak, USA
Transferable skills and social mobility

P 10  Tamee Fujikawa, Japan
How to support new Montessori teachers at the beginning of working in preschools in Japan from the viewpoint of social psychology

P 11  Steven Hughes, USA
Growth of executive functions in Montessori: Exploring a ‘dose effect’ in children from diverse economic backgrounds

P 12  Steven Hughes, USA
Congruence between self-reported educational goals, values, and actions of Montessori teachers: Do Montessori teachers put their values into action?

P 13  Anne Jones, Canada
A Natural history of repetition

P 14  Maria McKenna, USA
Environmental stewardship and sustainability education: Pathways to peace

P 15  Maria McKenna, USA
Mission driven Montessori education: Cultivating place and pedagogical fidelity

P 16  Elisabeta Negraeu, Romania
Peace in the human condition and social reconstruction

P 17  Laura Saylor, USA
A comparison and analysis of a current educational framework for differentiation and Dr Montessori’s writings

P 18  Tracey Sulak, USA
Homework policy in Montessori schools: A follow-up study

P 19  Justin Tosco, USA
The effects of technology on student engagement and retention among upper elementary Montessori students

P 20  Alessandro Efrem Colombi, Italy
Montessori teachers in Europe: profiles and identities between tradition and transformation

P 21  Kumiko Yoshitake, Japan
Psychological process of new Montessori teachers with three years of experience in preschools and how to support them

11 lectures in which Maria Montessori gives parents an introductory explanation of her vision on education.

Unpublished work from the pedagogical Archives of Maria Montessori. Including a small biography of Maria Montessori.

A must for each SCHOOL and their PARENTS and potential parents.
Montessori seeks to educate the personality that finds its roots in nature’s norms evolving in an optimally prepared environment. When these conditions are met, children achieve a high degree of self-realisation and focus in life’s pursuits and become the agents of positive social change.

“We know that this new adolescent personality is the prelude to that other great and abstract feeling that from now on will put this new man in communication with that immense society, which is not a concrete society, but rather the people, his country. That society exists beyond what we can see, and is positive. That society exists and places itself in front of this newborn man, this society of great work and civilisation.”

Maria Montessori
The Adolescent—A Social Newborn (1938)
The social interaction of adolescents with different kinds of people in their community gives them a real terrain for action. The adolescent has had the opportunity to build up in himself all the essential human abilities; he is now ready to work for the benefit of society. The right pace has been important for the adolescent all along his development as it has been important in man’s evolution. The adolescent has to be ready to discover what is interesting to him, but much of the problem today is the lack of interest that many young people show in the value of work. The ability to make interesting discoveries comes as a result of the work done in previous planes. Scientific research is a natural approach for most students in Montessori programmes, but this doesn’t happen overnight. As part of his nature, the Montessori adolescent passes from one discovery to the next. This is part of the natural way in which he has been educated. Why are tools so interesting to them? Because they are part of their natural evolutionary stage in the same way that tools where made by Homo Habilis two million years ago.

We educators need to work with the “urge of life” that is within each of our students. The cycles of activity in the first sub-plane from 0 to 3 have to be honoured. In the same way, the adolescent needs to be able to complete the cycle. If the cycles of activity are interrupted, the results are a loss of interest, restlessness and anxiety. When the cycle is completed, then calmness and satisfaction come; his sense of valorisation allows for a change of pace and a change of activity where he will be able to share his discoveries with others. Spiritual preparation comes from much hard work. It needs to be exhaustive to be able to let him self fall in a stage where reflection and contact with his inner teacher is possible. The adolescent needs to put his heart into what he does to be able to reach that stage, a peaceful encounter with himself.

All his previous experiences in his Montessori school have prepared him for the future that is today. The social interaction of adolescents with different kinds of people in their community gives them a real terrain for action. The adolescent has had the opportunity to build up in himself all the essential human abilities; he is now ready to work for the benefit of society. The right pace has been important for the adolescent all along his development as it has been important in man’s evolution. The adolescent has to be ready to discover what is interesting to him, but much of the problem today is the lack of interest that many young people show in the value of work. The ability to make interesting discoveries comes as a result of the work done in previous planes. Scientific research is a natural approach for most students in Montessori programmes, but this doesn’t happen overnight. As part of his nature, the Montessori adolescent passes from one discovery to the next. This is part of the natural way in which he has been educated. Why are tools so interesting to them? Because they are part of their natural evolutionary stage in the same way that tools where made by Homo Habilis two million years ago.

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All his previous experiences in his Montessori school have prepared him for the future that is today.
Panel

Empowering the adolescent as an agent of social reform

Panellists

David Kahn
executive director of NAMTA

David Kahn has been the executive director of the North American Montessori Teachers’ Association for more than 40 years. David was founding programme director of the Hershey Montessori School’s Adolescent Community (Huntsburg, OH) and is founding executive director emeritus of the Montessori High School at University Circle (Cleveland, OH).

Albin Sunmo
Adolescent

Albin Sunmo was born 9/11 2001 in the town of Varberg on the west coast of Sweden. After a couple of years at the Montessori school Lärar för livet, he and his family moved to Thailand for five years. After moving back to Sweden and graduating secondary school after 4 years of “farm school”, he now looks forward to the IB-Programme in Mallorca, Spain. He is now aiming at an ivy league school and a career in which he can effect humanity for the better. Albin is a focused young man with a humble mindset.

Russa Patrick
Adolescent

Russa is 18 year’s old adolescent who went to a Montessori school in Scotland for the first 12 years of her life. Then her family moved to Sweden so she could attend the adolescent programme there. After four years at the farms school in Sweden she spent the next year traveling, and had some amazing experiences in the countries she visited. Currently she is studying at high school in England. After high school she intend to volunteer in an orphanage in Ghana, as this is what she has always wanted to do for as long as she can remember.

Moderator

Judith Cunningham
executive director of MMUN

Judith Cunningham is the Founder and Executive Director of Montessori Model UN. Judith founded MMUN to help students find their voices, take action and build peace as a way of honoring Maria Montessori’s legacy and implementing her dream of world peace.

We all know how much the adolescent needs to feel validated and wants to contribute to society. They love to engage in activities that get noticed and at the same time are meaningful to others. Society could offer so many more possibilities for them to fulfill themselves. What should we change in the current education system? How can we offer them enough space and things to do and be important? Let’s discuss this important topic with representatives from adolescents, teachers, keynote speakers and other relevant opinion leaders.

Breakout Session #1

SELF: The basis for peace

Strategies for trauma awareness and resilience

Christine Harrison
Meeting Hall IV
Australia
90 min

Pain that is not transformed is transferred” (Fr Richard Rohr – Centre for Action and Contemplation). This breakout session will focus on my personal transformative experience of Level 1 STAR training which I undertook 2 years ago. STAR is a research-supported approach to addressing trauma and building resilience for individuals and organisations working with trauma-impacted populations. The STAR themes of personal responsibility, building resilience, unity of mind, body and spirit and peace building clearly align with Montessori philosophy for the full development of the human being.

The cosmic plan in story and song

Michael Dorer
Room 2.4.
USA
90 min

It’s Cosmic! Discover the Cosmic Plan in Story and Song. We will present six elements of the Cosmic Plan, an essential part of Cosmic Education, in original stories and songs. See how every child can be a participant and creator of peace and harmony. Join us for a cosmically good time.

Formation of will and inner discipline in the first three years of life for a better society

Vibhuti Jain
Room 220
India
90 min

The world we live in today is full of chaos and confusion. Isn’t the only way to bring about harmony and peace in the world through our children—our agents of change? When they are empowered to act freely within limits and develop inner discipline, they can construct a world where all can coexist harmoniously and peacefully respecting each other’s boundaries.

OTHERS: The family and education for peace

Working together to support child

J. McKeever
Chamber Hall
USA
90 min

There is an African proverb: IT TAKES A VILLAGE TO RAISE A CHILD. Montessori parents, teachers, and schools can create their own ‘Village’ as they support the child and each other. We will examine the responsibilities of each of these components of the village and how they can build a unified field of support through communication, commitment, and community.

