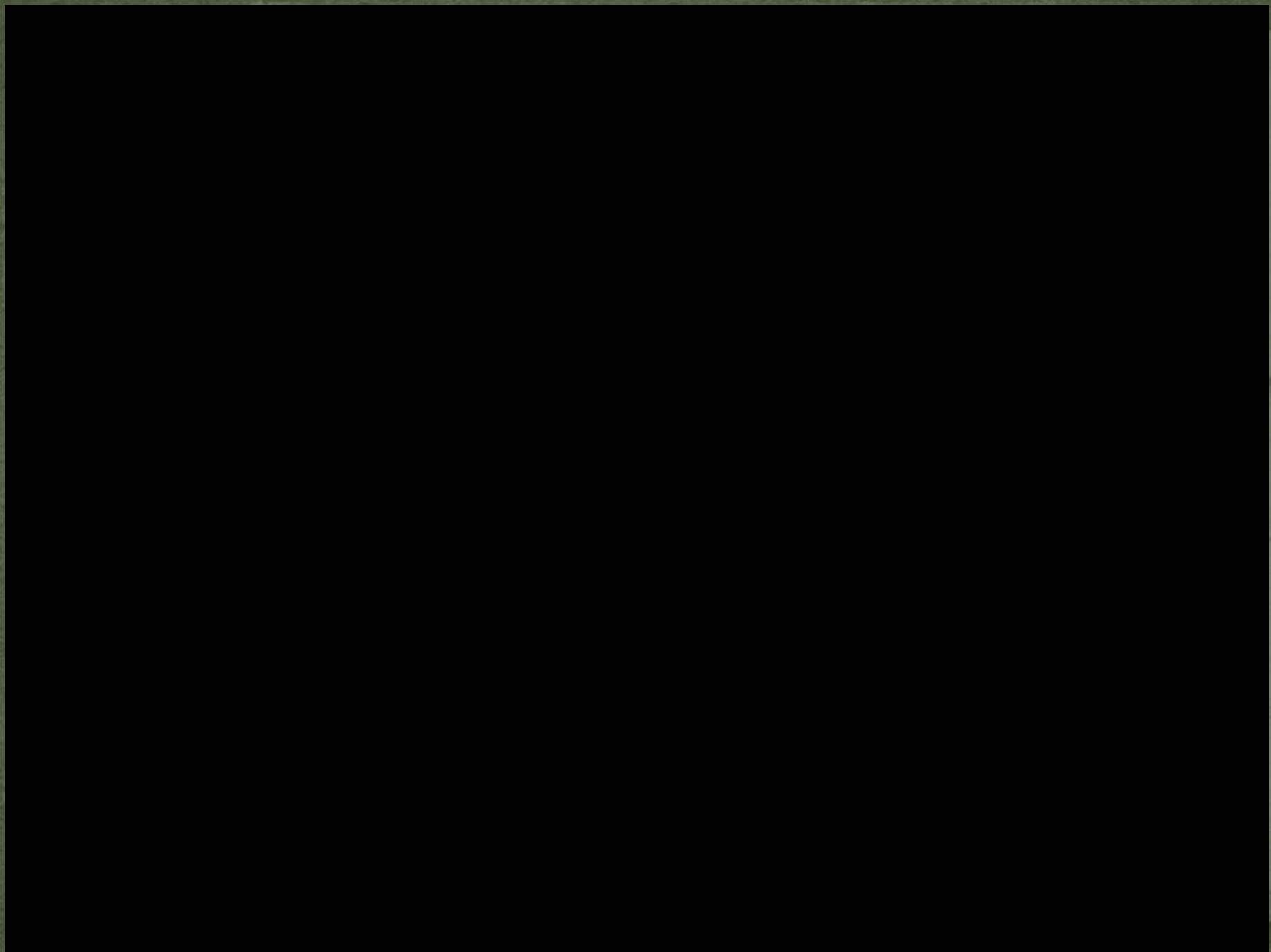


Developing An Engaging Curriculum Through Meaningful Work

Presented by:
John Meiser
Head of School
Welsh Hills School



A little bit about me...

