

Deliberately Developmental Organizations

Out of Many, One - Course Syllabus

Funded by: EU project - Klíče k úspěšnému učení

Recipient: Montessori školy Andílek, mš a zš, o.p.s.

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Meeting Schedule and Frequency

There will be four (4) seminars of four (4) hours each, once a month, and eight (8) workshops of two (2) hours each, bi-weekly, for a total of 32 course hours.

About the Instructor

Sue is a graduate of University of California Berkeley and has been a Montessori teacher and administrator for more than 40 years. She is past-president and founding trustee of Montessori Administrators Association, a presenter with North American Montessori Teachers Association's Whole School Management and an instructor with a Montessori Strategic Planning course. She is a Primary Consultant and trainer for AMI-USA, and a founding member of the Montessori Leaders Collaborative. She holds a certificate in Montessori Leadership from Whole School Leadership through Loyola University Maryland.

Course Description

In order to create a developmental/formative environment for students in our schools, the developmental formative approach must be at the root of all our work and weaned through all structures of our schools. A Montessori school is a living organism and all of its parts are organically connected. We must start with examining ourselves and our teams and we must ask ourselves, "are we willing and ready to keep learning ourselves?" We must bear in mind that learning means stepping out of our comfort zone and facing issues and tensions that sometimes we would rather leave unfaced. This important, self-reflective work can transform our schools into deliberately developmental organizations.

The four (4) areas of study are:

What is Adult Development and a Developmental Organization?

This section will be an overview of the school as an organic unit. It will set the groundwork for our journey with a discussion of:

- Observation as our tool for noticing and understanding
- Organizational structure: the map of our connections and decision-making
- Preparing for changes in our school: everyone has to be on board
- Understanding the stages of adult development
- Embracing development as a tool for the growth and health of our school.

Presentations from the instructor, in addition to a variety of handouts, video presentations, and readings, will prepare students to complete an observation in their school as well as develop an observation system and organizational chart. Teams will reflect on their experience with observation and the development of their organizational chart. They will also take a deep dive into understanding adult development, growth culture, and how to tie all of these learnings together to prepare your organization for growth and change.

A Sense of Place

This section will identify how we create a physical and psychological place that is functional and healthy.

- Preparing a physical environment that can connect us
- Preparing a welcoming environment for parents
- Having difficult but essential conversations
- The process of visioning and strategic planning to “preserve our mission.”

Montessorians understand the importance of the prepared environment for their students, but this concept is just as important in the adult’s physical environment. Through presentations and exercises on verbal habits and listening, students will gain deeper understanding on how to have difficult conversations in their organizations. They will also learn the importance of understanding their school’s story and sense of place in their communities. Part of a school’s sense of place, includes how each part of the essential triangle (the Guide, child, and parent) understands their own sense of place. By learning how to include parents in the triangle through critical components like a parent handbook, students will deepen their organizations sense of place. When organizations have a strong sense of place, their teams can successfully envision the future and create a strategic plan.

Instructional Leadership

This section will cover how we manage the Montessori program and deliberately promote a learning environment.

- What is instructional leadership?
- Creating shared goals for student assessment and outcomes
- Collaborative learning from top to bottom
- Innovation in the classroom
- Professional Development.

By understanding instructional leadership and how to practically implement strategies like adult assessments and the developmental stages of a teacher, leaders can create a more positive and collaborative learning environment that also supports the organizations growth and development. Formative assessment tools and activities, including case studies, are presented and studied with opportunities to hear first-hand from practicing Montessorians and how they use these tools in their schools. Teams will work together to create a structure for the use of these tools in their school.

Operations

In this section we will talk about how we can bring a growth mindset to our administrative structure.

- Finding, hiring, and supporting staff who can grow with us
- Making financial decisions that align with our values
- Managing enrollment to match our developmental goals.

By integrating a whole school approach to enrollment (planning, onboarding of students and parents), enrollment now operates as a school-wide strategic vision.

Observation

The school leader is critical in creating an effective observation system. As Montessorians, the power of observation is well understood. However, the school leader must observe the school as a whole and ensure all parts are functioning – this includes developing a whole-school observation system for data collection and understanding.

Crisis Management, Self-Care

As the Head of School, or Incident Commander, your role in a crisis is key. Understanding your role is the first step. In addition, you must follow these four steps when managing a crisis:

- Stay ahead of the story.
- Remember that actions are more important than words.
- Tell the truth.
- Learn from your mistakes and learn some more.

Communication during a crisis must be prioritized and there should always be one consistent message that comes from the top, the Incident Commander. You must also identify the departments of responsibility and determine their roles and responsibilities. Other topics include financial issues and community building during a crisis (taking care of each other).

Especially in times of crisis, caring for ourselves enhances our ability to care for the children. The first step is making the plan – if we don't do it, no one else will. Important components of self-care are sleep, nutrition, exercise, limiting distractions, getting organized and even time with animals. Knowing ourselves and what self-care looks for us is important. We also explore the science behind self-care and why it has hit teachers and healthcare workers especially hard during this global pandemic. Compassion fatigue is explored as well as ways to improve or begin to focus on self-care.

Course Objectives

Through this program we will prepare school administrators to undergo a Self Study, also referred to as a 360. A 360, or a Self Study, is a schoolwide assessment tool, designed to guide rather than judge, in an atmosphere of supportive collegiality.

The goal is to manage growth and development internally, rather than relying on “experts” coming in. Implementing shared ideals becomes a part of the fabric of school culture. Likewise, when each adult has the opportunity to grow, personally and professionally, the school is on the path to being a “deliberately developmental organization.”

This process can begin to take place when there is a commitment:

- To engage the whole school community in school improvement.
- To value the growth of adults as it does the growth of children.
- To encourage reflection and enhanced practice.
- To strengthen teamwork.
- To improve communication in the school.
- To support and engage in strategic thinking and planning.
- To improve the way school allocates resources.

At the end of the program, you will walk away with a “tool kit” so you can assure yourself that the prepared environment for children is supported by adults who are growing and changing themselves, and therefore, that your whole school is a developmentally oriented organization.

Course Format

There will be four (4) seminars of four (4) hours each, once a month, and eight (8) workshops of two (2) hours each, bi-weekly, for a total of 32 course hours. Sessions will be held on Zoom and the learning management platform Schoology will be used for communication and materials.

We will have four (4) major areas of study which we will do together in our sessions, always followed by work in your team in between sessions.

You are expected to meet as a team one (1) time in between our bi-weekly sessions to work together on the material from the program. One of the benefits of this program is to give you the gift of time to work on “the big things” together. We all know that these big things never get done, and it is our goal to create this time and space for you to tackle them. It will make a difference for you all individually, for your teams and for your whole schools.

Each session will include a welcome and a check-in, a lecture, and a practical task. You will work together as teams, but you will also have space to share and discuss across teams with other people from other schools.

There will be short readings and assignments assigned in between sessions. The goal of this program is to be not only in-formative, but also trans-formative, and that is where it is essential that you practice what we learn together. You will then bring your team’s reflections on these exercises back to the group.