Empowering Montessori teachers to create inclusive environments - part 3

Michelle Lane-Barmapov
Meeting Hall I.B
Canada
90 min

Montessori and autism. This workshop will review the blended Montessori ABA model (Applied Behaviour Analysis) that was created by Michelle Lane-Barmapov in 2003, as well as highlight some of the results from her 2016 thesis titled “Montessori and Autism: An Interpretive Description Study”. The goal of this presentation is to provide practical applications for Montessori teachers who are working with a variety of severity levels of children on the autism spectrum.
From their homeland to the Netherlands: Montessori approach with refugee children

Jacqueline Hendriksen  Room 223
Netherlands  90 min

The world is facing a huge challenge: millions of children worldwide grow up as refugees. They have had to flee their homeland and face an uncertain future. Inspired by the story of San Lorenzo, we have worked for 18 months with refugee children in the Netherlands. In our workshop we will share with you the individual stories of two children from Syria. We have tried to give them the tools to bring new order to their world—to reconstruct themselves, a story of finding themselves and creating their own story.

SOCIETY: The agents of social change

Self-expression is central to the adolescent work

Benedict Moudry  Room 3.2.
USA  90 min

The development of identity is a central aspect of adolescence and occurs through meaningful experiences where a person expresses themselves and their ideas to others. This is one of the reasons why Dr Montessori lists ‘self-expression’ first in her study and work plans for adolescents. The development of the personality is the foundation on which all other study and work rest. Come to this session to learn more about how to create opportunities for adolescents to express themselves in order to develop their identity as they become adults.

Adolescent entrepreneurship for social and environmental needs

Adolescents from PAS  Meeting Hall V
USA  90 min

As the culmination of the Seven Adolescent Summits held around the world, the Prague Adolescent Summit is an immersive experience where students from all over the world aged 13-18 years work together to develop action plans to construct a more sustainable world. Over the course of five days, Montessori and NGO experts will guide and mentor the participants. Participants will learn everything they need to know to implement a social action project of their own design in their home communities. The social action projects they design will be linked to the concept of Environmental Sustainability as found in the Earth Charter. During these sessions, participating adolescents will present their projects.

Nature-based rites of passage for the Montessori adolescent

Michael Bagiackas  Room 224
USA  90 min

This workshop will explore the value and purpose of marking the onset of adolescence in a Montessori developmental community. It will review experiences gathered from more than 20 years of field practice and share insights that have arisen from these practices. The workshop will provide an experiential ‘pres-entation’ of a useable rite of passage form. It will set out logistics to be considered in arranging this kind of experience for Montessori children as they complete the second plane of their development.

Peace is the road: A 16 year journey of adolescents and adults on a New Mexico erdkinder

Patricia Pantano  Room 344
USA  90 min

What if peace was not a goal “out there” in the future? What if we could practise qualities of peace in our daily lives? Camino de Paz Montessori Secondary School presents one adolescent community’s journey of academic, economic and social growth culminating in relationships to the self, society and nature.

From sustainability to peace: Essential unitifying knowledge from childhood to adolescence

David Kahn  South Hall II
USA  90 min

Jenny Höglund and David Kahn will show the natural progression from Elementary Cosmic Education to Montessori Adolescent ecology. Practical activities with plant and animal habitats, meadows, ponds, and forests expand the student’s understanding of bio-diversity. Biology, geography and earth science include the study of interactions between organisms where the habitat becomes the material. The farm brings contact with plant and animal life, water and land, and energy – a prepared environment for developmental living ecology.

UNIVERSE: Peace and ecological unity

Nature the first and essential environment

Geoffrey Bishop  Meeting Hall L.A.
USA  90 min

This is a session you will not want to miss. Geoffrey has presented all over the US and the world and through his own experience growing up in the bush in Austral-ia, at his school on 200 acres and his residential Envi-ronmental Education programmes across the US, he will, through stories, anecdotes and experiences, help you gain insights into development of a child’s basic needs and the profound effect that, in time in nature will bring to the whole child. Geoffrey will also give you examples and ideas on how to integrate nature into your classrooms, schools and campuses.

Mowanjum Aboriginal culture supported in early learning context

Gail Cresswell  Room 322
Australia  45 min

Mowanjum Aboriginal Community is comprised of three language groups, the Worrora, Ngarinyin and Wanambal people who have been dislocated from their homelands. An 18-minute film presentation will give the history of the community. This will be followed by a powerpoint presentation describing Gail’s work in the Mowanjum Early Learning Centre.

WE UNITE LOVE WITH KNOWLEDGE AND LIFE

Fully implemented Montessori Continuity and natural learning Unique professional team Exclusive Montessori environment Lively community life Love for life and learning

Introducing Montessori in a remote Indigenous school

Catherine Holmes  Room 3.1.
Australia  90 min

Catherine Holmes invites you to visit The Ngaranyat-jarra lands – home to the most remote community in Australia. Experience its culture. Meet its people. Fall in love with its children!

NETWORKING

Become a change agent by training Montessori teachers

Judi Orion  Room 343
USA  90 min

This presentation will explain in detail AMI’s Training of Trainers – at all levels of training. The workshop will be led by Judi Orion, chair of the AMI Training Group, and Aisling O’Connell, coordinator at AMI’s secretariat. Current participants and recent ‘graduates’ of the programme will be on hand to direct and after the programme.
Peace was born in Chicago, USA and now has spread the initiation of the peace building process. Play for Peace offers an opportunity to experience the humanness - simple cooperative games, laughter and joy which allow methodologies to create this safe space. It involves dialogue can take place. Play for Peace is one of the Peace Building or Community Building is a process lasting peace.

Hope Leyson Room 220 Philippines 90 min
In big, open societies that are inclusive, multicultural and obviously diverse, why do the cracks reveal continued prejudice and hatred, which incite violence and war? How does the multiculturalism do not automatically mean inclusion. Inclusion practices need to be sustained by looking at it as a culture that effectively capitalises on diversity. How? Through Montessori education. By going back to the roots of education - the child and the development of individual human potential. We cut through group boundaries and tap into human universals that define people all over the world, providing hope for true inclusion and lasting peace.

Play for peace
Vishwas Porchare South Hall II India 90 min
Peace Building or Community Building is a process of creating a safe environment where a constructive dialogue can take place. Play for Peace is one of the methodologies to create this safe space. It involves simple cooperative games, laughter and joy which allows the participants (often from conflicting communities) an opportunity to experience the humanness of the other party. Being the opportunity could prove to be the initiation of the peace building process. Play for Peace was born in Chicago, USA and now has spread its work across the world. In this introductory workshop on Play for Peace, participants will experience a play session and understand the core philosophy on which Play for Peace is based. The workshop will also discuss various applications of the Play for Peace methodology especially in learning environments for adults as well as children.

OTHERS: The family and education for peace
Victoria Marshall-Cerins Chamber Hall Australia 90 min
Preparing the environment for childbirth
In this workshop we will explore how the involuntary and reflexive processes of labour and childbirth are heavily dependent upon the environment for optimal functioning. We will look at what becomes possible for women and their babies when they are provided with an environment which meets their universal needs during this ‘decisive moment for the whole of the future’. Dr Montessori, The Absorbent Mind.

Joachim Dottke Meeting Hall 1B Germany 90 min
We all want our children and young adults to get from society all the opportunities and possibilities needed to live a dignified and independent life. For children and young adults with special needs, inclusion is necessary. Inclusion means in school, work, neighbourhoods, politics, in short, in all areas of life. Only then will people with disabilities, like all people, be able to enjoy their human rights and guaranteed freedoms. For this reason, all Montessori educators need a ‘Special Education Course’ in addition to their Montessori Diploma, if they wish to implement the concept of inclusion.

Creative ways to help parents of elementary-aged children understand and support their children better
Melita Kordes Densmar Room 221 Slovenia 90 min
Our school takes time to build a community: families at our schools can (and do) participate in social gatherings, educational evenings, meetings, sports events, picnics, workshops in making materials, visits to the school and many more activities. We would like to stay ‘on the same page’ with the parents, as this is how we adults can be the best support the children need. Discover the numerous ways we communicate with parents and involve them into the Montessori (school) life. Come and find out what works for your schools and share your own good ideas.

