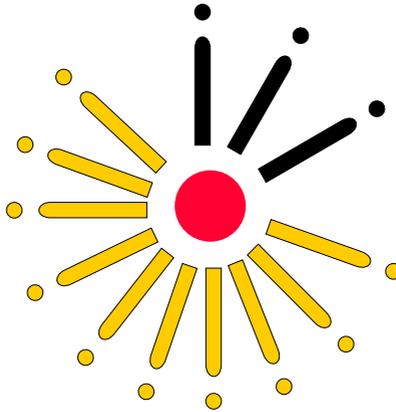


# Making school with Maria Montessori

a cosmic approach of education

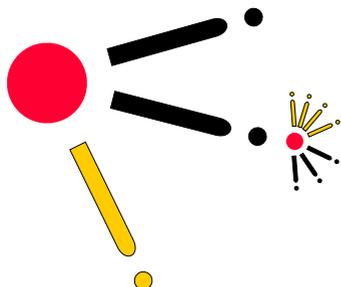


## Help me to do it myself

for the teacher  
for the child

**A course for teams who want  
to develop their cosmic education.**

Anne-Marie Poorthuis  
Jos Werkhoven



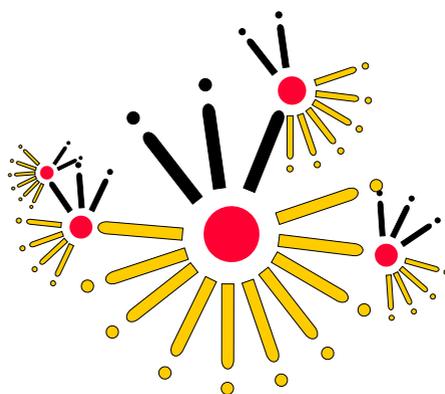
This is a hand-out of the information given on the  
X International Congress of Montessori Europe, Kraków, Poland  
October 16 - 18, 2009.

The book 'Making school with Maria Montessori' will appear in  
2009 (both Dutch and English).

You can order the book from [www.DeArend.nl](http://www.DeArend.nl) or directly  
through the mail [Uitgeverij@DeArend.nl](mailto:Uitgeverij@DeArend.nl)

## Primary goal

- ➡ Help me to do it by myself
  - ➡ For the teacher
  - ➡ For the child (ofcourse!!!)
- ➡ Learning for life
  - ➡ For the teacher
  - ➡ For the child
- ➡ Learning Cosmic Education
- ➡ Organizing Cosmic Education
- ➡ The question is central
- ➡ Making school with Maria Montessori
  - ➡ Organizing your school with the consequences of cosmic Montessori education

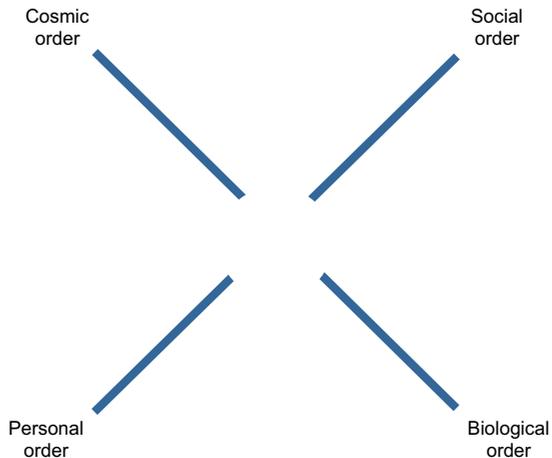


## Looking for a cosmic approach to education

Cosmic Education is an issue for many Montessori schools. Schools seek ways to shape cosmic education. This gives discussions about: 'what is cosmos?' and the use of 'regular methods'. But is it all about that? What can we really learn from the cosmos?