Instructor’s Philosophy

This course is primarily designed for working professionals with the understanding that each student likely has many work and family commitments. The course schedule, assignments, and readings are selected with this in mind. Students will be met at their point of learning. The curriculum is interactive enough for the instructor to offer flexibility as is needed by the student.

During the course we will work together to cover concrete information about how your team and school can make this happen. The focus is on the student developing your own team and our goal is giving you tools to work as a team to bring this developmental approach into your school.

Prerequisites

Students should be able to meet the demands comparable to higher/tertiary/university level courses and they need to be a part of a Montessori school (team) or people who are planning to open a Montessori school. You do not need to be a school aspiring to receive the AMI Global

Accreditation to participate in the program. But you do need to be a school committed to learning and development and ready to step out of your comfort zone and do the work together. A minimum of two people from each school is required to enroll in the course in order to get the most out of the content.

Course Requirements and Grading

There are no assigned grades for this course. In order to receive a certificate for attendance and completion of the course the teams must submit activities or homework designated as REQUIRED and the team must submit 60% of suggested activities or homework. Attendance at 90% of sessions is required for teams (with a minimum of two team members unless there is only one person on the team).

Learning Resources

Required materials

All necessary reading materials will be provided free of cost to students via the Schoology course.

Estimated student workload

The course has 32 session hours. Teams may miss no more than one 2-hour session. Additional assignments and readings are estimated at 2-4 hours per week, which includes individual reading and team collaboration on assignments.

Course Policies

Fees and attendance

The program is free of charge and participation in this program is based on interest to grow and learn. You can quit at any time. We do not need any explanation. We do hope that you will find the program useful and transformative, of course. And we do hope that if you have any issues with what we scheduled and how we are doing this, you will talk to us.

It is not possible to join the program after sessions start. The content given is structured as a whole.

Confidentiality

We will all be guided by one important principle - whatever is discussed and shared in our sessions will stay there. Discussion parts of sessions where we share will not be recorded. We will only record lectures.

Feedback

Your schools are living organisms, and so is this program. We will be “taking the temperature” every session, asking you for your feedback. We will always want to let us know whether you feel you are making progress. Feedback will be collected throughout the course directly between student and instructor. Students will also have the opportunity to complete a survey to share feedback at the end of the course.

Language Interpretation

There will always be interpretation to Czech. You will be able to speak Czech or English, depending on your preference. Discussions in groups (in breakout rooms on Zoom) will be done in Czech, unless you have an English speaking member of your team and you want to speak English in your group. We plan to record all sessions, including the Czech translation feed.

We will do our best to provide all reading materials in both English and Czech.

Communication

All messages to you will be posted on Schoology, as well as all course materials. There will be no email communication and no email sharing of documents.

“Out of Many, One” Course

Sessions, Presentations & Materials Index

Session 1: Vision and Structure of School, Observation	5
Desired Outcomes	5
PowerPoint Presentation: Adult Development + Deliberate Organization = Growth Culture	5
Content Summary	5
PowerPoint Presentation: Preparing an Organizational Chart	6
Content Summary	6
PowerPoint Presentation: Change Leadership	6
Content Summary	6
Resources	7
Activities	7
Homework	7
Session 2: Evaluative inquiry: reflection, Theory on Adult Development	9
Desired Outcomes	9
PowerPoint Presentation: Adult Development	9
Content Summary	9
PowerPoint Presentation: Stages of Teacher Development	9
Content Summary	9
Resources	10
Activities	10
Homework	10
Session 3: Deliberately Developmental Organisations and Growth Culture Introduction	11
Desired Outcomes	11
PowerPoint Presentation: Growth Culture Organisations	11
Content Summary	11
PowerPoint Presentation: Presence Matters: Verbal Skills for Connecting	12
Content Summary	12
Resources	13
Activities	13
Homework	13
Session 4: Growth Culture and 7 Verbal Habits, Sense of Place 1	14

Desired Outcomes	14
PowerPoint Presentation: Seven Verbal Habits for Emotional Intelligence	14
Content Summary	14
PowerPoint Presentation: Head of School Orientation for New Parents	14
Content Summary	14
Resources	14
Activities	15
Homework	15
Session 5: Physical Environment – Aspects, Tools, Culture, Sense of Place 2	16
Desired Outcomes	16
PowerPoint Presentation: A Sense of Place: Preparing a Welcoming Place for Parents	16
Content Summary	16
PowerPoint Presentation: Understanding Difficult Conversations	16
Content Summary	16
Resources	16
Activities	17
Homework	17
Session 6: Difficult Conversations, Vision and Strategic Planning Introduction	18
Desired Outcomes	18
PowerPoint Presentation: Conversations for Growth	18
Content Summary	18
PowerPoint Presentation: A Vision and a Plan	18
Content Summary	18
Resources	19
Activities	19
Homework	19
Session 7: Instructional Leadership Introduction	20
Desired Outcomes	20
PowerPoint Presentation: Instructional Leadership	20
Content Summary	20
Resources	20
Activities	20
Homework	21
Session 8: Adult Growth and Evaluation, Formative Assessment	22

Desired Outcomes	22
PowerPoint Presentation: Adult Assessment, Adult Growth	22
Content Summary	22
Resources	22
Activities	22
Homework	23
Session 9: Record Keeping and Evaluation: Best Practices	24
Desired Outcomes	24
Presentations: Best Practices	24
Content Summary	24
Resources	24
Activities	25
Homework	25
Session 10: Formative Assessment, Enrollment and Transition	26
Desired Outcomes	26
PowerPoint Presentation: Comprehensive Enrollment Practices	26
Content Summary	26
Resources	26
Activities	26
Homework	27
Session 11: Operations: The Fine Art of Hiring	28
Desired Outcomes	28
PowerPoint Presentation: Hiring: Getting the Staff You Want	28
Content Summary	28
Resources	28
Activities	28
Homework	28
Session 12: Observation and Crisis Management	29
Desired Outcomes	29
PowerPoint Presentation: Observation as the Key to Formative Assessment	29
Content Summary	29
PowerPoint Presentation: Crisis Management	29
Content Summary	29
PowerPoint Presentation: Self-Care	30
Content Summary	30

Resources	30
Activities	30
Homework	30

Session 1: Vision and Structure of School, Observation

Desired Outcomes

To understand adult development is key to understanding the organization of the future. Course participants should take away working knowledge of the work of researchers at Harvard University, who have worked for 20 years to understand the stages of development beyond childhood. Understanding how the adult continues to grow facilitates the changes we need to create healthy and developing schools.

PowerPoint Presentation: Adult Development + Deliberate Organization = Growth Culture

Content Summary

A complex world requires adjustments, “We must learn to support adult development. The constantly changing demands of modern life may be developmentally inappropriate for many - perhaps most - adults.” - Robert Kegan, PhD.