SOCIETY: The agents of social change
Self-construction of a moral agent
Steven Hughes Meeting Hall V USA 90 min
Moral development is the process through which persons grow in their ability to understand, respect, and treat others with fairness. Advanced moral reasoning skills depend upon both cognitive capabilities and motivational dispositions. If we wish to build a peaceable world, it must be a world where each individual is valued and is capable and included to demonstrate value for others rights and freedoms. Come learn how Montessori helps children and adolescents grow in their understanding of the science of respect.

Technology in the prepared environment for the third plane child
Cynthia Costiglione Room 224 USA 90 min
Our upper elementary and third–plane students have grown up with technology, and an orientation to that world is necessary in order to prepare for life in an increasingly computer-driven world. The adolescent classroom then must have technology as part of the prepared environment for the adolescent with the same kind of thought and considerations that go into the rest of the classroom. Upon completion of this session, participants will be able to 1) evaluate their own prepared environment for their students' technological needs 2) have a better understanding of how the needs and tendencies of the third plane child relate to technology.

A Montessori approach to inter-generational learning: An experiential model for policymakers
Kathleen Guinan Room 3.2. USA 90 min
This presentation will demonstrate the Crossway Community model, a Montessori-inspired two-generation approach to education and community development, and facilitate discussion around applying Montessori for social change. Cuentecpec: A love story between Montessori Adolescents and the indigenous population in Mexico
Ana Camila Jiménez Borbolla Room 221 Mexico 45 min
In an indigenous town called Cuentecpec high school students started a social work project. The project started with an ethnographic approach, having students visit the town on a regular basis. Through their observations and encounters with the Cuentecpec people, students started to get to know them and learn about their social, political, religious and economic structure. Students then started to make an anthropological study of Cuentecpec.

UNIVERSE: Peace and ecological unity
Montessori education – a pathway to environmental awareness
Irina Mihovic Room 222 Serbia 45 min
Dr Montessori recognised the importance of developing environmental awareness from an early age. Through the ages of development, the child develops attitudes and responsibilities towards the environment and learns about ecological principles and prepares to contribute to environmental protection. The idea of the presentation is to contribute to further thinking about this topic and setting theoretical and practical solutions for the future.
Networking

Montessori peace academy: Education of citizens committed to peace and acting for peace

Monica Salassa  Room 343
Italy  90 min
Establishing the “Montessori Peace Academy” means to develop the science of peace in theory and practice from our single “selves” to the universal dimension, from our individual inner peace to the world peace community. A Montessori peace curriculum puts into communication different worlds through the composition of a puzzle made of multidisciplinary knowledge and interdisciplinary practice aimed at the education of citizens as active agents of social change.

Back to the Future!
Returning to Montessori’s texts to create a new wave of Montessori Adolescent Communities

Montessori Adolescent Programme Inspiration
South Hall I  90 min
3 schools, 2 training centres and AMI have been working together to synthesise Dr Montessori’s writings about the third plane into a guide to starting adolescent communities. In this workshop we will return to Montessori’s visionary texts and see how the schools in Sweden, Austria and the UK are implementing this methodology. This groundbreaking international collaboration – the Montessori Adolescent Programme Inspirations – has been made possible by an EU Erasmus + grant.

6th Assembly of Educateurs sans Frontières
Strengthening Communities for a Sustainable Future

In 2018 Educators from around the world will gather in South Africa for two weeks, to revisit Montessori principles and practices in order to find innovative solutions and build sustainable initiatives for under-served communities. Eminent speakers will present their work with an aim to deepen individual and collective understanding of essential Montessori principles and practice through reflection and exchange.

The Assembly is open to anyone with an interest in:
• Applying Montessori principles beyond the classroom.
• Montessori’s ideas on social change, with the aim to bring about changes in the lives of more children, sometimes living in difficult circumstances.
• Working with socially deprived children.
• Becoming involved or setting up an initiative based on the values of EsF.

The costs of the two-week programme, including accommodation, all meals, site visits and reading material are: €2000 single room / €1700 double room

Join us in South Africa, be part of a life-changing experience!
More details? Visit www.montessori-esf.org or contact info@montessori-esf.org
This one-day event will be a good opportunity to introduce Montessori Pedagogy and the Congress to the Czech public at large. It offers a rich programme for families. A wide range of didactic and Montessori materials will be on display and on sale. Parents can enjoy interesting presentations with emphasis on the role of the parent and family. Visitors can see a real Montessori environment where children are working with the materials, in the so-called Glass Classroom. The market will offer workshops for children, giving parents also the chance to have a chat and enjoy a coffee with other parents. You can find the Family market on the ground floor of the Prague Congress Centre.

Workshops

Why I should want a different school?
Eduardo Cuevas 9:00, 120 min Canada Small theatre
All parents wish the best for their children – and that includes their experience at school. Today’s world requires that children develop creative and flexible abilities to respond to the ever changing realities they encounter... and to do so without losing spontaneity and their uniqueness. The question is how to educate children so they remain motivated lifelong learners... driven by passion and joy. Montessori education offers a tested path to achieve this. Eduardo will explain the main benefits of a Montessori education, and the relevance of its proposals to today’s world.

How to start using Montessori at home?
Michaela Wilhelmová & Kamila Balcarová, Czech Republic 11:30, 90 min, Small theatre
This workshop will explain what the Montessori ‘Home’ means, and highlight the most important principles, demonstrating how these can be applied in Montessori ‘Home’. Eduardo will explain the main benefits of a Montessori education, and the relevance of its proposals to today’s world.

Freedom within Limits, how is that possible?
Jeanne-Marie Paynel 14:00, 90 min USA Small theatre
This presentation is aimed at giving parents and educators simple, practical and respectful strategies to live in harmony with young children. Blending the Montessori philosophy and Adlerian psychology to understand how freedom within limits is possible, you will walk away with applicable tools to make this a reality at home.

What Montessori gave me and encouraged me to give to the world.
Adolescents 16:00, 90 min Small theatre
Different adolescents will participate in this panel discussion and answer questions, mainly to come from parents. The adolescents will share stories of their Montessori lives.

Exhibitors

MAMAfaktura
www.mamafaktura.cz
Handmade toys and aids based on Montessori Principles and Hejny Mathematics. Games practicing and consolidating English grammar and vocabulary.

Duhovka kočka
www.lucieernestova.cz
Inspirational cards, pictures and booklets.

Citerka
www.citerka.cz
Stringed musical instrument suitable for 4 year old children. Children practice their patience, perseverance, concentration, musical feelings and develop spontaneous musicality.

Nakladatelství Petr Pechát
www.nakladatelstviptepochoi.cz
Czech publishing of books and concertinas by Lucie Seifertová, authors and illustrators of a successful publication Dějiny udatného českého národa (The History of a braved Czech Nation).

Duhovka group a.s.
www.duhovkagroup.cz
Duhovka group a.s. is made up of two nursery schools, one elementary school and grammar school. These schools are interconnected and stand on common foundations, which consist of montessori pedagogy and Czech-English teaching.

Betexa, zásilková služba, s.r.o.
www.betexa.cz
Manufacturer of paper toys, paper models, cut-outs, coloring pictures.

Oskola s.r.o.
www.oskola.cz
We make laminated learning cards and other exciting materials with pictures and words, with which children, can learn in a pedagogically sensual way. We offer more than 150 different learning materials, from Montessori material to math exercises, for children aged 2 to 10 years.
Czech publishing focusing on publications from the fields of pedagogy, psychology, social work and others, both at the professional and the popular level.

Dácort designing
www.dacortmontessori.ro
With over 20 years of experience in making wood products, we offer Montessori educational materials, which are produced in Romania in accordance with the Montessori requirements. Our goal is to achieve quality educational materials and the right.

Day 28th IMC Prague
www.montessori-hracky.cz
The Czech natural cosmetics and accessories.

Day 28th IMC Prague
www.svojtka.cz
Czech publisher focusing on publications from the future teacher-training in the Suzuki method, just as the Montessori method was introduced in the Czech Republic years ago.

