



WMPCS Secondary Program

Overview

The WMPCS Secondary Program Systems of Inquiry model is one that is used nationally and has proven to be successful in ensuring students can:

- Think critically
- Analyze problems
- Develop systems
- Become well rounded citizens
- Develop skills
- Develop a world view
- Connect relationships

“The secondary schools as they are at present constituted do not concern themselves with anything but the preparation for a career, as if the social conditions of the time were still peaceful and secure. They do not take any special care for the personality of the children, nor do they give all the special physical attention that is necessary during the period of adolescence. Thus not only do they not correspond to the social conditions of our day, but they fail to protect the principal energy on which our future depends: human energy, the power of individual personality.” (Maria Montessori, *From Childhood to Adolescence*, p.62)



Agenda

- Lessons learned from 2008+
- Secondary Program and its development
- Why the Environment modifications
- Instructional development
- Lesson development and integration

“The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a ‘school of experience in the elements of social life.’”

(Maria Montessori, *From Childhood to Adolescence*, p. 64)



Lessons Learned from 2008

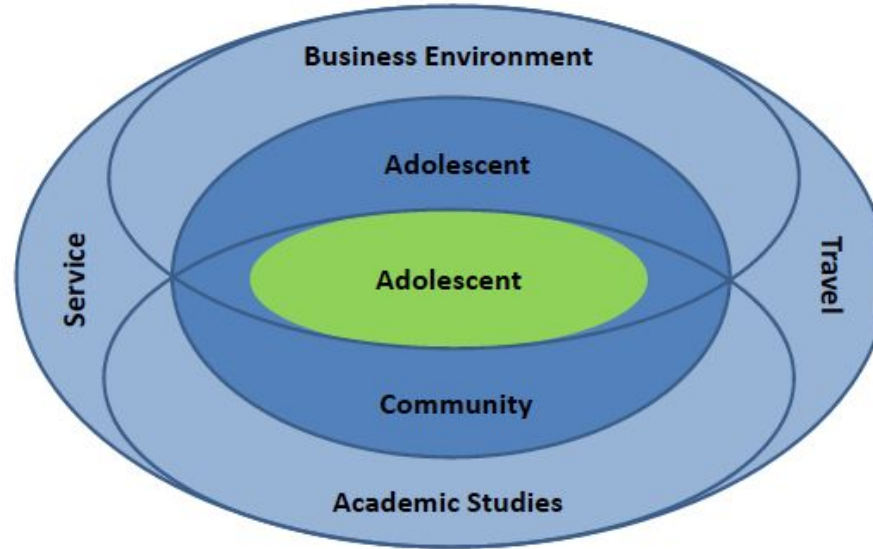
- Since 2008 our middle school has gone through multiple transitions:
 - Thematic teaching
 - Traditional teaching
 - Modified Common Core
- Until 2012 our school did not have the second half of the Secondary Program.

“Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development...” (Maria Montessori, *From Childhood to Adolescence*, p. 84)