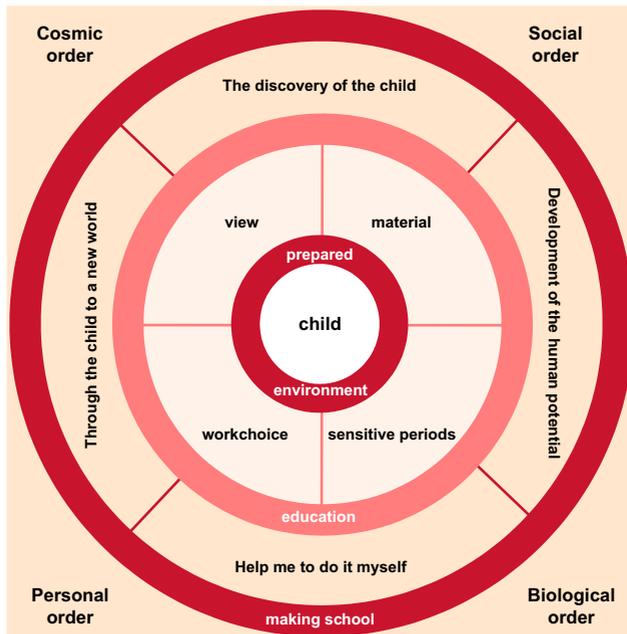
How was Maria Montessori inspired by the cosmos? In essence, a cosmic view is naturally present in her approach to children and education. Maria Montessori said: "The laws of nature are order, so if the order is spontaneous, we know the cosmic order to have achieved." (The Absorbent Mind, Maria Montessori).

In essence and from different angles serving the child , we are able to achieve order in school, in education and the prepared environment.



In line with Maria Montessori, we distinguish a cosmic order, a social order, a biological order and a personal order. Four different orders in relation to each other constantly moving and giving actuality. This dynamic relationship shows the challenge we face in the school with Maria Montessori.

How the child appears is always a surprise and gives us the feedback and the challenge of our ordering.



Point of attention is that issues in the cosmos, the society, the person and the biology, reflected in the school, provides building blocks for teaching and integrates in a prepared environment for the child. And that this translation is challenging the child instead of hindering the child.

Examples for the child in the prepared environment are from a personal perspective the free choice of work, from the biological point the sensitive periods, from the societal perspective the materials and from the cosmic perspective the (world)view.

## **The network as ordering principle**

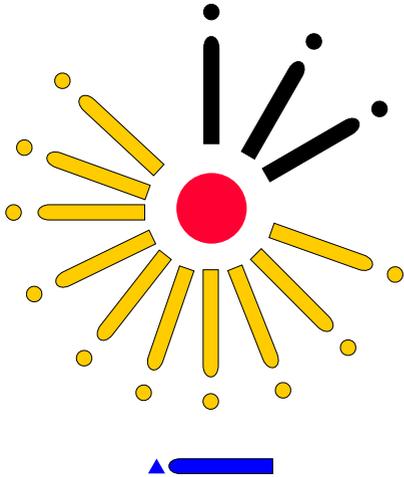
Question that arises is how we as a school in the dynamic relationship are able to act and to build a coherent order between personal, biological, social and cosmic order.

A related order is not an end, but a continuing dance of interacting parts. A dance that is as a connecting pattern (see Bateson, 1979) in time and space that constantly repeats.

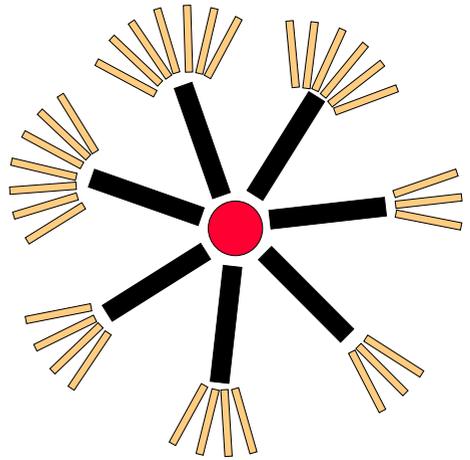
What can help us to act in this dynamic relationship is the network as ordering principle.

With the network as an ordering principle we leave from the core, we discover everything that is involved, we explore the relationships and build connections, without losing the features and the strength of individual orders.

The material for sentence analysis of Maria Montessori, the questions of Prins-Werker (History in periods for Montessori schools) and Nico van Ewijk (Montessori material to study animals) are beautiful examples of using the network as an ordering principle in the Montessori Education. They allow us again and again to discover, to explore and to connect the various orders.



The material for sentence analysis.  
Dr. Maria Montessori1



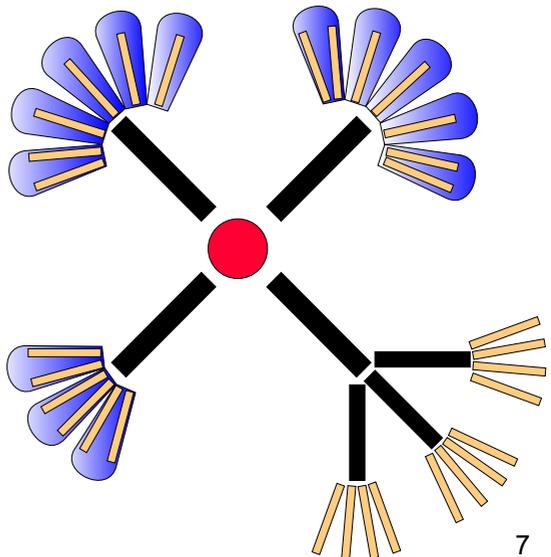
The network structure of the questions of 'de dierenbak'; Montessori material by Nico van Ewijk

(As far as I know this is the only material not made by Maria Montessori that is accepted as Montessori material by the AMI.