Constructive-developmentalists believe that the systems by which people make meaning grow and change over time. Dr. Robert Kegan and Dr. Jennifer Garvey Berger work in the field of organizational structure, studying the increasing role of adult development in how organizations can function.

Organizations need to change by investing in the potential of their employees. Organizations will aspire to change and workers are demanding more “agency” in their work. Investment in worker’s growth on a development continuum will determine their ability to contribute to complexities in a deliberately developmental organization (DDO).

Reimagining work will be essential. Dependence on external support (coaching, mentoring and consulting) will diminish with a transition to internal systems, therefore growth culture occurs in an organization that implements a new social contract at work, in which people know that they are an active part of their own and each other’s development. Creating a coaching culture whose aim is to unleash both the human and organizational potential is the first step.

The change starts in leadership, “We need to practice thinking together about leadership, not just to support individuals to grow, but also to help leaders create contexts where everyone can bring their biggest self to work.”

The key elements in a leader's role covered in this presentation:

- Vision
- Head and heart
- Big picture and detail
- Tasks and people
- People: Inspiring and motivating people
- Helping them learn
- Connecting people across differences
- Working with conflict
- Shaping conversations and thinking
- Accepting different levels of adult development
- Tasks: Leaders have to accomplish something or get others to accomplish
- Matching skills to tasks
- Matching time to resources
- Enabling decision making and accountability
- Care and candor

Growth cultures look at talent not as a fixed variable but as a flow-type variable: Everyone needs to grow and enhance their talents throughout their career. The organization needs to be an incubator of talent and foster a feedback-rich culture.

In a developmental environment all members of the organization, school, family or group are afforded the opportunity to consider their values and resolve value conflicts in a respectful, open, supportive and honest atmosphere. Every person is encouraged to set themselves high standards, realistic but measurable goals for growth and recognition for their accomplishments.

PowerPoint Presentation: Preparing an Organizational Chart

Content Summary

The organizational chart helps to solve problems for staff and parents alike. It supports the pedagogy, helps support administrative and board strategic plans, identifies where staff can be optimized for growth and identifies where decisions are made. Understanding its importance is the first step in developing an organizational chart for your school.

PowerPoint Presentation: Change Leadership

Content Summary

In this presentation, the personal journey of the leader is discussed first. In order to transform an organization, one must first transform themselves. The leader has to be more invested in the shared knowledge of the group, it is not the work of one person to rebuild an organization. Becoming this kind of leader is a long process and calls on the individual to learn more about themselves at the same time as learning about the organization.

The change leader must embrace the fuller picture, build both an outward and inward focus and understand that no problem can be solved from the same consciousness that created it. Strategic thinking and understanding adaptive change is key to connect with the values, beliefs and anxieties of the people they're trying to move.

Resources

- Whole School Management Handbook: Introduction to the Whole School Management, Evolving Schools: An Organic Approach, Cycle of Evaluative Inquiry, The Process of Whole School Development
- Albert Joosten: Observation in the Classroom
- Montessori Guide: Video on Observation of the Teacher

Activities

- In teams, discuss how observation is done in your school and report back to the group.
 - Next, consider if there are any changes you would like to make in your observation activity in the school? How do adults learn how to observe?
- Whole School Management discussion of three readings:
 - Evolving Schools: An Organic Approach
 - Process of Whole School Development
 - Cycle of Evaluative Inquiry

Homework

- Read the Albert Joosten article on Observation in the Classroom and choose one of the focused observations. Then complete a 30-minute observation within your organization. Submit a report from the observation before the next session.
- Meet with your team and make a summary of the system of observation in your school - on all levels, of all types of observation, including how you use the observation for development of your work. After discussing how observation is done in your school and what changes you'd like to see, take this question back to others in the school for discussion. Identify steps you need to take as a team. Create a summary document of this work and submit it.
- Create an organizational chart and submit it before the next session. Meet about the organizational chart with your team. What does it look like now and what do you need it to look like in 2 years? Do you have new job positions you need to be able to create and fund? How will you get there?
- Begin building your future toolkit with your team:
 - Circle of Evaluative Inquiry
 - 4-Question Assessment of Growth Culture
 - 7 Verbal Habits of Growth Cultures
 - One:One Conversation Script
 - Circle Process

- 0 Strategic Planning Activity
- 0 Conversations for Growth
- 0 Four Self Study Questions from GSA
- 0 Feedback Meeting Template

Session 2: Evaluative inquiry: reflection, Theory on Adult Development

Desired Outcomes

Course participants should be able to identify the stages of adult development and discuss within their team how this knowledge impacts their work as administrators.

PowerPoint Presentation: Adult Development

Content Summary

Adult development is about transformation. By understanding where we are and where we want to be we can change the way we know and understand the world. There are five stages of development – the impulsive mind, the imperial mind, socialized mind, self-authoring mind, and self-transforming mind. Each stage will be explored and understood.

PowerPoint Presentation: Stages of Teacher Development

Content Summary

Every Montessori teacher is a unique individual with his or her specific personality, skills and potential. There are commonalities related to teachers' stages of development. The awareness of stages of development helps administrators to support the professional development of each teacher as an individual.

For example, in the earliest stages, the ultimate task is survival and working with the reality of the classroom and the school. Teachers are idealistic, independent, and vulnerable. They have specific needs including support, protection, relationships and training.

Once teacher's have two to five year of experience the main task is integration of practice. The teacher integrates various skills related to work with children. They have improved communication and awareness, focus, motivation and self-direction. They exhibit more self-confidence and joy. Their needs change as well. They need different types of attention and reflection, input, and continued education. Collaborative discussion of expectations and goals are needed.

Each additional stage brings new strengths, characteristics and needs. Understanding these stages as the teacher progresses allows the school and administration to remain dedicated to their work and continue to grow and develop in their role. As was presented earlier, the growth and development of an organization must include the growth and development of the teacher. Understanding these stages of teacher development enables the whole school to flourish.

Resources

- Robert Kegan, Lahey: What do We Mean by Adult Development
- Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 226-230
- Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 236-241
- Jennifer Garvey Berger: Video on Phases of Adult Growth

Activities

- Discussion of adult development: Do we see the stages in ourselves? Our community? Our staff? Our parents?
- Use a cycle of evaluation to discuss a “case scenario” of a staff person who stays in the “socialized mind” stage.

Homework

- Read Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 226-230 and 236-241.
- Meet as a team to discuss the Stages of Adult Development.
 - Can you identify the stages at work in your team? In your school?
- Continue to work on your team’s toolkit.

Session 3: Deliberately Developmental Organisations and Growth Culture Introduction

Desired Outcomes

For the learning group to acknowledge that every team member has the potential to grow on the job and the school's investment in the growth of team members will provide a team member's commitment to the organization.

PowerPoint Presentation: Growth Culture Organisations

Content Summary

Instructional leadership is formative. It is a model of school structure that focuses on continuous improvement. It is based on shared leadership by administration and teaching staff.

This whole school approach must include parents, leadership, and teachers. For the teachers, this means that both the student and teacher are both on a path to growth. A formative, professional culture must be cultivated for the teachers and shared among all programs and classrooms with opportunities for support and reflection.