Overview

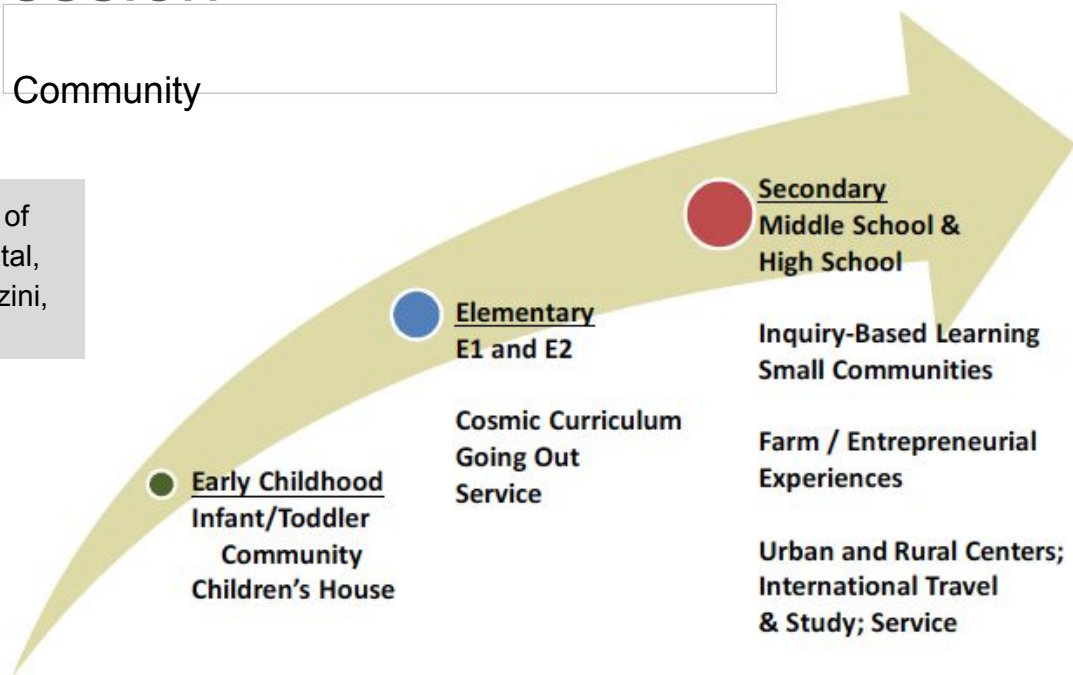
WMPCS Secondary Program



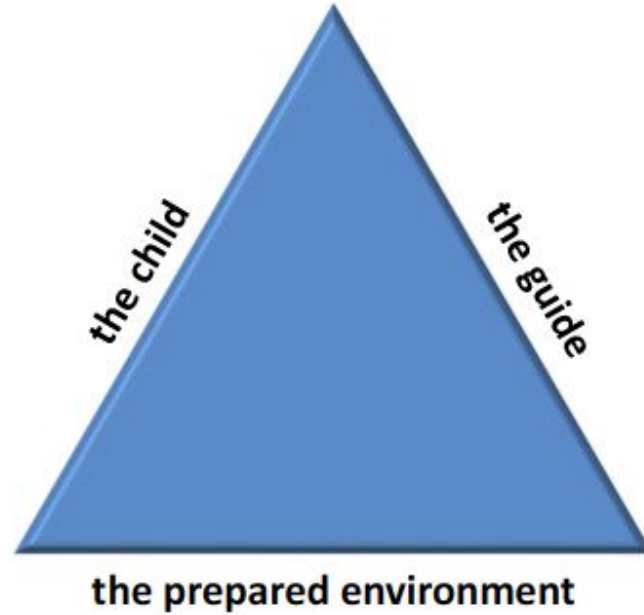
Montessori Progression

The Montessori Community

“Thus the individual passes from one plane of interdependence to another - physical, mental, moral, economic, spiritual...” (Camillo Grazzini, *The Four Planes of Development*, p. 38)



Montessori System

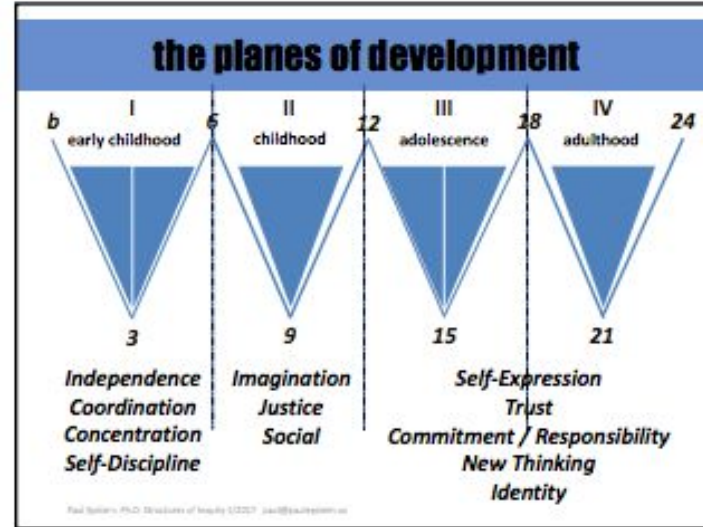
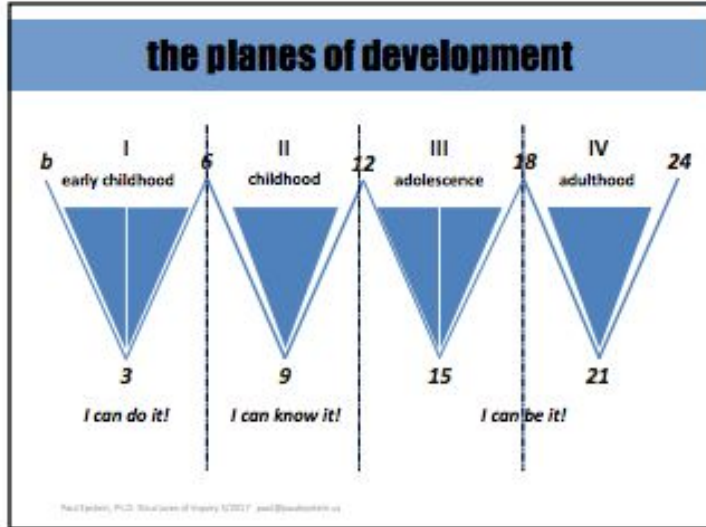


