

INFANZIA E ADOLESCENZA Per un intervento educativo su misura



Aula Magna del Rettorato
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Abstracts

Clara Tornar, University of Roma Tre, Scientific manager of the “Centre for Montessori studies”
Childhood and adolescence: observations based on the Montessori text.

Maria Montessori's pedagogy is mainly known for its contribution in the field of children education; less well known is its extension to the third childhood and adolescence. From the scientist's reflection on these evolution stages, to which she dedicated the book *From childhood to adolescence*, psychological observations and pedagogical indications of great interest and modernity come out, as well as a suggestions about curriculum and organization for secondary education based on a request of radical change in adolescence education to which a number of schools today in Europe are inspired. The speech is aimed at discussing the main points of Maria Montessori's thought referred to the third childhood and adolescence: I will present the historical and cultural context within which her work could develop, the most qualifying and original dimensions of the pedagogical project aimed at the education of adolescents, I will present the ways in which such project has found its accomplishment in various experiments currently carried out in Europe.

Grazia Honegger Fresco, Project editor of “Il Quaderno Montessori”
Educational continuity within difference: from “biological newborn” to “social newborn”

The speech will start examining some of the guidelines to which an educational project should be inspired, meant as an answer to the needs of each human being, in the different development “plans”. I will focus particularly on the following key-elements: the observation of individual sensitivity and communication signals, preparation and care for the environment, the necessity to recognize growing needs of activity, independence, concentration, and the relationship with others, the respect of individuals and consistency between goals and means, trust on the capacity of self-correction. I will move on discussing the qualifying aspects of each development plan from birth to adolescence and the role school should play - and it doesn't do so - as an answer to the needs and vitality expressed by children and teenagers.

Eva-Maria Ahlquist, University of Stockholm
Learning in the Montessori adolescence environment

The design of the classroom has an impact on how the learning activities manifest. The schools arrange an environment that corresponds to their pedagogical ideas and the environment tells the child how he or she is expected to act. The Montessori philosophy is based on the idea that the

human being learns through activity, which means involving the body in the learning process. The main principle of the Montessori philosophy is that human beings are intentional; in other words, humans seek for meaning. Montessori meant that the environment possesses an eloquence that competes with the teacher. The logical consequence of this statement is a “prepared environment”, an environment prepared for activities. I will focus on the environment for adolescence. The teenager has some characteristics in common with the preschool child, which raises the question about the adolescence environment. Does the adolescence environment share some qualities with the preschool environment? During my presentation I will discuss the ideas of the Montessori pedagogy and the adolescence environment.

Cristina Stringher, National Institute for the Evaluation of the Educational System
Learning how to learn: from Montessori a modern lesson

The purpose of this speech is to point out how Maria Montessori’s work sets the basis not only of a theory about learning how to learn, but mainly of a pedagogy of learning centred on development of individual learning competences. A clear and feasible answer aimed at raising the level of learning of Italian students, in worrying decline as stated by major national and international surveys. Learning how to learn, far from being an easy slogan, is a cross-theme between subjects and of interest for a large audience of teachers who wish to produce a real improvement in the quality of school product and in the relations established within the class.

Paola Cosolo Marangon, CPP - Psycho-pedagogical Centre for Peace and Conflict Management
Adolescence is conflict. The educational effort of adults facing the frailty of adolescents

The challenges posed by adolescence to adult world are many and various; first of all the necessity of placing oneself in a totally new dimension from the point of view of self-concept. The narcissistic component of adolescents raises many questions among parents and educators. It is a new kind of questioning, though, because the adult world is not exempt from the media influence which is based on exhibiting oneself. The prevalent educational model today is based on negotiation, on maintaining the relation and on the capacity of identifying with other person’s points of view. This has contributed to introducing important news in the functioning of relations in families and other educational agencies and structures. There is a mutual need of being recognized, often exalted, glorified, but this is in strong contrast with “healthy” educational needs where independence should be the target on which development and growth are based. The challenges, nevertheless, are born in order to be accepted and, with involvement and awareness, thanks to Masters who still have a lot to say (Montessori), we can assume conflict as a task and transform it in resource.

Michaël Rubinstein, Managing Director Montessori Centre of Knowledge - Amsterdam
Mirjam Stefels, University of Amsterdam
Starting Montessori secondary schools: opportunities and obstacles

There is a long standing tradition of secondary Montessori schools in The Netherlands: the first secondary school started in 1930. Now there are 20 schools with a total number of 10.000 pupils. Secondary Montessori schools in The Netherlands operate within the Dutch state curriculum. Pupils take part in the national exams. Within that curriculum schools have enough freedom to mark out their own identity. The secondary Montessori schools have developed their own pedagogical and didactical approach. Together the schools have established what is characteristic for secondary Montessori education and what is necessary in order to become a competent teacher of secondary Montessori education. The presentation will focus on two topics. The first topic is the pedagogical and didactical approach and the way in which it logically follows from primary Montessori

education. A second topic will be the way in which to found secondary Montessori schools. What are opportunities and possible obstacles when starting and developing a new secondary Montessori school?

Heidi Niederkofler, Director Comprehensive Institute Bozen-Europe

The Montessori experience of our middle school as educational continuity with primary school

In this speech I present the experience of primary school “Johann Heinrich Pestalozzi” and of middle school “Albert Schweitzer”. Both schools belong to Bozen-Europe Comprehensive Institute, in Bolzano, and are reference schools of “Provincia autonoma di Bolzano” as they have established Montessori inspired classes (6 classes for primary school, 3 classes for middle school) with the pedagogical-scientific support of School authority and Pedagogical Institute in German language. Starting from knowledge and in-depth examination of Montessori pedagogy principles, an experience has been carried out in order to find positive ways for their consistent and effective implementation within the school. Everyone is aware of the fact that leading and managing Montessori-inspired classes, within a school context inspired to a traditional pedagogical model, involves dealing with continuous challenges, for both teachers and pupils. Presenting the route that has been followed I wish to analyse the problems but also the advantages and benefits that this kind of experience can offer to today’s school.