A key element is the feedback loop for the growth of the teaching adult. This begins with clear expectations from the very beginning, at the time of hiring. Everything from the job posting, employee handbook, policies and procedures, and the larger components like the organizational chart must be a collective process and clearly identified for the employee.

For example, the organization must develop an understanding of the Montessori philosophy through books, staff meetings, and discussion with other staff. An understanding of the child will enhance your work experience.

Be clear about your expectations for staff behavior. Examples of corresponding policies and procedures may be:

- Every child is to be supervised every moment they are in the care of the school.
- Be clear about greeting and saying goodbye each day; it designates the beginning and end of your responsibilities.
- Act as a role model. Remember, if you sit on tables, eat standing up, shout across the room, or interrupt children, the message you convey is that these behaviors are acceptable.

Organizations must respect and value the work of others - staff, children, and parents alike. Developing a school charter is one way to support this. For example, a sample section of a school charter may look like:

When we interact with each other, we will make a sincere effort to assure all individuals feel safe, respected, heard and supported. When our communication or collaboration becomes uncomfortable, we will be friendly with our errors, take a moment to self-reflect and lean into our conflict in order to better understand and work toward resolution. We will share gratitude for the outcome of our efforts.

Just as we offer children opportunities for self-directed learning, support on their journey, autonomy without abandonment, we must provide the same opportunities for the teacher. Understanding the stages of teacher development is critical to the success of their individual and also the organization's growth.

Adult assessment and feedback includes observation: peer observation and administrative observation. Other assessment and feedback tools may include meetings, goal setting, mentoring/coaching, self-evaluation, identifying areas of needed improvement and a performance improvement plan. Just like with the children who need a structure (the rules and procedures) so that they can learn to adapt and be a part of a group, so do the teachers.

Dylan Williams has studied formative assessment for student learning for 25 years. Williams says, "Implementing strategies for student learning based on formative assessment results in better teachers." We will uncover the foundation of his work and the strategies that generate effective development of the teacher.

All learning starts from the point of an individual's knowledge. This is what activates learners as instructional resources for one another. The assessment then acts as a bridge to teaching and learning. This developmental learning for the teacher builds a growth mindset and also creates a measuring tool for them to know how they are progressing.

PowerPoint Presentation: Presence Matters: Verbal Skills for Connecting

Content Summary

All developmental work in a working community needs to begin with skills of interpersonal communication. Starting conversations, using listening as a tool for focus, and using a humble inquiry approach all set a foundation for a healthy and growth-oriented school.

Resources

- Robert Kegan: How to be an Adult, Culture Code
- Robert Kegan: Video on Transformative Potential of our Current Crisis
- Self Study Question 1

Activities

- Discussion: What did you discover about adult development in your school community? How can your team use this information?

Homework

- Watch Robert Kegan: Video on Transformative Potential of our Current Crisis
- Make sure you read Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 226-230 and 236-241.
- Continue to work on your team's toolkit.

Session 4: Growth Culture and 7 Verbal Habits, Sense of Place 1

Desired Outcomes

The team moves forward with an understanding of growth culture and begins examining the physical environment and its impact on a feeling of connection in the community.

PowerPoint Presentation: Seven Verbal Habits for Emotional Intelligence

Content Summary

In order to work in a Growth Culture, our communication needs to support a deliberately developmental framework. While a variety of listening skills and communication techniques that focus on being open and receptive to peers, these simple phrases can help community-wide to sustain a growth culture.

Based on a presentation by Bill Murray (Inc. blog, 1/21), there are seven key lessons to improve our communication. Things like slowing down our responses and pausing for a moment or revisiting the conversation once we are not reacting emotionally are very helpful. Asking questions or encouraging the speaker to elaborate encourages more open dialogue. Repeating back what you hear is beneficial to both parties in the conversation. There are even particular phrases that create a sense of safety. Throughout this workshop, students will hear examples and practice skills learned.

PowerPoint Presentation: Head of School Orientation for New Parents

Content Summary

Incoming and new families to our schools need to be oriented to this new place – their child's school. By connecting with leadership early on to learn about the history of Montessori, the history of the school, and important things like how to communicate with staff, when and how the school will communicate with them, and what their child's day will look like, parents are now firm in their sense of place. Bringing in parents in this way adds to the growth culture and deliberately development growth of our schools. This presentation includes the Head of School Orientation that was shared with incoming parents for many years at Childpeace Montessori School in Portland, OR, USA.

Resources

- Self Study for Global School Accreditation_sample question

Activities

- Listening Activity: In partners from different schools, share something you would like to share with a colleague but have been hesitant to do. Divide people into breakout rooms of 3. One person is the colleague who needs to share something unpleasant. One person is the colleague receiving the information. One person is an observer. When done, share with each other how did it feel, what would you do differently, what did you do well.
- Photo Slideshow of Random sense of place community photos: What do pictures tell about your sense of place?
- Review your school materials which tell the story of your school with an eye to what part of your story is missing. What history is essential to those who are coming new to the school? Create the story of your school if you do not have it yet and submit it.
- Sketch a picture of your school campus/building and discuss with the group.
 - What is the story of your land and your community? Who lived or worked there before you? What are the interesting facts about its geography or history?
 - Write the story of the land your school is living on.

Homework

- Global School Accreditation Self-Study Question 1.
- Continue to work on your team's toolkit.

Session 5: Physical Environment – Aspects, Tools, Culture, Sense of Place 2

Desired Outcomes

This section will identify how we create a physical and psychological place that is functional and healthy. We will learn how to prepare a physical environment that can connect us, be a welcoming environment for parents, and how to have difficult but essential conversations. We will also understand the process of visioning and strategic planning to “preserve our mission.”

PowerPoint Presentation: A Sense of Place: Preparing a Welcoming Place for Parents

Content Summary

From the moment parents enter our doors, we need to meet them where they are. We must offer an Introduction to Montessori which talks about the history and basic tendencies across all levels — what they would see happening in each class across the levels and what tendencies for all children.

Just as Maria Montessori believed that the child who is actively engaged in a functional social community at an early age will become a responsible citizen in their adult life, we recognize that teaching our students effectively requires close collaboration between parents, Guides, and administrators. All members of the child’s family are encouraged to participate in the life of the school in a variety of ways, including parent education, classroom activities, volunteer efforts, and community gatherings.

PowerPoint Presentation: Understanding Difficult Conversations

Content Summary

A community needs to have a shared set of expectations on how we communicate our mission and our operations. When the expectations are clear how we all work together within the community, there is the possibility for growth for children, staff and parents. Knowing how to say the hard things and be invested in growth outcomes will assist in creating a “sense of place” for everyone.