- Worked as a traditional classroom teacher for 10 years as a third, fifth and sixth grade teacher
- Served on the ISACS Professional Services Board Committee and was a member of LMAIS
- Worked in the area of development to help raise funds for low-income, minority children to attend private schools.
- Have run many marathons, including 3 Boston Marathons and am currently training for 50 mile run to support scholarships.'
- Head of School at Welsh Hills School in Granville, Ohio
- Most important accomplishment and job....Dad of Carson(9) and Cole(3)

What is the purpose of this presentation?

Motivate

Educate

Initiate

Stimulate

Intimidate

Think about your educational experiences and favorite teacher...

What do you remember? Why do you remember them?

Did you know?

Five Abilities to Succeed in the Modern Workplace

U.S. Department of Labor

1. The ability to identify, organize, plan and allocate resources, including budgeting, keeping records, following schedules, distributing work, evaluating other's performance, offering feedback, and managing time.
2. The ability to work with others, including working in teams, exercising leadership, negotiating, and being able to work well with people from diverse backgrounds.
3. The ability to acquire and evaluate information, including using computers interpreting and communicating data.
4. The ability to understand how various parts of a system fit together. This includes knowing how social, organizational, and technological systems work and how to make them more efficient.
5. The ability to work with various technologies. This includes choosing the right tools or equipment for each job, maintaining and troubleshooting equipment.

What are the areas to develop the
Whole Child:

Ethical/Moral

Social

Emotional

Physical

Intellectual/Academics

Characteristics of a Great Teacher:

Sense of Humor
Positive “Can Do” Attitude
High Expectations
Consistency
Fairness
Flexibility

What do educators need to accomplish this?

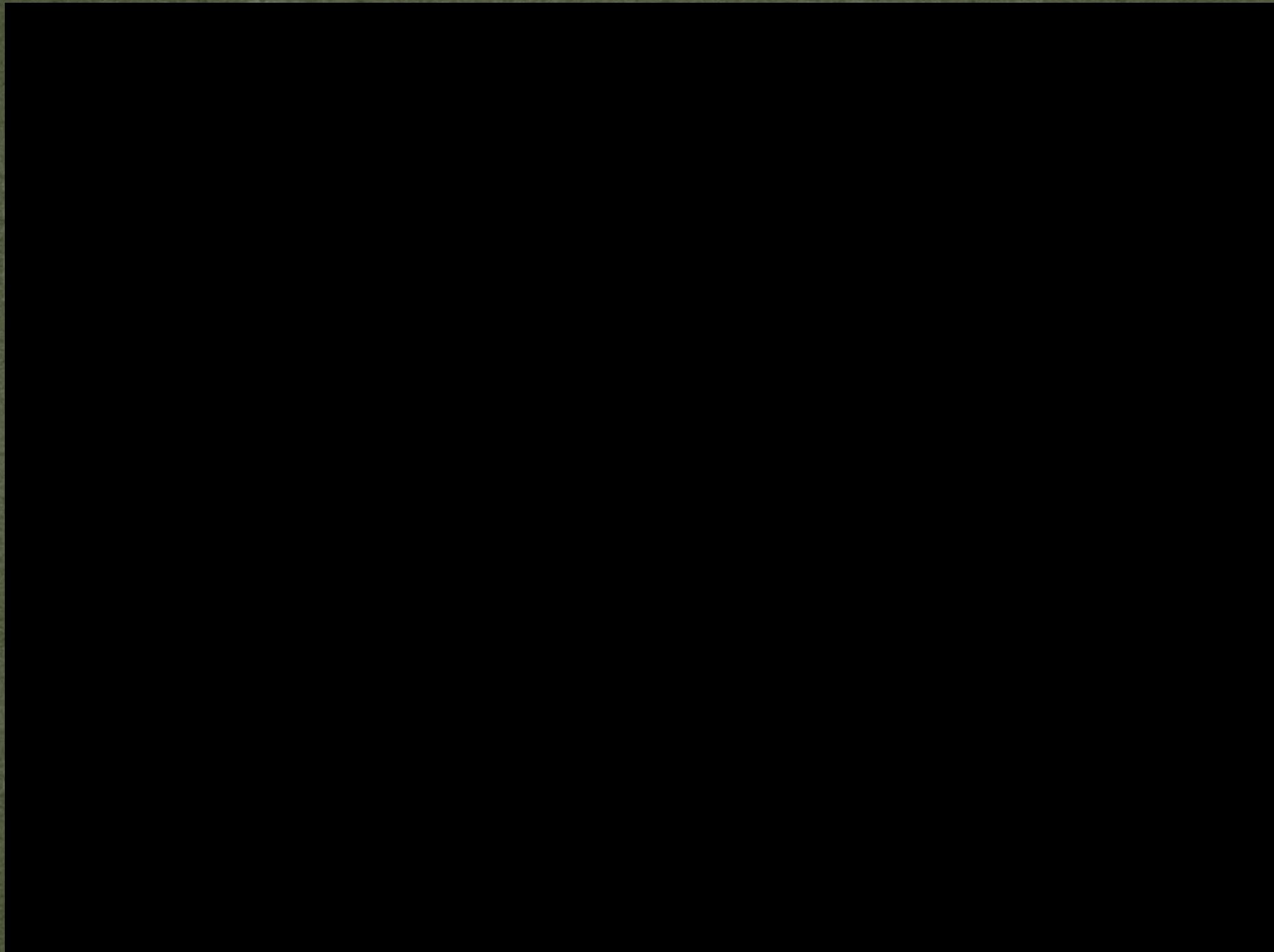
- Vision
- Perseverance
- Determination
- Resilience
- Thinking “outside the box”
- Fortitude
- Imagination

