



## 2018 Conference Workshop Descriptions

### Morning Workshops

#### NEW for 2018! Intensive Workshop Opportunity

**Title of presentation: An In-Depth Focus on the Importance of Observation in the Montessori Environment of Our Youngest Children**

**Age group focus:** Infant/Toddler and Primary

**Time:** 11:00-12:45

**Abstract for presentation:** True scientific observation transforms information into knowledge. How can we cultivate the power of observation so that we not only look but see; not only hear but listen; not only intuit but understand; and never teach but always guide? Our ability to observe will come from practice; not in finding the ability to know everything but in our ability to know what is important. Observation is one of the most important skills of the Montessori guide. In essence, scientific observation is the vital tool that allows the guide to assess the child, consider situations, create lesson plans, and develop strategies for managing the environment. It is through observation that the guide can support an evolving environment towards a wholesome, harmonious, and peaceful learning and living space for children. Together we will consider why we observe, how to observe, and what to do with our observations.

**Biographical information: Sandra Giralto:** Sandra Giralto is the Primary Director of Training at the Foundation for Montessori Education in Toronto, Canada. She holds a Bachelor of Science Degree a Master's Degree in Education from Loyola College, and an AMI Primary Diploma. She is a world-renowned speaker who has presented in North and South America, Europe, Asia, and Australia. Sandra has been a member of the AMI Scientific Pedagogical, Materials, and Translation Committees. She is currently the president of AMI Canada. Sandra has had the unique distinction of being mentored by Renilde Montessori, Dr. Montessori's youngest granddaughter.

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**Infant Toddler Focus**

### **Title of presentation: Toddler Speak: A Positive Approach**

**Abstract for presentation:** The way we speak to toddlers is a delicate one, and one that has far more impact and meaning than we may know. In this workshop we will dive into how we communicate with toddlers to further understand and digest the way words can be communicated by a toddler. In addition, we will explore ways we speak to the adults around us and how that communication impacts toddlers.

**Biographical information: Rachael Dunbar:** Rachael has more than 20 years of experience with toddlers in a Montessori environment. Through these years she has had the privilege of earning her AMS Credential from CMTE/NY and a Master's in Special Ed. Rachael has always been a lifelong learner and has had the pleasure of helping launch a Montessori toddler program, presenting at several Montessori conferences, and joining the Northeast Montessori Institute in 2015 as an instructor. Throughout her years, Rachael's favorite motto has been "There are no mistakes in life, only lessons learned." She is proud to share this motto with the world.

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### **Early Childhood Focus**

#### **Title of presentation: Circling Back to Circle Time**

**Abstract for presentation:** Let's take a fresh look at ways to make circle time a valuable gathering to build community in the Montessori Children's House. Gretchen and Megan will lead us in a re-examination of the purpose of circle, discuss typical stumbling blocks that teachers encounter on the road to success, and include guidelines for a successful circle. Participants will learn ways to breathe new life into their circle through directly experiencing many activities that build a peaceful, caring community of 3- to 6-year-olds. These will include grace and courtesy role plays, storytelling and poetry, individual opportunities for children to share with the group, appreciation and gratitude rituals, ways to orchestrate partner activities in the midst of a whole group circle, and songs and games that create a sense of welcome and belonging.

**Biographical information: Gretchen B. Courage,** Director of Education, Amherst Montessori School: I founded my own school in Brooklyn, N.Y., in 1977. I have worked in both public and private Montessori schools as a teacher, mentor, and administrator and have also been a teacher trainer and intern visitor.

**Megan Randlett,** Children's House Guide, Amherst Montessori School: Megan earned her Early Childhood credential from the Florida Institute of Montessori Studies. She holds an M.F.A. in Painting

from the University of Massachusetts, Amherst, and a B.F.A. in Painting from the University of Connecticut. She spent two years as a co-lead guide at Longmeadow Montessori Internationale before joining Amherst Montessori School in the fall of 2015.

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**Title of presentation: Teaching—So Much More Than Taking Training**

**Abstract for presentation:** The albums and lessons from your Montessori training are essential tools for your success as a Montessori lead guide. In this workshop, we will explore other keys to your success: renewed attention to detail, mindful application of teaching strategies, and classroom management as a teaching tool.

**Biographical information: Claire Doody:** Claire has been a teacher trainer for NEMTEC and Seacoast for both Children’s House and Lower Elementary. She holds an M.A. in Communication from the University of Northern Colorado and an M.ed. in Early Childhood Education from Xavier. She is also Orton-Gillingham credentialed.