The network structure of the questions of Prins-Werker (History in periods for Montessori schools).

Prins-Werker was a Dutch Montessori teacher, trained by Maria Montessori.

Together with a famous Dutch historian she developed the structure of the questions to study historical periods or nations.



## What is in the course

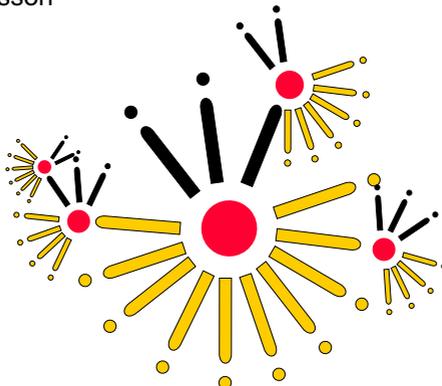
*We calibrate the following principles*

- ➔ cosmic order
- ➔ social order
- ➔ biological order
- ➔ personal order

Is it as easy as 1, 2 and 3???

*We zoom in on the cosmic order*

- ➔ We inquire space and time
- ➔ We query space and time
  - ⇒ 1. by the 'Powers of ten' of Kees Boeke
  - ⇒ 2. by the 'Lines of life' of Jos Werkhoven
- ➔ We analyze 'the meaning of life'
  - ⇒ 3. with the 'material of sentence analysis' by Maria Montessori



## **What is in the course**

*We learn to recognize:*

- ➔ repeating patterns
- ➔ networks
- ➔ relations in networks
- ➔ relations between networks

*The teacher learns to:*

- ➔ do it by him(her)self
- ➔ to gather knowledge
- ➔ to make choices in the enormous amount of knowledge

*The child will learn from the teacher:*

- ➔ to gather knowledge
- ➔ to make choices in what is offered by the teacher
- ➔ to make language
- ➔ to check and review their own work
- ➔ to communicate the results of their work
- ➔ to justify their work by means of their portfolio

## **We have the most wonderful story to tell**

No story can match the beauty of the story of space and time.

That is what Maria Montessori meant when she asked the teachers not to tell ONLY fairy tales.

## Practical resources

### *The idea of the Powers of ten*

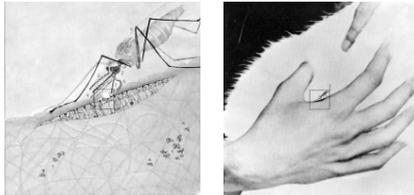
- ➡ The idea of 'Powers of ten' of Kees Boeke, discovery of space.

Eams Office; (1995) Powers of ten (CD), (1982) P. en P. Morrison (book), <http://www.powersof10.com>

In Dutch: Natuur en techniek; (1980) Machten van tien, ISBN 9070157489.

*The illustration is from the original publication; Kees Boeke, Wij in het heelal, het heelal in ons, 1959, Uitgeverij Muusses en Meulenhoff.*

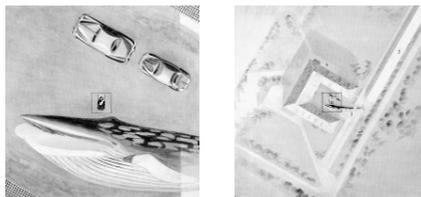
0,01 metre high - 0,0001 m<sup>2</sup>   0,1 metre high - 0,01m<sup>2</sup>