THIS IS HARD WORK! 😊

What is was Montessori's Intent?

"My vision of the future is no longer people taking exams and proceeding then on that certification . . . but of individuals passing from one stage of independence to a higher [one], by means of their own activity through their own effort of will, which constitutes the inner evolution of the individual." —
Maria Montessori

Do they get it? How do we know?



Things to consider:

- The adult should not take over anything the student can do alone.
- Instructions should not be long-winded, cumbersome, or ego-inflated. Crisp, clear demonstration works best.
- The community structure requires adults to have time for one-on-one or small group instruction.
- Experts from outside the community can be great—and can also be ineffective.
- Safety issues may require an adult to supervise.

Did you know?

Google founders, Sergey Brin and Larry Page were, are Montessori students who still embrace “thinking outside the box.” How?

The Great Experiment: The Montessori Erdkinder Program

- Farm
- Animals
- Occupations/Thematic course of study
- Micro-economy
- Flexibility
- Vision
- Committed parents, independent students and devoted faculty

Why do we need a working farm?

“... work on the land is an introduction both to nature and to civilization and gives a limitless field for **scientific** and **historic** studies. ... there is an opportunity to learn both academically and through actual experience what are the elements of social life.” Maria Montessori

Why is a farm necessary?

- Interacting with others allows them to understand how humans collaborate and organize themselves to solve problems.
- Using their bodies to accomplish tasks—adapt to and change the landscape. Hand to Head
- Exploring different roles/tasks/occupations.
- Practicing self-care at an adult level.
- Practicing care of the environment at a community level.
- Working to test their skills, to stretch themselves.
- It gives them “real-world” application of subject matter

Occupations/Thematic Units

- Occupations are an extension of the classroom.
- They provide hands-on experiences that students can relate to real-world scenarios.
- Multiple subjects are studied within one occupation.
- Occupation projects represent the convergence of the work on the land and study in the classroom.
- State standards are introduced in the classroom and mastered in the field.

The Earth Oven



Micro-Economy

- Students run a business within the community.
- Students decide how, why and what to invest in.
- This provides real-world experiences in currency exchange, profit/loss, advertising, etc....

Why does it work?

If the task is real students/adolescents will take the standards seriously,

BUT adults have to be patient with the less-than perfect outcomes.