Day 28th IMC Prague
www.cgms.edu
Centre for Guided Montessori Studies
www.cgms.edu
COMIS is a new Montessori teacher training programme intended to make Montessori teacher education more effective and more accessible. The COMIS course of study uses cutting-edge distance-learning technologies to reduce the amount of time students have to spend physically at any one given Montessori training center.

Day 28th IMC Prague
www.baobab-books.net
Baobab
www.baobab-books.net
Sellers of both at the professional and the popular level.

Day 28th IMC Prague
www.nakladatelství-portál.cz
Nakladatelství Portál
www.nakladatelství-portál.cz
A broad range of so-called non-fiction literature – the encyclopedia for children and adults, atlases, books on travelling, animals, plants, music and art, cookbooks, games and tests for teenagers.

Day 28th IMC Prague
www.cgms.edu
COMIS
www.cgms.edu
The Montessori method creates a natural music learning environment, our own creative potential to each one of us.

Day 28th IMC Prague
www.svojtka.cz
Nakladatelství Svojtka
www.svojtka.cz
They offer materials for various hobby creation.

Day 28th IMC Prague
www.doterra.com
DoTERRA produces and distributes exceptionally high quality CPTG Certified Pure Therapeutic Grade® essential oils through Wellness Advocates around the world. They offer products that are naturally safe, purely effective, and infused with CPTG essential oils, including personal care and spa products, nutritional supplements, and healthy living products.

Day 28th IMC Prague
www.cgms.edu
CGMS
www.cgms.edu
The method uses the same principles as the Suzuki method, promotes the Suzuki method and principles.

Day 28th IMC Prague
www.cgms.edu
CGMS
www.cgms.edu
Because the method uses the same principles as the Montessori method, it creates a natural music learning community within parents, students and teachers in the Czech Republic. The association provides orientations, workshops, instrument instruction and future teacher-training in the Suzuki method, just as the Montessori method was introduced in the Czech Republic years ago.

Day 28th IMC Prague
www.cgms.edu
CGMS
www.cgms.edu
Czech family company focusing on sale of Montessori educational materials, which are produced in Romania in accordance with the Montessori requirements. Our goal is to achieve quality educational materials and the right.

Day 28th IMC Prague
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CGMS
www.cgms.edu
They offer materials for various hobby creation.

Day 28th IMC Prague
www.cgms.edu
CGMS
www.cgms.edu
DoTERRA
www.cgms.edu
DoTERRA
www.cgms.edu
With over 20 years of experience in making wood products, we offer Montessori educational materials, which are produced in Romania in accordance with the Montessori requirements. Our goal is to achieve quality educational materials and the right.

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They offer materials for various hobby creation.

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A broad range of so-called non-fiction literature – the encyclopedia for children and adults, atlases, books on travelling, animals, plants, music and art, cookbooks, games and tests for teenagers.

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Because the method uses the same principles as the Montessori method, it creates a natural music learning environment, our own creative potential to each one of us.

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The method uses the same principles as the Montessori method, promotes the Suzuki method and principles.

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Czech family company focusing on sale of Montessori educational materials, which are produced in Romania in accordance with the Montessori requirements. Our goal is to achieve quality educational materials and the right.
Glass Classroom

This model environment of Montessori education featured three large interactive classrooms included activities for children and information for parents.

Assistants to Infancy
Realisation: Marche

Montessori Infant classroom environments serve children aged birth to three years. There is an environment for non-walking children and one for walking children. Child-sized objects and activities for each stage of development encourage the children to move, explore, work and follow their natural development. The environments also provide social opportunities and growth of independence.

Primary classroom
Realisation: Montessori školy Andílek & Montessori Institute Prague

The Montessori primary classroom serves children aged three to six years. Dr Montessori observed that children of this age prefer individual work in the company of others. This is characterised by focused concentration when manipulating materials. The child effortlessly absorbs all aspects of the environment and surrounding culture. This helps craft the emerging personality whose foundations set the stage for later social, emotional, and intellectual exploration.

Elementary classroom
Realisation: Montessori školy Andílek & Montessori Institute Prague

The Montessori elementary classroom serves children aged six to twelve years. Dr Montessori observed that children at this age have tendencies towards group work, development of imagination and reason, and intellectual exploration of our universe. Elementary materials provide the children with keys to use in their experiences of math, language, geography, geometry, history, biology, art, and music.

Marche
www.marche.cz

We take care of children with respect and kindness. We offer an experienced team of teachers, Czech-English environment, small team, respectful and individual approach and stimulating environment for the all-round development of children. Our values are love for man and life, respect for childhood, the joy of being, the protection of the desire to discover, the support of independence and the natural support of self-confidence of every child.

Montessori Institute Prague
www.amiprague.cz

MIP is an AMI montessori training centre in the Czech Republic. We organise teacher trainings for early childhood assistants (ages 0–3) and primary (3–6) and elementary (6–12) teachers. We also organise seminars, workshops and conferences and other interesting educational events.

Montessori School Andílek offers children and parents natural continuous learning. A professional pedagogical team, an environment equipped according to international Montessori standards and joyful atmospheres.
UNIVERSE: Peace and ecological unity

Montessori seeks to educate the personality that finds its roots in nature’s norms evolving in an optimally prepared environment. When these conditions are met, children achieve a high degree of self-realisation and focus in life’s pursuits and become the agents of positive social change.

“We are all a single organism, one nation. By becoming a single nation we have finally realised the unconscious spiritual and religious aspiration of the human soul, and this we can proclaim to every corner of the earth. Biologists today consider life to be intimately related to the existence of the earth as a whole. This concept can shed light on the need for a social order....”

Maria Montessori
Education and Peace (1949)
Paul Gilding
Australian environmentalist, author and social entrepreneur

Paul is one of the world's most experienced and respected corporate advisors and advocates on the implications of sustainability and climate change for business strategy and the economy. He works with the CEOs and Executives of many leading corporations around the world and has spoken to hundreds of business conferences and public forums. Amongst his various current roles, he is a Fellow at the University of Cambridge's Institute for Sustainability Leadership, where he researches and teaches on the inevitable global economic transformation around sustainability.

With nearly 40 years experience on sustainability as a corporate advisor, activist leader, businessman and thought leader, Paul provides deep insights into the challenges and opportunities that environmental and social trends present for society, companies and investors.

His book The Great Disruption was published by Bloomsbury in the United States and Europe in April 2011 to wide acclaim. It has been translated for publication in Germany, The Netherlands and Brazil. His views have been featured in major media outlets around the world including by Pulitzer Prize winning writer Tom Friedman in the New York Times, where Friedman concluded "Ignore Gilding at your peril".

Paul's experience and career has seen him go from serving in the Australian military, to being global head of Greenpeace to being owner and CEO of two companies, strategy consultancy Ecos Corporation and energy efficiency company Easy Being Green.

He has advised the Boards and Executives of companies including Unilever, BHP Billiton, DSM, DuPont, Ford Motor Company, Fonterra and many others. Through this work he has developed close working relationships with a large number of Chairmen, CEOs and executives, helping them to deepen their understanding of sustainability issues, particularly the relationship to business value and strategy. He has also maintained close links with the NGO community and helped to develop stronger partnerships, understanding and relationships with business.

In global crises lies an opportunity for transformation

To prepare our children with the understanding and knowledge they will need over their lives, requires us to consider not just our beliefs and values. We must consider the context in which they will live, as human civilization develops over the coming century. While it is impossible to precisely forecast this, there are some fundamental, science determined things that we know. These, along with our values, can be our guide.

In this, there are some hard truths to face. The climate is changing and this process is now accelerating. The stability of the world is being undermined by the physical impacts of our overuse and abuse of our natural resources, particularly land, water and biodiversity. This is causing nations to become unstable, refugees to flee and conflict, fear and nationalism to worsen. Feeding this further, is the inequality that is growing despite the enormous wealth we have created.

Taken together this can paint a world where the future is frightening. However, while we must face these truths, we should see that this also presents one of the most exciting and exhilarating moments in history. History shows us that, in a crisis, our humanity and the essence of our potential often comes to the fore. Thus the profound threats to biodiversity can trigger our deep love of nature. Conflict between nations and people can bring out our noblest compassion. Faced with crisis, our strongest sense of a higher purpose and wish to contribute often rises to the top of our consciousness. This is the opportunity for educators. To unleash a generation which understands and accepts the crises we face but is equipped with the understanding values and inspiration to help society not just survive, but to thrive on the challenge. To see the transformational opportunity to shape a more harmonious and peaceful world.