Resources

- Sue Pritzker: A Day in the Life of our School
- Brene Brown: Video Daring Classrooms
- Sue Pritzker: Parent Code of Conduct

- Sue Pritzker: Value the Families Who Make Up Your Community
- Sue Pritzker: Framing the Parent Activity
- Parent Triangle
- Sue Pritzker: Childpeace Montessori Conversations for Growth samples

Activities

- 10-Minute Meditation
- Who had my back exercise: Participants share aloud the name of a parent in their school who had their back recently and discuss the stories in a breakout group. In the full group, we practice “eco-witnessing” – summarizing another participant's story in one sentence.
- Framing the Parent Activity (see handout)
- Use Childpeace Montessori Conversations for samples. The moderator and tech host show a sample conversation. After that participants go to breakout-rooms and try their own growth conversation samples.

Homework

- Use Evaluative Circle to discuss with your team:
 - Are parents a part of the triangle?
 - What can we put in place to rebound from COVID in regard to "including" parents.
- Continue to work on your team's toolkit.

Session 6: Difficult Conversations, Vision and Strategic Planning Introduction

Desired Outcomes

Healthy communities promote growth with clear guidelines for day-to-day interaction and also with clarity about direction for the entire organization. To that end, course participants will learn basic skills for conflict resolution and for how the organization plans for its future, including SWOT analysis, visioning, creation of handbooks and policies and procedures.

PowerPoint Presentation: Conversations for Growth

Content Summary

Using the model created by Erin Ruff, J.D. and Mediation Coordinator, the participants will be offered a technique for initiating difficult conversations with normal language and within the structure of employee hierarchy.

PowerPoint Presentation: A Vision and a Plan

Content Summary

Planning for improvement, sustainability and growth of a school.

How do school's plan for improvement, sustainability and growth? The first step is examining the school's values. Have they been defined? If not, questions to ask will be presented. Values could include creativity, independence, discovery, respect, collaboration, relationships, integrity, community, citizenship, etc. However, the school's values should always focus on your service to the development of the children in your school and should always be created in collaboration. Similarly, the school's mission should be examined and thoughtfully decided upon. The school's mission describes who they are.

The Mission and Vision should hold a prominent place (handbook, promotional material, website, etc.) and be included as a part of the strategic plan, it is given some life and a direction/pathway. As the strategic plan is developed, the vision receives a consensus (working with key stakeholders) and the needed skill sets are determined. Gathering the skills requires a re-visit of the vision and clear directions, given in the context of the plan and vision. It is not the sole responsibility of the Head of School, this is a collaborative endeavor.

A SWOT analysis is a great tool – strengths, weaknesses, opportunities, and threats – give the school much information on what's needed in longer-term planning. School's should aim to have three to four goals in their strategic plan with one to three strategies each. From there,

the strategies are broken down into actions with a timeframe and assigned responsibility. Finally, there needs to be a measure of success. Many schools question if they're ready for this work, this will also be discussed.

Resources

- [YouTube Video: Dan Siegel: Ruční model mozku](#)
- Sue Pritzker: Conversations for Growth Practice Sheet
- Sue Pritzker: Conversations for Growth Handout
- Strategic Plan Detailed Template
- Self Study Question 2

Activities

- Group brainstorm using the Evaluative Circle:
 - How do our parents know we value them?
 - Share the work you have done on a system of observation in your school.
 - Share the work you have done on organizational structure.
 - Discuss a plan for working on the first two Self-Study Questions and add items to your Parking Lot.
 - In the main group, share what projects your team will work on from the first two parts of the course.

Homework

- Look at Self-Study Question 2 and work on it with your team.
- Continue to work on your team's toolkit.

Session 7: Instructional Leadership Introduction

Desired Outcomes

Course participants will develop an understanding of the concept of Instructional Leadership, which includes evaluation and assessment for both the student and the teacher,

PowerPoint Presentation: Instructional Leadership

Content Summary

Understand that instructional leadership is a model of school structure that focuses on continuous improvement. Leadership is shared with all staff. There are three basic elements of the instructional leadership model:

- a) The school mission is the center of all school activity and instruction.
- b) The curriculum is coordinated and there is consistency in instruction and assessment.
- c) The focus is on maintaining a culture of continuous learning for students and staff.

Why is it important to our work in Montessori? The elements of instructional leadership are a natural part of the Montessori approach, but it is helpful to use the structure as a guideline to how we “implement” the Montessori curriculum with an integrated leadership approach. We use individualized instructional strategies, innovations and activities that are research and observation-based. We match instruction to student need.

In the instructional leadership model staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs and curriculum and take responsibility for their students' learning experience and participate in their own professional development.

Resources

- Sue Pritzker: Adult Assessment, Adult Growth PPT
- Sue Pritzker: Stages of Development of the Teacher

Activities

- Two schools share their personal objects.
- Teams break out to discuss the three activities they were asked to prepare:
 - A list of the ways you know the parents in the school feel valued.
 - Whatever work you have done on a system of observation in your school.

- Anything you have done on organizational structure.
- In the main group share what projects will your team work on from the first two parts of the course
- Use the 4 considerations for a Growth Culture in an Organization. Ask your team if these apply to how we are moving forward with these decisions.
 - Are we rethinking "happiness" here and allowing difficulty and stress to help us grow?
 - Are we sharing our weaknesses and allowing ourselves to learn from our mistakes?
 - Are we fostering resilience?
 - Are we creating healthy feedback loops?

Homework

- Review Sue Pritzker: Stages of Development of the Teacher PPT and identify in your team one or two teachers and their stage of development and what support they might need.
- Continue to work on your team's toolkit.

Session 8: Adult Growth and Evaluation, Formative Assessment

Desired Outcomes

The course participants should have an understanding of how formative assessment can be implemented for adults, just as it is used as an integrated part of Montessori education.

PowerPoint Presentation: Adult Assessment, Adult Growth

Content Summary

Adult assessment and growth are a key element of creating a growth culture in our schools. Without an understanding of what makes staff happy, allowing difficulty and stress to help us grow, fostering resilience and creating healthy feedback loops we cannot have a growth culture.

Instructional leadership is formative – it is a model of a school structure that focuses on continuous improvement. It is based on shared leadership by administration and teaching staff where student and teacher are both on a path to growth.

For the teacher, this means ensuring they have a job description and a clear, thorough employee handbook. They should know where to seek help, ask questions, and what is expected of them. They should be offered autonomy without abandonment.

Through studying the work of Dylan Williams who has studied formative assessment for student learning for 25 years we know that implementing strategies for student learning based on formative assessment results in better teachers. They have increased motivation and growth attitudes that directly impact the students' experience.

Resources

- Description of Elizabeth Slade's Adult Coaching Program
- Sample job descriptions, agreement, professional development and performance improvement template from Childpeace Montessori School

Activities

- Watch: [Dylan William: Video on How to Ask Questions](#)

Homework

- Continue to work on your team's toolkit.
- Prepare presentations for the following session.

Session 9: Record Keeping and Evaluation: Best Practices

Desired Outcomes

The teams will gain information about assessment tools that work effectively in the Montessori system, for students and for adults, Teams should work to determine which tools should be in their Tool Kit and which should be put in their Parking Lot.