1 metre high - 1 m<sup>2</sup>



10 metre high - 100 m<sup>2</sup>   100 metre high - 10.000 m<sup>2</sup>



## Practical resources

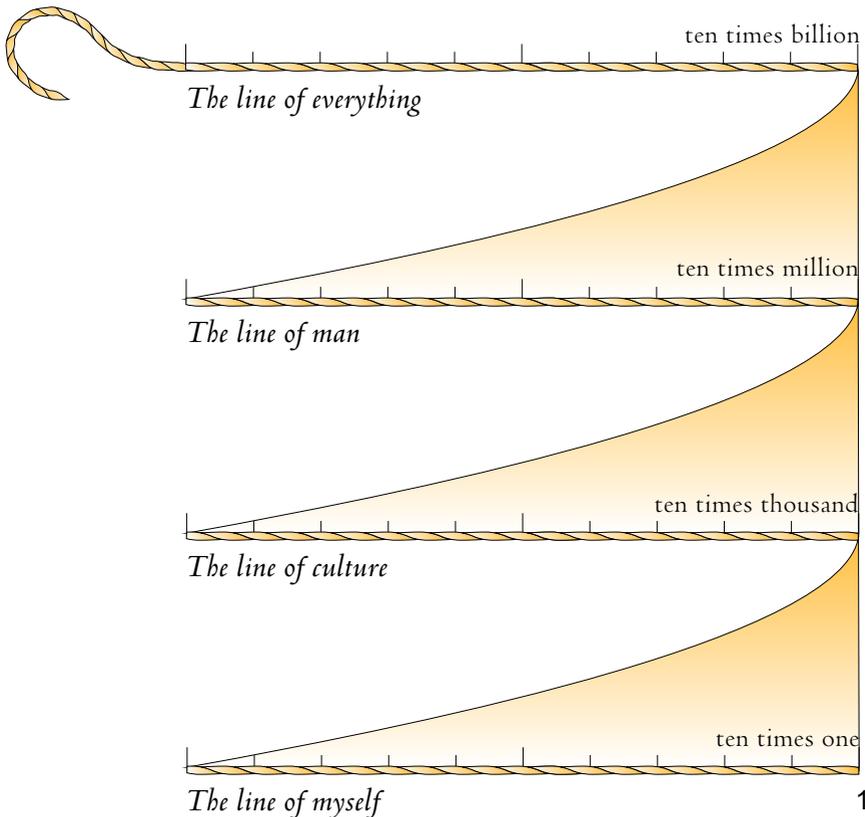
*The idea of The lines of life*

- ➔ The idea of 'The lines of life' of Jos Werkhoven, discovery of time.

In Dutch: Uitgeverij De Arend Kortenhoef; (1997) *De lijnen van het leven*, Jos Werkhoven, ISBN: 90-802860-3-6

End of 2007 also in Russian language: *Линии жизни*

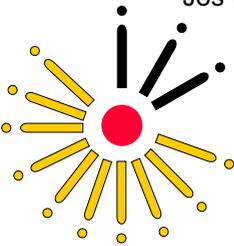
Not yet available in English. Please contact Uitgeverij De Arend (see back of this booklet)



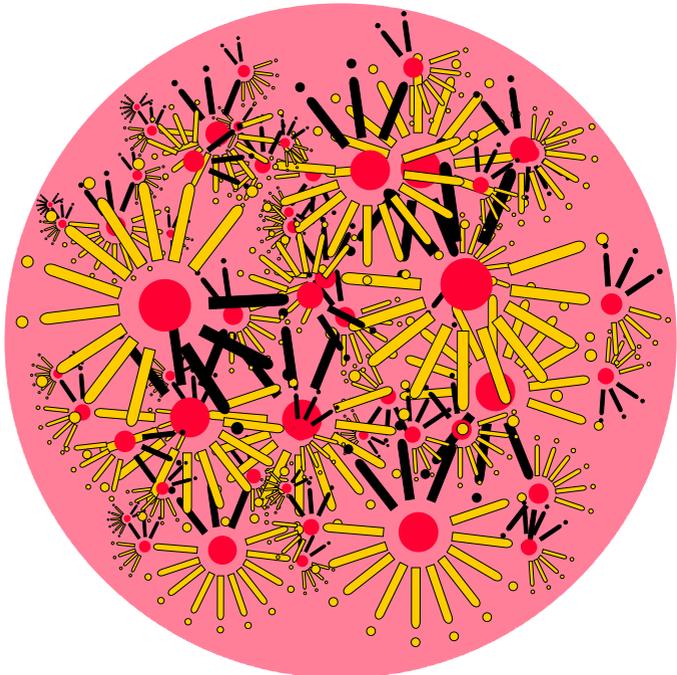
## Practical resources

### *The material of sentence analysis*

- The material of sentence analysis by Dr. Maria Montessori, discovery of the structure of the sentence  
Nienhuis, Zelhem, The Netherlands.
- Discovery of cosmic essences and patterns; application  
Jos Werkhoven



- To understand the complex world we live in.  
(The figure below represents the simplified cosmos as a whole.)