Balba Krumins Grazzini
Director of Elementary Training at the Fondazione Centro Internazionale Studi Montessoriani

AMI trainer, lecturer and examiner, Balba Krumins Grazzini is director of elementary training at the Fondazione Centro Internazionale Studi Montessoriani (Bergamo, Italy), on AMI Training Centre which was founded by Maria Montessori in 1961.

Balba Krumins Grazzini has been involved with Bergamo’s AMI Elementary training course since 1975, become an AMI elementary trainer in 1986, and a director of training in 1992.

She trained in London with Hilla Patell and Muriel Dwyer, in Bergamo with Eleonora Honegger Caprotti and Camillo Grazzini and, as part of her Training of Trainers Programme, in Washington with Margaret Stephenson and Fahmida Malik.

In addition to her work in Bergamo, she has lectured in Spain, Ireland, India and in Japan, where she gave the first elementary training course.

She is a seminar leader of the Elementary Training of Trainers Programme, and served on the AMI Pedagogical Committee (now the Scientific Pedagogy Group) from 2004 until 2013.

Man in the universe

We live on Earth, our planetary home that is made up of land, water and air (Atmosphere, hydrosphere and atmosphere) and populated by all manner of living beings (Biosphere) including ourselves, the human being (Psychoosphere). Yet Earth exists, can only exist, within the context of the universe and the grandest vision any of us can acquire is that of ‘Man in the Universe’.

This is the vision offered with cosmic education, an educational approach which was developed by Dr Mario Montessori and her son, Mario Montessori, in response to the specific needs of children aged six to twelve. With this educational approach, tailored to the developmental needs of children in elementary school, the children can not only acquire a vision of the greatest possible ‘whole’ but also have the possibility of relating and connecting any and all knowledge that they have acquired, are acquiring, will acquire. This approach helps the children to understand their natural world: how it came to be; how it functions in an interdependent fashion; how everything is interconnected. This approach also helps the children to understand human society: how it evolved; how it functions; how we all depend on one another. In this way, education truly becomes an aid to life, a preparation for life.

MONTESSORI INSTITUTE PRAGUE
INVITES YOU TO

1 3-6 AMI Assistant Certificate Course with Elina Rautassalo November 2017
2 0-3 AMI Assistant Certificate Course with Heidi Philippart January 2018
3 3-6 AMI Diploma Course with Elina Rautassalo February 2018 - March 2019
4 6-12 AMI Diploma Course with Carla Foster and Kyla Morenz July 2019 - May 2021

REGISTER BY SEPTEMBER 30, 2017 AND GET A 10% CONGRESS DISCOUNT

www.amiprague.cz
We all know that resources are limited. We all know we should change our behaviour. Nobody knows how soon the effects of our behaviour lead to real disaster. We must teach our children from birth on how to care for the planet and instill a sense of ecological responsibility in them.

One of the Sustainability Goals of the UN (4.7) reads, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development".

Panel

Panellists

Markéta Adamová
Member of the Parliament of the Czech Republic

Before she entered politics, Markéta Pekarová Adamová was an international volunteer and worked in business. Since 2013 she has been a Member of Parliament in the Chamber of Deputies and became the Chairwoman of Subcommittee for Human Rights. In the autumn 2015 was elected as a Deputy-chairwoman of TOP 09 party. She is concerned mostly with human rights, social policy, family policy and work-life balance.

Alejandra Gámez
Adolescent

Alejandra Gámez is a 15 year old Montessori adolescent. Her family has provided a Montessori ambiance at home. She is a considerate, loving and a responsible person conscious of the work she will perform in the future. Alejandra is always willing to help and change the environment that surrounds her. She is capable of deep thinking and making an impact.

Javier Herrera
Adolescent

Javier Herrera is an active, curious young Montessori- an. He understands the value of individual and collective work. He is passionate for sports but he also enjoys the performing arts. Javier is a young adolescent who is always respectful and brings people together with his deep values.

Closing ceremony

André Roberfroid
Child rights militant, former president of the Association Montessori Internationale and Deputy Director of UNICEF

After studying Chemistry and Economic Sciences in Belgium and France I spent most of my professional life in developing countries, particularly in Africa and the Middle East. Serving UNICEF for 30 years in more than 60 countries, children became my absolute priority. I often introduce myself as a child right militant.