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**Title of presentation: The Heart’s Path: Social-Emotional Curriculum**

**Abstract for presentation:** Participants will learn to integrate a unique, yearlong, Montessori-based social-emotional curriculum into their school community. Through stories, discussion, activities, movement, and music you will learn to help children: identify and effectively communicate feelings; regulate emotions and behavior; reduce stress; build a positive self-concept, employ mindful awareness; and more!

**Biographical information: Melinda M. Cropsey,** Curriculum Consultant, Longmeadow Montessori Internationale: Melinda Cropsey is the founder of Hearts Path LLC and the author of The Heart’s Path Curriculum, a social-emotional curriculum designed for children between the ages of 3 and 7. She is a textile designer, labyrinth enthusiast, and member of the New England Labyrinth Guild. She conducts workshops for schools nationwide.

**Mary Jo McNamara,** Head of School, Longmeadow Montessori Internationale: Mary Jo McNamara is excited to introduce Heart’s Path to the MSM community. The program blends beautifully with our Sensorial, Peace, and Character Education curriculum areas and has been a gift to students, teachers and parents alike.

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## Lower Elementary Focus

### **Title of presentation: Singing Games and Dances in the Elementary Classroom**

**Abstract for presentation:** Teachers of all backgrounds will learn techniques to successfully integrate musical activities into their classrooms to build community, reduce stress, and facilitate teamwork among students. They will learn strategies to enhance curriculum through the arts. Teachers will be introduced to a variety of accessible and engaging songs and dances to use in their classrooms.

**Biographical information: Katie Oberlander**, Director of Performing Arts, Harborlight Montessori: Katie teaches music and drama classes and directs musical and dramatic productions for grades PreK8 at Harborlight Montessori. Katie has also taught at Norwood School and Imagination Stage in Bethesda, Md., and has been a visiting artist at the Peabody Essex Museum in Salem, Mass.

**Heather Carnevale**, Lower Elementary Head Teacher, Harborlight Montessori: I have used a variety of songs and musical games to engage my students and have fun! Folk dancing, birthday walks, transitional games, and impromptu jingles are all part of my classroom experience.

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## Lower and Upper Elementary Focus

### **Title of presentation: The Historical Dinner: A Second Plane Cosmic Project**

**Abstract for presentation:** The Historical Dinner project is an interdisciplinary model that appeals to the second plane characteristics of 6- to 12-year-olds. Participants will receive a template for how to weave this project into the classroom and will leave with steps for how the project can help deepen connections to the broader community.

**Biographical information: Kira Meagan Ledendecker**, Elementary Guide/Director of Education: The Montessori School of the Berkshires: A former Montessori student, Meagan has an M.S. in Environmental Education. She worked for nonprofits and in public teaching before cofounding The Montessori School of the Berkshires. She is trained in AMI Assistants to Infancy (0-3), AMI Elementary (6-12), MEI early childhood (3-6), and MEI elementary (6-12).

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## Upper Elementary Focus

### **Title of presentation: Navigating Reading Disabilities in Your Classroom**

**Abstract for presentation:** What happens when you have a student who is struggling with reading? Learn to identify students who need reading intervention and how to gather crucial details that will allow you to pinpoint target areas. We will present current research and discuss how to use your Montessori know-how to meet students' needs.

**Biographical information: Jeanine Cambra**, Executive Director, Sandwich Montessori: Jeanine is a National Writing Fellow, Buzzards Bay Writing Project and has been recognized by both the Massachusetts Senate and House for excellence in teaching. She has presented to adults in many different settings. The mother of a child with reading difficulties, she firmly believe that the hand teaches the mind—of adults, too!

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### **Middle School Focus**

#### **Title of presentation: Introduction to Biochemistry for Middle School**

**Abstract for presentation:** Students will learn about the four basic classes of biochemicals—proteins, lipids, carbohydrates, and nucleic acids—and how they work together in cells and the body, and how environmental or genetic factors can affect these vital chemicals and ultimately an organism's health.

**Biographical information: Nancy Sergi-Gott** Teacher, Science, Engineering & Technology School: I have worked in education for 27 years, as a technician for college biology teaching labs, a lab instructor, and a Massachusetts-certified teacher. I worked for 13 years at a Montessori school as the science specialist, teaching Upper and Lower Elementary, then full-time in Lower Elementary.