## Practical resources

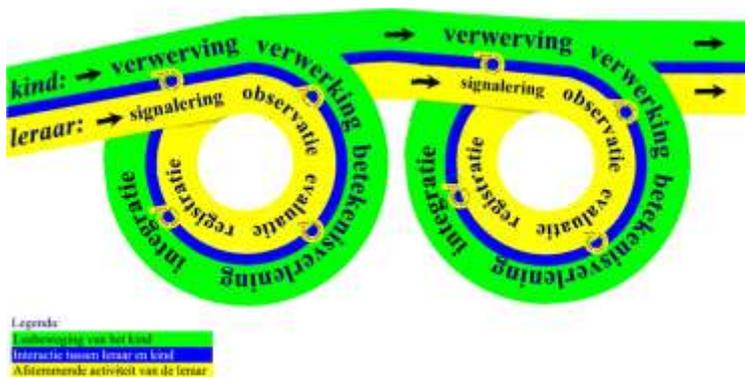
### *Prepared environment*

The three stages of the prepared environment by Maria Montessori

- ➡ The concentration of the teacher is focused on the environment.
- ➡ The teacher draws the attention of the child.
- ➡ The activity of the child is most important in which the concentration of the child appears.

### *Way of learning*

- ➡ The idea of the 'lusmodel' (Dutch for loop model) by Els Westra-Mattijssen.



The green line represents a possible way of learning of the child: to obtain, to process, to give meaning, to integrate.

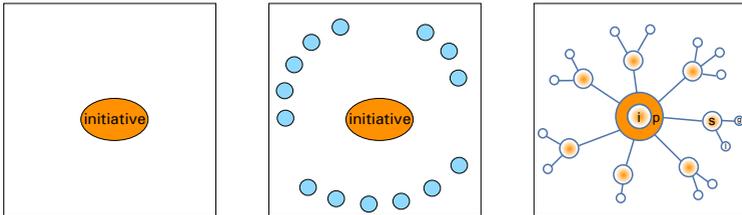
The yellow line represents the tuning actions of the teacher: to identify, to observe, to evaluate, to record.

The blue line represents the interaction between teacher and child.

## Practical resources

*The actor-network analysis by Anne-Marie Poorthuis*

With the actor-network analysis the teacher or the child are inquiring into and building networks of entities and positions around their initiatives.



- Name the initiative in one or two words and place it in the middle as the core of the network.
- Identify all the entities (people, ideas, things) involved and place them in a wide dynamic circle.
- Explore the (potential) actor-positions involved and place them between the circle and the core. The actor-positions in the network, viewing from the core, are network initiator, network partner, network agent, network supplier and network user. Fill in the (potential) actor-positions with as much detail as possible, e.g. names.
- Appraise the network. Focus on perspectives, themes, missing information, potential relationships and actor-positions.
- Prepare for the network in practice. Develop relationships with the identified people in order to fill in the actor positions.

## The course: custom-made for your school

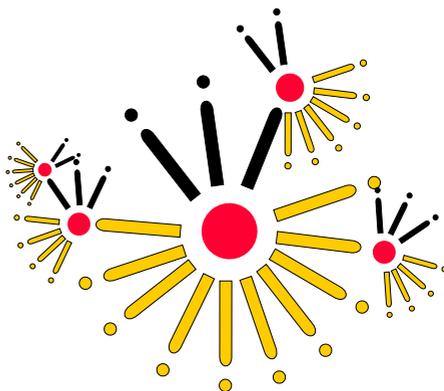
### *Custom-made*

Every school has its own level; much depends on the quality of training of the teacher(s).

- Jointly we determine the priorities.
- Together we agree on the time to invest.
- With the help of internet is online help, inspiration, stimulation and evaluation possible.
- The school is equipped with the necessary materials (little material; small investment).

### *How much time?*

- To tell the story of 'Questioning space and time' and doing some exercises will take at least two days.
- Remember: to obtain a truly cosmic consciousness, will take much more time!!!
- In practice it means to learn together and work together with the children!



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Anne-Marie Poorthuis is initiator of 'Netwerkimpuls', a network organization for organizational consulting and research.

She does scientific research on the network approach and works on a PhD.



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Jos Werkhoven was for thirty years a montessori teacher, director, trainer and supervisor.

Since 1996 he is a publisher and developer of educational material (in coöperation with Montessori trainers and supervisors).