While recognising positive progresses made in terms of child health and protection, I realised that education remained largely ineffective in spite of huge investments. My encounter with Montessori after retiring from UNICEF was truly a blessing and it revitalised my hope for the future of children.
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<td>McNamara John</td>
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<td>McNeely David</td>
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<td>28 July 2017</td>
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<td>14:00 - 15:30</td>
<td>Film</td>
<td>Let the child be the guide</td>
<td>Meeting Hall I.A</td>
<td>English / French</td>
</tr>
<tr>
<td>Murray Angela</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>15:00 - 16:30</td>
<td>Workshop</td>
<td>Montessori researcher panel discussion</td>
<td>Room 343</td>
<td>English</td>
</tr>
<tr>
<td>Myers Katy</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>Developing adolescent agency in an urban public Montessori secondary school</td>
<td>Room 224</td>
<td>English</td>
</tr>
<tr>
<td>Negreanu Elisabeta</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Poster</td>
<td>Peace in human condition and social reconstruction</td>
<td>Poster Area</td>
<td>English</td>
</tr>
<tr>
<td>O’Rion Judy</td>
<td>28 July 2017</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>Become a change agent by training Montessori teachers</td>
<td>Room 343</td>
<td>English / Japanese</td>
</tr>
<tr>
<td>O’Shaughnessy Molly</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Super Breakout</td>
<td>Outreach to diverse communities</td>
<td>Meeting Hall IV</td>
<td>English</td>
</tr>
<tr>
<td>Piantano Patricia</td>
<td>29 July 2017</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>Peace is the road: A 16 year journey of adolescents and adults on a New Mexico erdkinder</td>
<td>Room 344</td>
<td>English</td>
</tr>
<tr>
<td>Payre Michael</td>
<td>29 July 2017</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>Play for peace</td>
<td>South Hall II</td>
<td>English</td>
</tr>
<tr>
<td>Paynel Jeanne-Marie</td>
<td>29 July 2017</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Workshop - Family Market</td>
<td>Freedom within limits, how is that possible?</td>
<td>Small Theatre</td>
<td>English / Czech</td>
</tr>
<tr>
<td>Pickering Joyce</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Oral</td>
<td>Empowering Montessori teachers to create inclusive environments – part 1</td>
<td>Meeting Hall I.B</td>
<td>English</td>
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<tr>
<td>Pritzker Sue</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>What do I do now?</td>
<td>Room 2.4</td>
<td>English / Spanish</td>
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<tr>
<td>Qaranza Rosemary</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>What is social imagination: Nature, art and play</td>
<td>Room 3.1</td>
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<tr>
<td>Ria Srikumar</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>15:00 - 16:30</td>
<td>Keynote</td>
<td>You can craft a perfect life!</td>
<td>Congress Hall</td>
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<tr>
<td>Routasalo Eliina</td>
<td>28 July 2017</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Super Breakout</td>
<td>Cultivating character: Lessons of vintage Montessori for the 21st century teacher</td>
<td>Chamber Hall</td>
<td>English / Czech</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
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<td>Type</td>
<td>Title of presentation</td>
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<tr>
<td>Regni Raniero</td>
<td>28 July</td>
<td>Friday</td>
<td>16:00 - 17:30</td>
<td>Super Breakout</td>
<td>The polarization of attention and the mass distraction weapons</td>
<td>Chamber Hall</td>
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<tr>
<td>Sajid Aicha</td>
<td>28 July</td>
<td>Friday</td>
<td>16:40 - 17:10</td>
<td>Oral</td>
<td>Sowing the Montessori passion in the cradle of life, Africa</td>
<td>Room 344</td>
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<td>Salassa Monica</td>
<td>28 July</td>
<td>Saturday</td>
<td>16:00 - 17:30</td>
<td>Workshop</td>
<td>Montessori peace academy - Education of citizens committed to peace and acting for peace</td>
<td>Room 343</td>
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<tr>
<td>Saylor Laura</td>
<td>28 July</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Poster</td>
<td>A comparison and analysis of a current educational framework for differentiation and Dr. Montessori’s writings</td>
<td>Poster Area</td>
<td>English</td>
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<tr>
<td>Schjetnan Tessie</td>
<td>28 July</td>
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<td>Oral</td>
<td>Gratitude and responsibility – Human being as an agent of creation</td>
<td>Meeting Hall I.A</td>
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<td>Slabaugh Karin</td>
<td>28 July</td>
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<td>Oral</td>
<td>The “cosmic task” of birth to three</td>
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<td>Spinelli Patricia</td>
<td>28 July</td>
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<td>Oral</td>
<td>Observation as a help for the child’s discovery of his own potential</td>
<td>South Hall I</td>
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<tr>
<td>Stange Ingrid</td>
<td>28 July</td>
<td>Friday</td>
<td>16:00 - 17:30</td>
<td>Workshop</td>
<td>Montessori2030 – Being part of the solution - a holistic approach</td>
<td>Room 222</td>
<td>English</td>
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<tr>
<td>Stephenson Susan Mayclin</td>
<td>28 July</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Oral</td>
<td>Montessori and mindfulness</td>
<td>South Hall I</td>
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<tr>
<td>Stone Annie</td>
<td>28 July</td>
<td>Friday</td>
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<td>Workshop</td>
<td>The child as a natural designer and the painting easel as a Montessori aid to life</td>
<td>South Hall I</td>
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<td>Strickland Margaret</td>
<td>28 July</td>
<td>Saturday</td>
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<td>Workshop</td>
<td>Montessori based gardening in a food desert to help create food security</td>
<td>Room 3.1</td>
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<td>Sulak Tracey</td>
<td>28 July</td>
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<td>14:00 - 15:30</td>
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<td>Homework policy in Montessori schools: A follow-up study</td>
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<td>Taylor Kathleen</td>
<td>28 July</td>
<td>Friday</td>
<td>16:00 - 17:30</td>
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<td>We feel, therefore we learn</td>
<td>Meeting hall I.A</td>
<td>English</td>
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<tr>
<td>Tosco Justin</td>
<td>28 July</td>
<td>Friday</td>
<td>14:00 - 15:30</td>
<td>Poster</td>
<td>The effects of technology on student engagement and retention among upper elementary Montessori students</td>
<td>Poster Area</td>
<td>English</td>
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<td>Valle Mario</td>
<td>28 July</td>
<td>Saturday</td>
<td>14:00 - 15:30</td>
<td>Workshop</td>
<td>Scientist and father. My journey from ignorance to Montessori enthusiasm</td>
<td>Room 221</td>
<td>English / Italian</td>
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<td>Woski Michael</td>
<td>28 July</td>
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<td>15:00 - 17:30</td>
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<td>The needs of a Montessori high school</td>
<td>Meeting Hall V</td>
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<tr>
<td>Webster James</td>
<td>28 July</td>
<td>Friday</td>
<td>16:00 - 17:30</td>
<td>Oral</td>
<td>When seeking the “intimate vocation of Humanity”, ask the adolescent questions whose answers are not yet known</td>
<td>South Hall II</td>
<td>English</td>
</tr>
<tr>
<td>Wilheimová Michalena</td>
<td>29 July</td>
<td>Saturday</td>
<td>11:30 - 12:00</td>
<td>Workshop - Family Market</td>
<td>How to start using Montessori at home?</td>
<td>Small Theatre</td>
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</tr>
<tr>
<td>Yiassemides Angeliki</td>
<td>28 July</td>
<td>Friday</td>
<td>14:45 - 15:30</td>
<td>Oral</td>
<td>Montessori education in Cyprus, the last divided country in Europe</td>
<td>Room 344</td>
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<tr>
<td>Yoshitake Kumiko</td>
<td>28 July</td>
<td>Friday</td>
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<td>Poster</td>
<td>Psychological process of new Montessori teachers with three years of experience in preschools and how to support them Adolescent entrepreneurship for social and environmental change: Presentations from the Prague Adolescent Summit (PAS)</td>
<td>Poster Area</td>
<td>English</td>
</tr>
<tr>
<td>A Adolescents from the Prague Adolescent Summit</td>
<td>29 July</td>
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<td>14:00 - 16:00</td>
<td>Super Breakout</td>
<td>Adolescent entrepreneurship for social and environmental change: Presentations from the Prague Adolescent Summit (PAS)</td>
<td>Meeting Hall V</td>
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</tr>
<tr>
<td>Adolescents</td>
<td>29 July</td>
<td>Saturday</td>
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<td>Workshop - Family Market</td>
<td>What Montessori gave me and encouraged me to give to the world</td>
<td>Small Theatre</td>
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</tr>
<tr>
<td>Montessori Adolescent Programme Inspiration</td>
<td>29 July</td>
<td>Saturday</td>
<td>16:00 - 17:30</td>
<td>Workshop</td>
<td>Back to the Future! Returning to Montessori’s texts to create a new wave of Montessori Adolescent Communities</td>
<td>South Hall I</td>
<td>English</td>
</tr>
</tbody>
</table>
The Congress Fair is held on the foyer of the 2nd floor in the Prague Congress Centre. You can visit stands of the organisers, the main partners, the Congress Cooperating Organisations and other exhibitors.

Opening hours

<table>
<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>Thursday</td>
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<td>Sunday</td>
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</table>

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Congress Fair

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</table>

Organisers

Association Montessori Internationale (AMI)

www.montessori-ami.org

Booth 19+7

Founded by Montessori in 1929, AMI has a unique role as custodian of our movement, maintaining the integrity of Montessori’s legacy. We provide quality teacher training and reach out to many communities around the world in an effort to help realise educational environments that develop the potential of all children. Visit our booths and learn about the many activities AMI is engaged in.

Montessori Institute Prague (MIP)

www.amiprague.cz

Booth 18

MIP, in line with AMI’s vision and goals, inspires and educates children, parents and teachers from the CR and the whole of Central and Eastern Europe. It contributes to cultivation and development of education on national and international levels and provides space and support to the development of human potential. We organise AMI montessori trainings for early childhood assistants (ages 0–3), primary (3–6) and elementary (6–12) teachers. We also organize seminars, workshops and conferences and other interesting educational events.

Technical Partner

The Montessori Company

www.themontessoricompany.com

Every aesthetic delight in the environment is an opportunity to show children that we create and maintain beauty in our world, and how they can too. The Montessori Company is an online resource for guides and parents looking for high-quality, hand-drawn illustrations and other resources consistent with Maria Montessori’s philosophy.

Main Congress Donator

Peninsula Education Group (PEG)

www.peninsula-edu.cn

Booth T7

Peninsula Education Group (PEG) was established in 2008, is committed to the creation of Chinese culture with high quality Montessori educational institutions. Currently there are three major education projects, laid down in the AMI Blueprints. These three channels.

Platinum Partner

GAM Gonzagarredi Montessori

www.gonzagarredi.it

Booth 21

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28th IMC Prague

List of Partners and Exhibitors

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Unified Caring Association
www.unifiedcaring.org

Unified Caring Association provides membership benefits, products and services that make your life easier and more fulfilling. We provide free guides that help children, tweens, and adults with problem-solving skills. Our tools and materials are wonderful for teachers, guidance counselors and social workers.

Media Partner

Žena a Život

Žena a Život is a lifestyle magazine designed for all women who love their lives. As one of the few on the Czech market, she can combine elements of world trends with Czech reality, not only in fashion, cosmetics, but also in cooking, decor, etc. A substantial part of the magazine also consists of interviews with famous personalities as well as experts on various topics.

Congress Cooperating Organisations

American Montessori Society (AMS)
www.amsh.org
Booth T11-T12
The American Montessori Society is a global organization with 14,000 members in over 60 countries worldwide. We set rigorous standards for the practice of Montessori education and teacher education. We provide professional development—and much more. We envision a world in which quality Montessori education is widely recognized, highly desired, and accessible to all.