Presentations: Best Practices

The presenters represent three of the teams enrolled in the course. Each will present a tool that they are currently using for student assessment, suggest its value and prepare information that can be shared with other teams.

- Veronika Kotulkova from Labyrint Montessori: DERS
- Amanda Donigan Gibbs from Childpeace Montessori School with Sue Pritzker and Mirka Vlckova: Child Study
- Hanka Chramostova from Montessori skoly: Transparent Classroom
- Andílek and Pavlina Cizkova from Montessori Mozaika: Assessment systems

Content Summary

The Montessori program is solidified with the use of a detailed record keeping system to track the individual progress of each student. During each course, teams will be invited to share their assessment and recordkeeping systems in order to forward Best Practice. The presentations will vary depending upon the systems that are used by the school teams.

Those systems may include, but are not limited to the following:

- Child Study: created by the National Center for Montessori in the Public Sector this 360 assessment of an individual student uses the entire teaching team to create next steps for the student's learning progress.
- DERS: Developmental Environment Rating system is a record keeping system designed for ages 3-6 and based on the environments ability to meet the developmental needs of the child.
- Transparent Classroom: A Montessori – specific record keeping system. This software has been developed for preschool, elementary, and adolescent programs and is widely used in Montessori schools globally.

Resources

- Teacher's Toolkit: Formative Assessment

- Elizabeth Slade: Assessment Playbook, Chapter 3
- Sue Pritzker: Overview_Techniques for Formative Assessment
- Self Study Question 3
- Sue Pritzker: Job Description_Template
- Sue Pritzker: Assistant JD
- Sue Pritzker: Guide JD
- Sue Pritzker: Professional Improvement Plan
- Sue Pritzker: PIP
- Sue Pritzker: Teacher Self Evaluation
- Sue Pritzker: Guide Self Evaluation Generic

Activities

- Review the assessment tools used in your schools. Which would you add? Which would you improve? If you do not have a teacher assessment (evaluation) tool, can you add one?

Homework

- Look at Self-Study Question 3 and work on it with your team.
- Continue to work on your team's toolkit.

Session 10: Formative Assessment, Enrollment and Transition

Desired Outcomes

The entire administrative team needs to work together to assure that enrollment practices reflect the school's mission and support a growth culture. The participants will be provided with information to review and revise their practices to that end.

PowerPoint Presentation: Comprehensive Enrollment Practices

Content Summary

The Montessori community is like a web: Every part is connected. Enrollment and retention are the work of the whole web. Enrollment is often considered the most important visioning. Enrollment forecasting along with understanding if and why families are staying at our schools will help make accurate and strategic projections that will guide the future of the school.

A full age range in each level will improve the program quality and aid in retention. Be sure to know your local public school and other competitors. Ideas to aid enrollment growth during periods of growth are presented.

Parents and teachers have to form an alliance and they do better when they understand our expectations from the beginning. Expectations and agreements regarding enrollment in the school should be presented early in the admissions process. The school's policies should support retention and act as a deterrent to leaving. However, helping families who may be facing hardship and working with families navigating challenges is important.

Alumni are key in driving enrollment. They help the parents to see the value of the program. This can be done through observation, alumni parent testimonials, and engaging alumni in your admissions events and marketing.

Resources

- NCMPS: Child Study

Activities

- Groups will be formed by level to discuss enrollment challenges and strategies.
- Teams discuss the Formative Assessment tools, any takeaways and create a plan for how to structure the use of Formative Assessment and the various tools.

Homework

- Continue to work on your team's toolkit.

Session 11: Operations: The Fine Art of Hiring

Desired Outcomes

Teams will be able to do an assessment of their hiring process to determine if it promotes a growth culture for the employees of the school.

PowerPoint Presentation: Hiring: Getting the Staff You Want

Content Summary

The goal in making a new hiring decision is to facilitate a match. How does one do this in terms of philosophy, approach, and style of operation? The first step is to ensure the school has a successful organizational structure in place. If the major organizational pieces (organizational chart, job descriptions, code of ethics, etc.) are sound, it's time to understand the hiring process including common pitfalls.

Those making hiring decisions should always put the child first, as with every other decision we make in our schools. We must also look at the job and description from the potential employees point of view as well. This gives important insight into what policies and procedures need our attention to make a clear process for each potential employee. This includes sharing information about the school structure, autonomy, relationship with the Head of School, and so on. Attention to these various elements results in a successful hiring match.

Resources

- Self Study Question 4
- Self Study Questions_Summary
- Sue Pritzker_Reference Check
- Sue Pritzker_Hiring Questions_Assistant
- Sue Pritzker_Job Description Questionnaire Fillable
- Sue Pritzker_Transforming Feedback PPT

Activities

- Discuss the Open Space Process and identify what topics they want to discuss and create the breakout rooms.
- Giving/Receiving feedback exercise: A case study on a difficult situation on performance feedback is presented for teams to work through.

Homework

- Complete your team's toolkit.

Session 12: Observation and Crisis Management

Desired Outcomes

The leadership team will create an Observation System document to assure that observation, the foundation of Montessori pedagogy, will be learned and practiced in the school community.

A leadership team will have the tools to create a plan for unexpected situations, or crisis, and the situation will be handled with the needs of every community member in mind. The psychological needs of the team and the physical and communication needs of community members will be integrated into the plan.

PowerPoint Presentation: Observation as the Key to Formative Assessment

Content Summary

This presentation will support the school leader in creating an effective observation system. As Montessorians, the power of observation is well understood. However, the school leader must observe the school as a whole and ensure all parts are functioning – this includes developing a whole-school observation system for data collection and understanding.

Part of the system should include the creation of supporting documents for their observation system and a plan to educate all groups (parents, staff, board members, owners, etc.). Teachers and assistants need particular understanding of this system and its goals. The timing of the observations should be carefully decided upon. For example, will they happen in conjunction with school conferences? Peer observation, parent observation, administration and staff observation should all be included for the greatest benefit to the children and the organization.

PowerPoint Presentation: Crisis Management

Content Summary

As the Head of School, or Incident Commander, your role in a crisis is key. Understanding your role is the first step. In addition, you must follow these four steps when managing a crisis:

- Stay ahead of the story.
- Remember that actions are more important than words.
- Tell the truth.
- Learn from your mistakes and learn some more.

Communication during a crisis must be prioritized and there should always be one consistent message that comes from the top, the Incident Commander. You must also identify the departments of responsibility and determine their roles and responsibilities. Other topics include financial issues and community building during a crisis (taking care of each other).

PowerPoint Presentation: Self-Care

Content Summary

In caring for ourselves, we enhance our ability to care for the children. The first step is making the plan – if we don't do it, no one else will. Important components of self-care are sleep, nutrition, exercise, limiting distractions, getting organized and even time with animals. Knowing ourselves and what self-care looks for us is important. We also explore the science behind self-care and why it has hit teachers and healthcare workers especially hard during this global pandemic. Compassion fatigue is explored.