**Alison Gott**, Teacher, Science, Engineering & Technology School: After college, I began my teaching career at SET School, teaching science and technology enrichment classes to children in grades 1-8. I also worked in the school's full-day summer program, teaching technology and science classes.

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### **Administrative Focus**

#### **Title of presentation: The Montessori Capital Project: A Path to Growth**

**Abstract for presentation:** This workshop provides school leadership with the tools to: assess and remedy the tension between a school's facilities-driven operational challenges and its

greater aspirations; determine the need/readiness for a capital project/campaign; determine the feasibility of undertaking a capital project/capital campaign; and develop a strategic path toward growth, stability, and sustainability.

**Biographical information: Kevin S. Campbell**, Education Consultant: I have dedicated 25 years to the care and growth of Montessori environments as a classroom guide, founder/director of a Montessori adolescent program, Head of School, adolescent program consultant, and coordinating the development of several Montessori campuses totaling over \$25 million in value and \$13 million in funds raised and financing secured.

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**Title of presentation: Administrators: Montessori Guides for Parents**

**Abstract for presentation:** This workshop will highlight the parallels in the administrator's and teacher's work in support of developing a deeper view and greater success in our work as administrators. In my experience, what works so well in the Montessori classroom also works exceedingly well with parents. As administrators, we need to prepare the environment, support our "students" in their multi-age community (some have been parents longer than others!) and continue to prepare ourselves as Montessori guides do. Whether your job as an administrator is to supervise staff, tour prospective parents, or manage the business office, the wisdom Dr. Montessori offered teachers on how to guide a classroom is valuable to ponder.

**Biographical information: Laura Frogameni**, Admissions, Montessori School of Northampton: Over the past 30 years I have worked in multiple teaching and administrative roles, at times straddling both worlds simultaneously. The overarching similarity in the focus and necessary skill set for success has become increasingly apparent.

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**General Interest**

**Title of presentation: Small Ways to Be an Inclusive Community.**

**Abstract for presentation:** We would like participants to leave this workshop with a sense of agency. We will share practices that can be adopted in a way that fits with daily routines and within rituals that a Montessori classroom already has in place. We would also like to share the work outside the classroom faculty and staff that we think is important as we aim to become more inclusive communities.

**Biographical information: Aline Gery**, Head of School, Lexington Montessori School: Since 2006, Aline has been Head of Lexington Montessori School. With a student population of over

50% students of color and 45% teachers of color, the LMS community works to engage all families and staff in the life of the school. Before her tenure at LMS, Aline served as Director of Admission and Financial Aid at Beaver Country Day School, where she played a key role in increasing racial and socioeconomic diversity.

**Maria-Veronica Barnes**, Director of Diversity Education, Lexington Montessori School: Maria-Veronica Barnes is the Director of Diversity Education at LMS. She is a certified Montessori teacher and a Montessori parent. She is passionate about creating spaces where children can learn about issues of social justice and anti-bias.

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**Title of presentation: Connect to Meaningful Work: Mindfulness for Adults**

**Abstract for presentation:** Maria Montessori recorded time and again that connection to meaningful work provided healing for the child and normalization of the species. As educators, we work to create that space for others, but what are we doing to normalize ourselves? Join Primary Guide and yoga instructor Bridget Barrett-Parker to discover the benefits of mindful engagement with work, strategies to connect to your passion and purpose, and tools you can start using immediately to deepen your connection to work.

**Biographical information: Bridget Barrett-Parker**, Lead Guide, Children’s Own School: After serving in the Peace Corps, being a single mother, working nights for Montessori training, and struggling to find a sense of balance, one thing has always reigned true—connection to meaningful work is a way to find peace.

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**Title of presentation: Navigating Difficult Parent Conversations**

**Abstract for presentation:** Teachers and administrators inevitably face challenging parent conversations, which are often frustrating. How to talk so that parents listen? In this workshop, participants will: understand the framework for handling difficult conversations; identify resolution/outcome styles in the conflict dynamic; and learn about a strategic approach to parent collaboration.

**Biographical information: Julia Pappas**, School Psychologist: Julia Pappas is a nationally certified school psychologist with more than 15 years of experience in the field of psychology and education. She spent six years of her career in Montessori schools, four of them in leadership positions. Julia’s unique set of experiences and professional expertise has helped facilitate numerous challenging conversations with parents.