Montessori Australia Foundation
www.montessori.org.au
The Montessori Australia Foundation is the national peak body for Montessori. A non-profit organisation and registered charity. It supports Montessori schools, centres, programmes and projects and liaises with government and authorities, provides information to professionals, parents, careers and the public, and advocates on behalf of the Montessori sector.

Montessori Europe
Booth T3
www.montessori-europe.net
Montessori Europe’s mission is to create an European network of Montessori educators, schools and school leaders – as an organization for networking, collaboration, exchange to provide mutual support, create synergies and increase motivation. Montessori Europe organizes every year in October/November a Congress in a European City.

Montessori Dachverband Deutschland (MDD)
www.montessori-deutschland.de
Booth T4
MDD is the umbrella association of the German regional Montessori associations and teacher training organisations. It will become an AMI Affiliate in 2018. Our current focus is on - finalising and implementing an integrated Quality Framework for schools and teacher training; - creating organisational structures to help ensure the long-term sustainability of Montessori institutions.

Montessori Model UN
Booth T5
www.montessori-mun.org
MMUN inspires students. Assuming the roles of UN Ambassadors of a country other than their own, students research the issues their UN committees will address. They learn an appreciation of the differences among nations and how the international community deals with topics impacting the world. Model UN. News provides them an international platform for their voices to be heard.

North American Montessori Teachers’ Association (NAMTA)
www.montessori-namta.org
The North American Montessori Teachers’ Association (NAMTA) brings together schools, teachers, and parents interested in Montessori education. NAMTA offers parent-friendly publications and DVDs, online research tools, conferences, employment ads, a school directory, and summer studies devoted to middle school and high school Montessori environments. Learn more at www.montessori-namta.org

Montessori Furniture
www.montessorifurniture.com
Dacart Design 27 SRL / Dacart Smart SRL
Booth 9
www.dacartmontessori.ro
With over 20 years of experience in making wood products, we offer Montessori educational materials, which are produced in Romania in accordance with the Montessori requirements. Our goal is to achieve quality educational materials and the right.

Hands-on-Prints
www.hands-on-prints.com
Booth 5
Hands-on-Prints offers a wide spectrum of learning materials, stories and poems that are not only informative, but designed also to broaden consciousness, encourage mindfulness, and inspire the best in children. We offer beginning (ages three to six), intermediate (elementary schoolchildren), and advanced (middle and high-school students) reading levels.

How We Learn Group
www.howwelearn.org
Booth 10
How We Learn Group is a consortium of like-minded professionals with backgrounds in Primary and Secondary Education, Montessori schools, Business, Administration, and Anthropology. Our mission is to provide consultation, advocacy, and information to institutions, policy generators, and the general public about the social nature of meaningful learning.

Jai Jagat 2020
www.jaijagat2020.org
Booth T13
Following the Gandhian concept of active nonviolence, the campaign is organizing a Global Peace March from Delhi to Geneva to advance the survival agenda of nature and people and to build a new international network of peace organizations. The campaign is coordinated by Ekta Europe and Ekta Parishad, supported by Educateurs sans Frontières.

LEADER JOY Montessori USA
www.leaderjoyusa.com
LEADER Joy Montessori educational products and services are popular worldwide. Our products and services are benefiting school children and teachers in 10 years over 40 countries. We offer quality Montessori products and materials in the areas of Practical Life, Sensorial, Language, Mathematics, Biology, Geography, Infant & Toddler and Montessori Furniture.

Mimimo
www.mimimo.cz
mimimo.cz is producing growing furniture – chair and table – for kids from age 6 months until 6 years. mimimo.cz also produces mobiles - decorative hanging objects in Montessori and Art line for new born babies to 6 months. All products are developed by Montessori method and mostly hand made in Czech Republic from natural materials.

Montessori Administrators Association (MAA)
www.montessori-admins.org
Booth T6
MAA collaboratively addresses the challenges and opportunities to provide best practices for schools offering quality Montessori experiences for all children. MAA membership is open to all administrators of Montessori schools. MAA is affiliated as a non-profit founded by and directed by Montessori school administrators.

The Norwegian Montessori Society
www.montessorinorge.no
The Norwegian Montessori Society (NMF) is to be a unifying organization serving all Montessori primary and elementary schools. Its goal is to work politically for good economic conditions for the schools, to increase public knowledge and interest in Montessori Pedagogy, and to work for the development of good quality Montessori schools in Norway.

Zhejiang Montessori Institute of Child Development
Booth T2
www.ami-china.org
Zhejiang Montessori Institute of Child Development is a non-profit social science organization responsible for social science research and social service activities. The Institute serves as the representative of AMI in China, working as a bridge between AMI and its Montessori movement in China.

Exhibitors

Dacart Design 27 SRL / Dacart Smart SRL
Booth 9
www.dacartmontessori.ro
DoTERRA
Booth 16
www.mydoterra.com/fatdrop
doTERRA International, LLC produces and distributes exceptionally high quality CPTG Certified Pure Therapeutic Grade® essential oils through Wellness Advocates around the world. In addition to a premium line of essential oils used by individuals and health-care professionals alike, the company also offers products that are naturally safe, purely effective, and infused with CPTG essential oils, including personal care and spa products, nutritional supplements, and healthy living products.

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mimimo.cz is producing growing furniture – chair and table – for kids from age 6 months until 6 years. mimimo.cz also produces mobiles - decorative hanging objects in Montessori and Art line for new born babies to 6 months. All products are developed by Montessori method and mostly hand made in Czech Republic from natural materials.

Montessori Administrators Association (MAA)
www.montessori-admins.org
Booth T6
MAA collaboratively addresses the challenges and opportunities to provide best practices for schools offering quality Montessori experiences for all children. MAA membership is open to all administrators of Montessori schools. MAA is affiliated as a non-profit founded by and directed by Montessori school administrators.
Montessori Compass Booth 12
MontessoriCompass.com
Montessori Compass is the easy-to-use online Montessori record keeping & parent communication software that you’ve been searching for! Thousands of Montessorians from all over the world rely on Montessori Compass to record classroom activity, increase parent engagement, and streamline school administration – from any Web-enabled device.

Montessori Downunder Booth 14
www.montessoridownunder.co.nz
For 20 years, Roberta has been crafting and supplying handmade Montessori materials for teachers and schools around the globe. She prides herself on the quality of her resources and the range of products; across all areas of the classroom and she caters for all age groups.

Montessori-Pierson Publishing Company Booth 6
www.montessori-pierson.com
The Montessori-Pierson Publishing Company publishes and distributes the books and previously unpublished writings by Maria Montessori in the English language as well as the Spanish language. In 2006 Montessori-Pierson Publishing Company took the CLIO Montessori Series over from ABC-Clio and is gradually updating these books as well as publishing new books from the archives of Maria Montessori.

MONTESSORI RARITAETEN Booth 8
www.montessori-raritaeten.de
MONTESSORI RARITAETEN is a small manufacture producing supplements for Montessori material with passion and craftsmanship. Our focus is on stories offering valuable clues to the work with Montessori material for children. For the cosmic education, we provide life cycle models with booklets, time lines. We also turn our attention on toddler activities.

Monti Kids Booth T18
www.montikids.com
Monti Kids is the best source of Montessori materials for ages 0-3 for your school – delivered within 10 days. We also offer a unique programme for families at home. Families receive quarterly deliveries of materials plus online video demos that show parents how to follow Montessori, right from birth.

Oskola Booth 13
www.oskola.cz
Oskola – we make laminated learning cards and other exciting materials with pictures and words, with which children can learn in a pedagogically sensible way. We offer more than 150 different learning materials from Montessori material to math exercises, for children aged 2 to 10 years.

PRUEFL Booth T15+T16
www.pruefl.com
Didactical and Montessori material for school and kindergarten. Distribution of own brand production in EU for more than 20 years and also manufacturing in cooperation with ANCONA Montessori Material. Furthermore, items made by Heutink group (Nienhuis) can also be ordered from us. So, you can order all desired designs from one hand by PRUEFL.