The Process

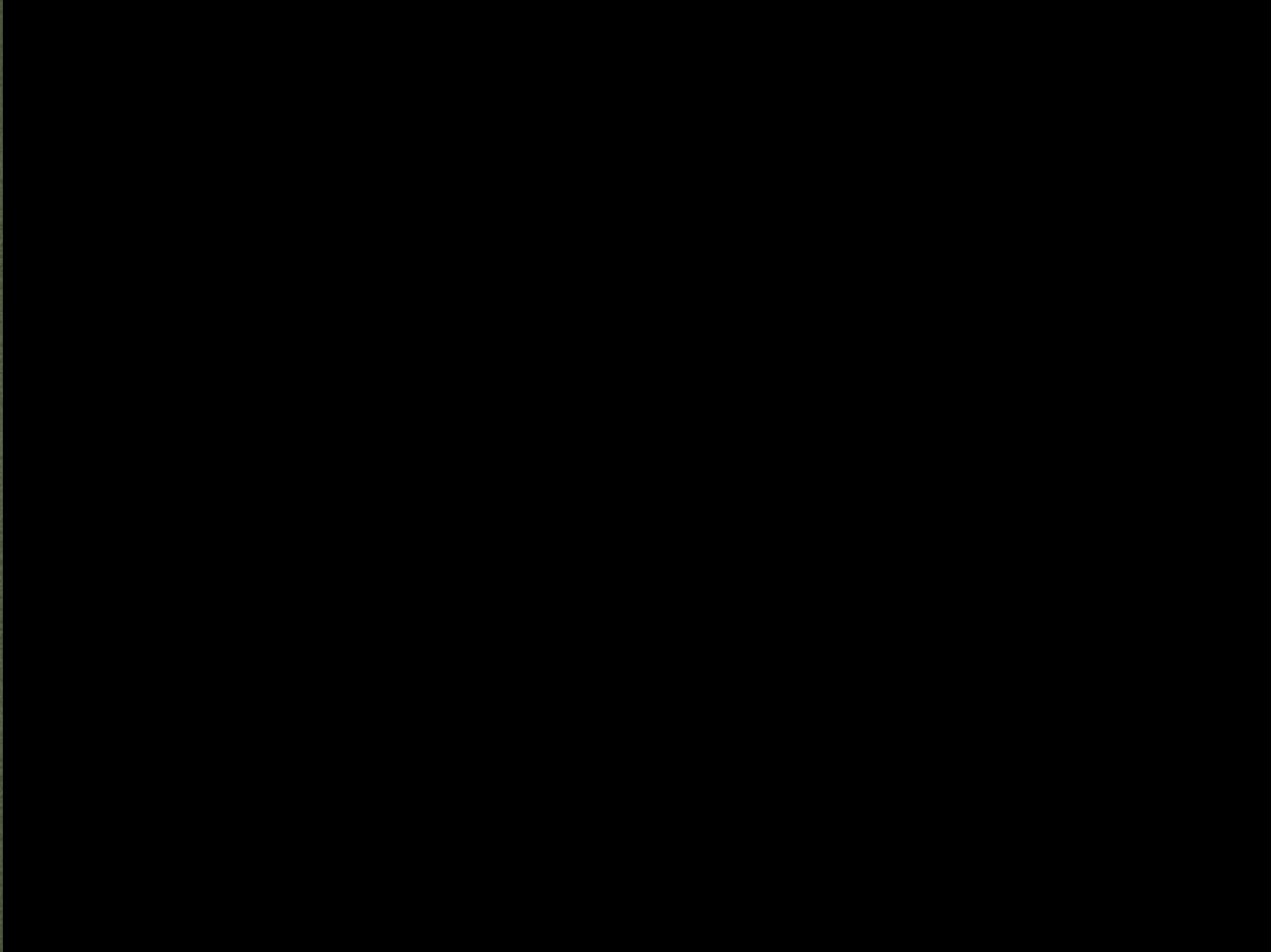
- Adult analyzes the task to know what aspects need instruction.
- The student does whatever he/she is capable of doing on her own; the adult demonstrates what the “expert” knows that the novice doesn’t.
- The student tries what the expert has demonstrated.
- The expert stays close by to observe and give feedback.
- The student works without the expert—but the expert can be reached easily for help.

Confidence

- “I’ll demonstrate.”
- “You try. I’ll watch”
- “I’ll help you refine.”
- “You work on your own. I’ll be close by if you need help. I’ll come back later to check on you.”
- “You work on your own this time unless you need assistance—come get me if you need help.”
- “You don’t need me. You know what you are doing. Show me when you finish.”

And if they get in over their heads—

“We’ll work together. Between the two of us, we’ll get this done.”



Any Questions?

You can download this presentation at:
public.me.com/freedom22