Montessori System

Child	Guide	Environment
inner potential	personal preparation	structure and order
movement	an observer	reality and nature
think with objects	personalizes learning	beauty
the process of normalization	prepares the environment	the Montessori materials



Montessori Adolescent



I have found that in his development, the child passes through certain phases, each of which has its own particular needs. The characteristics of each are so different that the passages from one phase to another have been described by certain psychologists as 'rebirths'. (Montessori, "The Four Planes of Education", p.1, reprinted in 2004)



Montessori Adolescent

the 3rd plane

- Learning to work through problems.
- Learning to socially contribute.
- Understanding interdependency and the need to cooperate with adults and peers.
- Adopting work roles.
- Beginning to understand economic independence and interdependence.
- Balancing individual initiatives in relation to community goals.
- Learning the meaning of rules and their importance to harmonious living.
- Understanding work as a product of commerce necessary to community life.

Annette Helms, Kari Baker, & David Kahn. "Optimal Developmental Outcomes."

Paul Sperry, Ph.D. Structures of Inquiry (2007) ds@bluewin.ch

“Adaptability - this is the most essential quality; for the progress of the world is continually opening new careers, and at the same time closing or revolutionizing the traditional types of employment.” (Maria Montessori, *From Childhood to Adolescence*, p. 61)



Montessori Adolescent

the 3rd plane

- Respecting others and their roles.
- Assuming adult –like responsibilities.
- Grappling with social and moral problems, such as the right use of the natural environment or the ethics of science.
- Contributing to the group.
- Developing a “mission” orientation and service to others.
- Asking, and seeking answers to big questions – What is my purpose? How can I make a difference?
- Becoming response-able; incorporating community values.

Annette Haines, Kay Baker, & David Kahn. “Optimal Developmental Outcomes.”

Neil Eisen, Ph.D. Structures of Inquiry (SOI)™ and Developmental

“The chief symptom of adolescence is a state of expectation, a tendency towards creative work and a need for the strengthening of self-confidence.” (Maria Montessori, *From Childhood to Adolescence*, p. 63)



Environmental Modifications

We model what we want the adolescents to internalize and how we want them to treat their space and peers.

Teachers and administrators have shared space.

There is space for individual needs; no two children's needs are the same.

Program is consistent and predictable.

“Place is a community to which the adolescent feels he or she both belongs and contributes.” (David Kahn, “The Third Plane of Development (12 - 18)”, p. 29)



Environmental Modifications

The uncluttered environment to follow the whole school model:

- Cleared teacher workspaces
- Wall decorations restricted to: Student's art, Montessori materials, Classic artwork, etc...
- Specific spaces for announcements in the common areas
- Specific spaces for shared level-wide instructional/classroom supplies

“The adolescent must never be treated as a child, for that is a stage of life that he has surpassed. It is better to treat an adolescent as if he had greater value than he actually shows than as if he had less and let him feel that his merits and self-respect are disregarded.” (Maria Montessori, *From Childhood to Adolescence*, p. 73)



Core Instructional Development

- We have shifted to “themes” for the year.
- Math will be taught to each level at the same time, 5 days a week with the three math teachers.
- We are going to integrate the businesses and service into the core at a deeper level.
- Service projects need to have the same weight as the class trips.



Core Instructional Development

Themes:

- Themes will be on a two year cycle
 - 7th and 8th
 - 9th and 10th
 - 11th and 12th
- Themes will be non-repetitive for the students and build towards the 12th grade.
- Themes will be quarter-based and integrated in the core subject areas: English, History, Science.
- Themes can be integrated in the other subjects, but also may have mini-themes.

“My vision of the future is no longer of people taking exams and proceeding on that certification from the secondary school to the university, but of individuals passing from one stage of independence to a higher, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual.” (Maria Montessori, *From Childhood to Adolescence*, preface)



Core Instructional Development (cont.)