Topic Educational Booth 1+2
www.topiceducational.com
Topic is a Polish family business established in 1992. We produce educational materials with a great care for quality, keeping in mind on every step of the production process, that our products are manufactured for children.
We are honored to cooperate with the Polish Montessori Association, in promoting Montessori pedagogy.

Transparent Classroom Booth 4
www.transparentclassroom.com
Transparent Classroom provides cloud based record keeping, parent communication, and school management for Montessori classrooms.

University of Hartford & Montessori Training Centre Northeast Booth T14
www.Hartford.edu/Montessori
The University of Hartford and the Montessori Training Centre Northeast continue to build on a decades-long partnership contributing to data-informed public and private Montessori education. Currently the partners are conducting research about Montessori education at the undergraduate and graduate levels to inform Montessori educators and educator preparation more broadly.

Wildflower Schools Booth 11
www.wildflowerschools.org
Wildflower schools seek to embody the Montessori spirit of autonomy and meaningful work for both children and adults. Wildflower schools are started and run by teams of Montessori teachers who spend time both guiding children and administering the school. The holistic model combines time-tested, research-supported Montessori methods with promising new ideas in parent engagement, intentional diversity, and teacher leadership.

Teaching in China!
Let China enrich your life while you enrich the life of Chinese children!

We welcome more Montessorians to join our big family!

You will enjoy:
- Real Montessori environment and complete Montessori materials
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Academic Director
Montessori Lead Teacher

Locations:
Shanghai / Xiamen / Chongqing
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As a subsidiary of Far East Horizon Education Group, Montessori Academy Co., Ltd. is focused on the investment and operation of high-end international kindergartens in China. We operate 9 International Montessori Kindergartens by implementing Montessori philosophy. Our mixed-age classes combine Chinese and western cultures by embracing teachers and students from all over the world.

For more information about Montessori Academy, please visit: http://www.mais-china.com
Contact us at: recruit@mais-china.com
26 July 2017
Prague
Czech Republic

The First Montessori Aging & Dementia Symposium in Europe

25 – 28 July 2017
Hotel International
Prague

During the Spring of 2017, seven Adolescent Summits were held around the world, each addressing one issue fundamental to building a more sustainable world. The Prague Adolescent Summit (PAS) is the next logical step for students interested in becoming Earth Citizens.

PAS is an immersive experience that will empower students by providing them the tools needed to enact change in their communities and become social and environmental entrepreneurs.

Over the course of five days, Montessori and NGO experts will guide and mentor participants, giving them everything they need to know to implement a social action project of their own design, including the opportunity for onsite fundraising for their project.

Post conference, students will continue their work in their local communities. With continued help from their mentors they will work to meet their goals and refine their ideas. Using social media, participants will post updates about their projects and stay connected in their work for a more sustainable world.

Exhibition

Pathway to Peace: Montessori Education for Social Change

27 – 30 July
Ground Floor

NAMTA’s exhibit for the International Montessori Congress shows the unfolding reality of Montessori’s 1907 discovery of the child. The exhibit reveals Montessori’s pathway to peace and creates a visual statement of Montessori’s singular creative genius and legacy throughout history. The walk is initiated with dramatic origins in Italy (1907) and the Haus der Kinder’s healing of war-torn families (Vienna, 1922), then the crusade for education and peace (Copenhagen, 1937), the Erdkinder concept (Amsterdam, 1935), the Adolescent Summits (global, 2017), and is finally connected to the Lynedoch Eco-Village (Stellenbosch, South Africa 2017). The growth of the adolescent presence is manifest as their intrinsic love of the earth (children of the soil), ecological sensitivity, and noble passion for social justice make Montessori’s enduring ideals concrete over time and space.
Children, send your teacher to Prague for free!

Fantastic! More than 300 pictures and other samples of artwork were sent to us by children from around the world.

Thanks to the children’s creativity we have been able to offer 7 free registration to Montessori teachers.

The lucky ones are:

**From Australia**
Mika Shojima
Sydney Montessori School

**From Bulgaria**
Nikoleta Nikolova & Miroslava Nikolova
Peekaboo Montessori Children House

**From Germany**
Brigitte Wagner
Montessori Sekundarstufe Rothenburg ob der Tauber

From the USA
Megan Eskander
The Montessori House of St Johns

Rachel Webb
Chesterfield Montessori School

Emily Clark
Lincoln Elementary

Come and see these fabulous pictures on the 2nd floor of the congress exhibition area. They will be on display throughout the entire congress.

“I beg the dear all-powerful children to unite with me for the building of peace in Man and in the World.”

Maria Montessori

*25% discount on all materials taken from the congress or 20% discount on all orders placed during the congress and free shipping to addresses within the EU.*

www.gonzagarredi.com
Some notes of Appreciation

Thank you to our families for love, support and patience during the four years of Congress preparation.

The Universe for giving us this task and equipping us with energy, endurance and faith to carry it out.

And all children of the world, for being our inspiration and motivation and everyday reminder that the future is in our hands.

Thank you!
**A FILM BY ALEXANDRE MOUROT**

“Where would adults be without children to elevate them?”

MARIA MONTESSORI

**SCREENING DATE**

**FRIDAY 28th of July**

From 2 to 3.30 pm

Alexandre Mourot, film maker

As a young father, watching his daughter go through her life experiences, film director Alexandre Mourot discovered the Montessori approach and decided to set his camera up in a children’s house (3 to 6 years of age) in the oldest Montessori school in France.

Alexandre was warmly welcomed in a surprisingly calm and peaceful environment, filled with flowers, fruits and Montessori materials. He met happy children, who were free to move about, working alone or in small groups. The teacher remained very discreet. Some children were reading, others were making bread, doing division, laughing or sleeping.

The children guided the film director throughout the whole school year, helping him to understand the magic of their autonomy and self-esteem - the seeds of a new society of peace and freedom, which Maria Montessori dedicated her life work to.

After studying engineering and working in the field of new technologies, which didn’t fulfill his creative needs, Alexandre attended art history classes at La Sorbonne University, as well as photography, and then documentary film-making trainings at the Ateliers Varan.

In 2009, his first documentary, Poubelles et sentiments (Garbage and Feelings), a reflection on our attachment to objects, was released and selected by several festivals.

Since 2014, Alexandre has dedicated himself fully to documentary making, with a passion for education. In order to better understand the Montessori approach, which is the topic of his second film, he has attended a full AMI 3-6 Montessori Teacher Training.

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**SCHOOL ADMINISTRATOR TRAINING**

**coming to europe early 2018**

Kathy Minardi is Senior Consultant with Whole School Leadership, founded to help Montessori administrators around the world guide healthy communities of children, families and school staff. Kathy has 40 years of experience as a school leader and was Head of School at Aidan Montessori in Washington, DC for nearly 20 years. Kathy presents for NAMTA, AMI-USA, Montessori Australia Foundation, AMS, and AMI.

Sue Pritzker has been the Head of School at Childpeace Montessori School in Portland, Oregon for 30 years and has been a teacher and administrator for 40 + years. Past President of MAA, presenter for NAMTA, AMI-USA, Primary Consultant for AMI-USA and founding member of the Montessori Leaders Collaborative.

**Email us for more information | miroslava.vlckova@ami-prague.cz**
Matsumoto Kagaku Kogyo Co., Ltd.

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Pathway to Peace:
Montessori Education for Social Change

Programme at Glance

26th July, Tuesday
27th July, Wednesday
28th July, Thursday
29th July, Friday
30th July, Saturday
31st July, Sunday

SELF: The Seeds for peace
OTHERS: The family and education for peace
SOCIETY: The agents of social change
UNIVERSE: Peace and ecological unity

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International Montessori Congress
Prague, Czech Republic
27 – 30 July 2017

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Peninsula Education Group (PEG), established in 2008, aims to create excellent Montessori education institutions with Chinese cultural characteristics.

PEG is now operating an AMI training center in Shenzhen and Montessori Kindergartens in Beijing, Shanghai, Shenzhen, Guangzhou, Wuhan and Tongxiang. Two Montessori elementary model schools are also under construction in Beijing and Shenzhen to open in 2018.

Learn more at: www.peninsula-edu.cn
Contact us: admin@peninsulakids.cn