Inward exploration helps us find many of the answers we need when faced with challenges and overwhelm. Preparing our organizations with healthy communication methods, care for one another, and opportunities to care for ourselves helps not only the individual but the organization as well.

Resources

- Sue Pritzker_Distance Learning Breakouts
- Sue Pritzker: Classroom Observation Guidelines
- Sue Pritzker. Sample of letters sent out to a school community during the Covid 19 crisis.
- Sue Pritzker: Managing a Crisis Outline

Activities

- Work as a team using Evaluative Inquiry Cycle regarding how the school currently implements observation in the school.
- As a team, discuss how to provide a proactive self-care system for the school staff.

Homework

- Create and Submit a school Observation System plan.
- Create a letter to your school parents about a change that is coming up.

“Out of Many, One” Course Resources

Session 1 – Vision and Structure of School, Observation

- Resources before the session:
 - NAMTA_Handbook_Introduction to the WSM_Evolving Schools
 - NAMTA_Handbook_The Cycle of Evaluative Inquiry
 - NAMTA_Handbook_The Process of WS Development and Evaluation
- Resources after the session:
 - Albert Joosten_Observation in the Classroom
 - Montessori Guide: [Video on Observation of the Teacher](#)

Session 2 – Evaluative Inquiry – reflection, Theory on Adult Development

- Resources after the session:
 - Kegan, Lahey: What do We Mean by Adult Development, An Everyone Culture, page 50-83
 - Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 226-230
 - Jennifer Garvey Berger: Simple Habits by The Leader, Changing on the Job, page 236-241
 - Jennifer Garvey Berger: [Video on Phases of Adult Growth](#)

Session 3 – Deliberately Developmental Organisations and Growth Culture Introduction

- Resources after the session:
 - Robert Kegan: How to be an Adult, Culture Code
 - Robert Kegan: [Video on Transformative Potential of our Current Crisis](#)
 - Self Study Question 1

Session 4 – Growth Culture and 7 verbal habits, Sense of Place 1

- Resources after the session:
 - Self Study for Global School Accreditation_sample question

Session 5 – Physical Environment – Aspects, Tools, Culture, Sense of Place 2

- Resources after the session:
 - Sue Pritzker: A Day in the Life of the School
 - Brene Brown: Video Daring Classrooms
 - Sue Pritzker: Parent Code of Conduct
 - Sue Pritzker: Value the Families Who Make Up Your Community
 - Sue Pritzker: Framing the Parent Activity
 - Parent Triangle
 - Sue Pritzker: Childpeace Montessori Conversations for Growth sample

Session 6 – Difficult Conversations, Vision and Strategic Planning Introduction

- Resources after the session:
 - Sue Pritzker: Conversations for Growth Practice Sheet
 - Sue Pritzker: Conversations for Growth Handout
 - Sue Pritzker: Strategic Plan Detailed Template
 - Self Study Question #2

Session 7 – Instructional Leadership Introduction

- Resources after the session:
 - Sue Pritzker: Adult Assessment, Adult Growth PPT
 - Sue Pritzker: Stages of Development of the Teacher PPT

Session 8 – Adult Growth and Evaluation, Formative Assessment

- Resources after the session:
 - Description of Elizabeth Slade's Adult Coaching Program
 - Sue Pritzker: Job Description_Template
 - Sue Pritzker: Assistant JD
 - Sue Pritzker: Guide JD
 - Sue Pritzker: Professional Improvement Plan
 - Sue Pritzker: PIP
 - Sue Pritzker: Teacher Self Evaluation
 - Sue Pritzker: Guide Self Evaluation Generic

Session 9 – Record Keeping and Evaluation: Best Practices

- Resources after the session and homework:
 - Dylan Williams: Teacher's Toolkit: Formative Assessment
 - Elizabeth Slade: Assessment Playbook, Chapter 3
 - Sue Pritzker: Overview_Techniques of Formative Assessment
 - Self Study Question 3

Session 10 – Formative Assessment, Enrollment and Transition

- Resources after the session:
 - NCMPS: Child Study

Session 11 – Operations: The Fine Art of Hiring

- Resources after the session:
 - Self Study Question 4
 - Self Study Questions_Summary
 - Sue Pritzker_Reference Check

- Sue Pritzker_Hiring Questions_Assistant
- Sue Pritzker_Job Description Questionnaire Fillable
- Sue Pritzker_Transforming Feedback PPT

Session 12 - Observation and Crisis Management

- Resources after the session:
 - Sue Pritzker_Distance Learning Breakouts
 - Sue Pritzker: Classroom Observation Guidelines
 - Sue Pritzker: Managing a Crisis Outline
 - Sue Pritzker. Sample of letters sent out to a school community during the Covid 19 crisis.

“Out of Many, One” Course Additional Workshop Index

Desired Outcomes of Additional Workshops in general	2
Workshop 1: Silent Journey and Discovery	2
PowerPoint Presentation: Silent Journey and Discovery	2
Content Summary	2
Desired Outcome	3
Resources	3
Activity	3
Homework	3
Workshop 2: Every Day is a New Day for Jordan	3
PowerPoint Presentation: Every Day is a New Day for Jordan	3
Content Summary	3
Desired Outcome	4
Resources	4
Activity	4
Homework	4
Workshop 3: Partnership for Leadership	5
PowerPoint Presentation: The Board Chair Head of School Relationship	5
Content Summary	5
Desired Outcomes	5
Resources	5
Activity	5
Homework	5
Workshop 4: Evolving people, evolving schools and evaluation	6
PowerPoint Presentation: There was no presentation for this workshop	6
Content Summary	6
Desired Outcomes	6
Resources	6
Activity	6
Homework	6
PowerPoint Presentation: Teachers as Supervisors	7
Content Summary	7

Desired Outcomes	7
Resources	7
Activity	7
Homework	7
Workshop 5: Increasing Parent Engagement	8
PowerPoint Presentation:	8
Content Summary	8
Desired Outcomes	8
Resources	8
Activity	8
Homework	8
Workshop 6: What Do We Really Want for Our Children: Montessori Outcomes	9
PowerPoint Presentation: What do We Really Want for Our Children	9
Content Summary	9
Desired Outcomes	9
Resources	9
Activity	9

Desired Outcomes of Additional Workshops in general

Additional workshops were offered to customize the needs of teams participating in the project. These workshops were scheduled after the course was over, based on the request of school teams participating in the project. The presentations included a powerpoint of topic information, followed by a question and answer session with the team. Follow-up homework was suggested.

Workshop 1: Silent Journey and Discovery

PowerPoint Presentation: Silent Journey and Discovery

Content Summary

This parent education event offers a deep experience of what it is like for a child to experience a quality Montessori program. A silent walk through the level environments on a Friday evening is followed by a group reflection. The participants return on Saturday morning and repeat the walk, this time choosing materials to do or teacher-presented lessons to engage in. The activity includes a scheduled amount of time in

each prepared environment: toddler, primary, elementary and adolescent. The event is completed with a communal lunch and discussion with participants and the facilitator.