- The Core classes will use themes to integrate their instruction and even assignments.
 - An English class may have an essay that covers a topic in history; the essay may be graded in both classes.
 - There will be a standard Secondary paper editing process and guidelines for all classes.
- Ease reliance on technology and textbooks.
- We will be adding a second parameter to the report cards per class:
Academic Effort (DRAFT): E: excellent, S: satisfactory, N: needs improvement and U: unsatisfactory .



Lesson Development and Integration

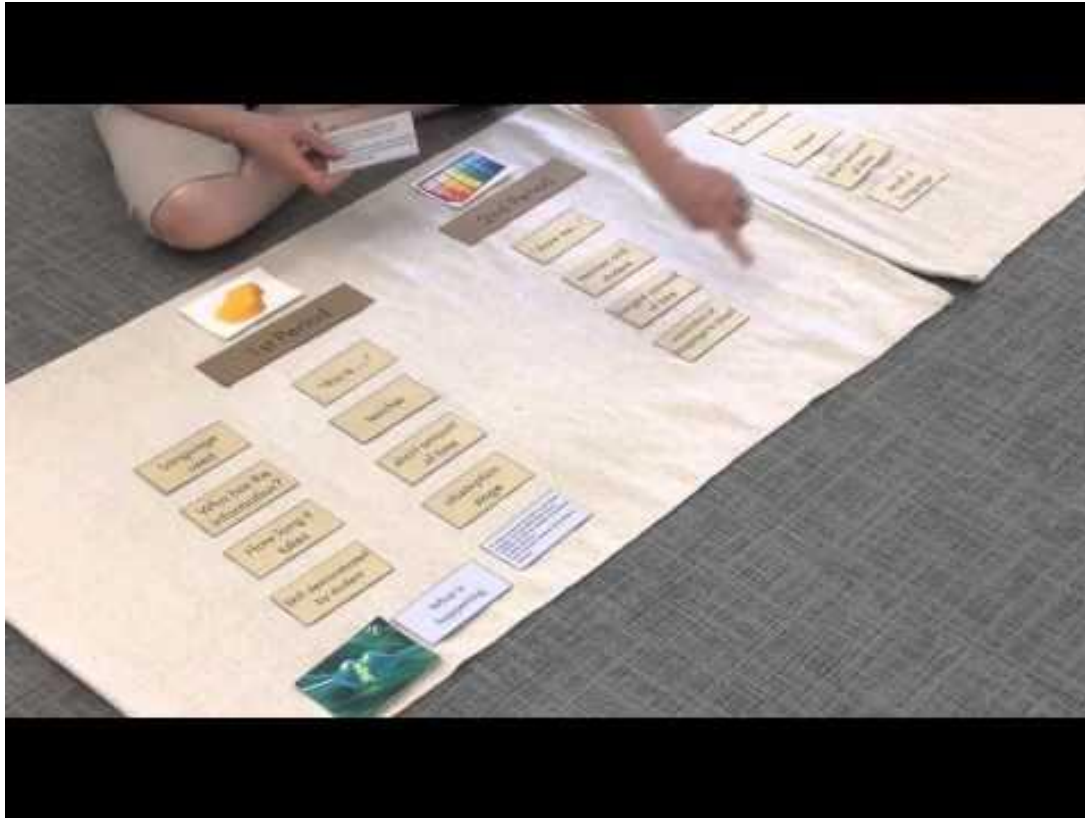
- Theme development
 - Themes are guided towards an overall 6 year cycle / 2 year per blended classrooms.
 - Themes are primarily for English, Sciences and History / Cultural Studies.
 - Rubrics for grading and due dates are included in study guides.
- There is a specific format that should be followed with the study guides.
- Study guides need to be given to the students at the start of the cycle.
 - They can be altered, but the students will have a basic format with assignments
- Study guides will focus on the three period lessons from Primary/Elementary.
 - Introduction/Presentation (absorb, “this is...,” teacher owns information, short amount of time)
 - Practice (classify, “show me,” student and teacher share the information, longest amount of time)
 - Mastery (retrieve, “what is this?,” student owns the information, short amount of time)

<https://www.youtube.com/watch?v=eJ9Du2aWTIA>



“Independence, in the case of adolescents, has to be acquired on a different plane, for theirs is the economic independence in the field of society.” (Maria Montessori, *From Childhood to Adolescence*, p. 67)

Three Period Lessons



Questions?