Desired Outcome

The administration team will be able to implement the activity with the framework presented.

Resources

- Samples of materials that need to be in place.

Activity

Role play the Friday evening Reflective Discussion

Homework

Team discusses if their community is ready for the event, when it could take place and how to disperse the responsibilities to prepare.

Workshop 2: Every Day is a New Day for Jordan

PowerPoint Presentation: Every Day is a New Day for Jordan

Content Summary

The goal of the workshop is to support teachers in their realization that every day in the teaching practice is a new day with an empty slate. The workshop provides tools how to come to the classroom every day without preconceived ideas about children and about how the day will go. The work teachers do regarding their own growth and development is essential. Teachers need to develop their ability to not judge and make opinions about children and how they will do in the learning process. There will be space for exchange of experiences and tips for self care and for developing the ability to come to class every day with an open mind and an open heart.

There will also be discussion about the work with children with special needs and how to support them and how to communicate with them.

Further, there will be information given about the “levels of obedience” of the child, which is a Montessori concept describing different levels of the child accepting his or her own responsibility for their own learning process. This concept is very essential for formative assessment.

Flow chart of independence will be covered - development of the ability of independent work of each child.

Desired Outcome

The growing ability to manage oneself, preconceived ideas and expectations. A set of tools to develop independence in learning.

Resources

- Robert Kegan: How to be an Adult article

Activity

Reflective discussion and exchange of information and experience related to the covered topic.

Homework

Read the article and reflect upon the topic further.

Workshop 3: Partnership for Leadership

PowerPoint Presentation: The Board Chair Head of School Relationship

Content Summary

As a follow-up to the Organizational Structure presentation earlier in the course, some teams requested further discussion about how the leader/administrator works under the direction of a board of trustees/directors or a school owner/operator/founder. The relationship between the administrator (operational and program leader) and a governing body requires clear expectations and boundaries, both to create vision and direction for the school and to maintain a sound financial structure. While organizational structures may differ country to country, there is a common trend toward a “not for profit board structure”. Schools using this model will have special considerations to attain success. The presentation and following discussion describe how that relationship can be most successful, avoiding potential problems and challenges, and it suggests specific activities to assure the relationship is sound.

Desired Outcomes

The goal in this presentation is to have the school team understand their organizational structure and the impact that structure has on the delivery of the school’s mission and continued organizational stability.

Resources

Handouts from National Association of Independent Schools (USA), Triangle Associates (International) that describe best practice for school organizations.

Activity

The team participated in a cycle of inquiry to determine the need for a full assessment of the organizational structure.

Homework

- Make a plan for changes to the school’s organizational paperwork (legal and working documents) and create a schedule for addressing the needed changes.
- Review the job description of the school leader, specifically identifying the roles of the school leader and the leader of the governance team.

Workshop 4: Evolving people, evolving schools and evaluation

PowerPoint Presentation: There was no presentation for this workshop

Content Summary

The goal of this workshop was to introduce participants to the theory of developmental stages of the teacher and how they influence pedagogical work. This information brings a new perspective on the teacher as a member of the organic process of formative development of the school. The developmental cycle is a dynamic continuum of creation and sustaining, change and stability, new manifestations and structural formative support. The school is much more than just the story of an individual. The key to the positive development of our schools is in developing and integrating individual stories into the wider cultural framework, which focuses on basic principles and values. Our challenge is to integrate various and diverse voices and perspectives into the wider story - coherent vision - and at the same time to respect and value all phases of development and all transitional phases, without losing the thread of the story. Our school processes and rituals will flow from integration of individual visions and goals to a larger evolutionary task. Only this way stories of our schools will develop important diversity and resonance which will be imprinted into the next generation.

Desired Outcomes

The goal of this workshop was to help participants understand that school is an interconnected system and that only if each individual in the school system grows, the other parts of the school system can grow as well. Formative approach to students is intrinsically connected to formative development of the whole school community.

Resources

Namta: The Process of Whole School Development article.

Activity

Discuss the process of whole school development and assessment. Look at its different aspects: development of the child, teachers, head of the school and the parent community.

Homework

Read the article and in light of it, reflect upon the “formativeness” of your own practice.

PowerPoint Presentation: Teachers as Supervisors

Content Summary

Montessori teachers are well-trained to implement the Montessori pedagogy in a classroom. They are not always trained or experienced in the skill of being a supervisor to classroom assistants and other support staff in the school. This skill is essential in creating collaborative and long-term relationships among staff, which ultimately has a positive impact on the children in the school. This presentation shares a system of onboarding, training and supporting assistants and support staff with suggestions for helping to develop supervisory skills for those in the community who will need them.

Desired Outcomes

The school leader will understand their role in creating clear job descriptions and expectations throughout the community. The school leader will be able to support the Montessori teacher in becoming a supervisor who promotes the growth of the assistant that they work with, just as she does for each child,

Resources

- Sample job descriptions (previously shared during the course)
- Sample professional development plan (previously shared during the course)

Activity

Team members make a list of staff in their school who may not currently be well-supervised and create a plan for addressing the situation.

Homework

Review the staff handbook (or continue to create or complete one) with the emphasis on growth culture for all staff. Assure that continuous growth includes a system for supporting and supervising assistants and support staff.

Workshop 5: Increasing Parent Engagement

PowerPoint Presentation:

Content Summary

Desired Outcomes

Resources

Activity

Homework

Workshop 6: What Do We Really Want for Our Children: Montessori Outcomes

PowerPoint Presentation: What do We Really Want for Our Children

Content Summary

Parents choose Montessori programs for a variety of reasons but usually during the elementary years they begin to consider the outcomes of the educational approach. This activity brings the parents to an awareness that they are choosing Montessori for the right reasons. While public pressure for a more summative assessment approach to education is experienced by Montessori families, when they gather with other parents and go through this exercise they become aware of what are their deeply held beliefs about the value of the Montessori experience. Parents work in groups to create a list of characteristics they hope their children possess as they leave for college. What are the skills they believe their children will need to manage an uncertain future? Are they academic benchmarks or skills such as cooperation, collaboration, problem-solving and creative thinking? Following the parent group activity, Montessori teachers share how those skills or characteristics are built in Montessori classrooms across the levels--primary, elementary, and adolescent.

Desired Outcomes

Parents will reaffirm their understanding of the deep-rooted outcomes of a Montessori educational experience across all four planes of development.

Resources

No resources handed out.

Activity

Role Play a section of the evening event.

Tool kit by session

Circle of Evaluative Inquiry

Session 1

Organizational Chart

Session 2

An Observation Plan

Session 2

4-Question Assessment of Growth Culture----

Session 3

7 Verbal Habits of Growth Cultures

Session 4

The Story of Your School

Session 4

One:One Conversation Script

Session 5

Circle Process

Session 5

Strategic Planning Activity

Session 6

Conversations for Growth Template

Session 6

Stages of Teacher Development

Session 8

Four Self Study Questions from GSA--- at each of 4 section endings.

Feedback Meeting Template