**Cory Lane Valk**, Children's House Lead Teacher, Andover School of Montessori: Cory Lane Valk has taught in Montessori schools for seven years and enjoys working with young children. She views challenging parent conversations as an opportunity for collaboration and dialogue.

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## **Afternoon Workshops**

### **NEW for 2018! Intensive Workshop Opportunity**

**Title of presentation: Creating an Inclusive Classroom Community for All**

**Age group focus:** General Interest

**Time:** 1:30-3:15

**Abstract for presentation:** Participants will learn ways to create a supportive classroom community that benefits all students. These will include: strategies for preparing an inclusive prepared environment, activities; lessons and materials for individualized instruction; and targeted observation/documentation to impact teaching and management to guide students with special needs. We'll share ideas and techniques to develop social cohesion for acceptance of all students.

**Biographical information: Christine Lowry**, Education Consultant: Christine consults, educates, and advocates for Montessori education and students with special needs at the school and state level. She founded two schools with an mission of inclusion for all students. She has a rich background in working with students with a variety of special needs and challenges.

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## **Infant Toddler Focus**

**Title of presentation: The Very Hungry Toddler**

**Abstract for presentation:** Have you thought about adding food prep or baking in your classroom? Searching for new ideas or recipes? Looking for ways to incorporate food prep into group snack? Join us and be inspired with ways to create a snack program, and add food prep and baking, complete with menus and recipes.

**Biographical information: Launa O'Gara**, Lead Toddler Guide, Montessori of the Berkshires: The toddler classroom I entered did not have a food program, so over the past five years I have had the pleasure of introducing food-prep lessons, cultivating a baking program, and creating

menus that easily accommodate food intolerances and allergies while involving parental support of the budding chef.

**Kalee Tart**, Assistant Toddler Guide, Montessori of the Berkshires: During my training, we discussed the importance of food preparation. Food plays a key role in our rituals and customs and allows people to unite. Food is much more than just eating; it requires preparation such as creating the meals, setting the table, serving the meal, and then cleaning up.

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### Early Childhood Focus

#### **Title of presentation: Scaffolding and Differentiating STEM in Montessori**

**Abstract for presentation:** This workshop will explore scaffolding STEM Montessori curriculum to all learners throughout the school year, while providing a curriculum outline of STEM lessons, hydroponics, and experiments that can be easily implemented for all areas in the classroom. We will give teachers the scientific language to ask questions and present experiments to connect STEM from school to home.

**Biographical information: Karla Downey**, Lead Primary Teacher, Longmeadow Montessori Internationale: I am currently one of the lead teachers developing STEM in the Montessori curriculum. I have a passion for fostering children's confidence through their independent successes, love for learning STEM, and appreciation of nature. I developed a STEM-based gardening curriculum that is being implemented at many Montessori schools.

**Carmen Z. Garcia**, Lead Primary Teacher, Longmeadow Montessori Internationale: My passion for STEM and Montessori philosophy really shines when children fully engage with new materials I have created! It's a goal of mine to make a science connection between school and the home environment.

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#### **Title of presentation: Aiding Independence**

**Abstract for presentation:** All of the adults at school play a vital role in healthy child development. In this hands-on workshop, we will explore not only the global role of the adult as guide, but also offer specific procedures and practices for working with the young child. How can we be an aid to their independence and a scaffold for their learning? When should we intervene and when should we pause? When we have to step in, how can we do it skillfully? Join us for a rich and engaging time of community lessons and practice that will help you in your work with the whole room as well as with the individual child. Specific spoken language,

preliminary exercises, and grace and courtesy lessons will be offered and practiced. Highly recommended for lead guide/assistant teams.

**Biographical information: Julia Volkman**, Graduate Student, Harvard University: Julia Volkman has been teaching children and mentoring teachers in private and public schools since 1997. She is a teaching fellow for Harvard University's Neuroscience of Learning course, a Montessori mentor, the founder and president of Maitri Learning, and a primary consultant for the National Center for Montessori in the Public Sector (NCMPS). She was the teacher's representative on the advisory panel for the Annenberg Foundation's course Neuroscience & the Classroom (developed in conjunction with the Harvard-Smithsonian Center for Astrophysics). She earned her AMI 3 to 6+ diploma from the Montreal Montessori Training Centre, a bilingual program, and her Master's degree from Harvard University.

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**Title of presentation: The Peaceful Scientific Method**

**Abstract for presentation:** The use of the scientific method and weekly science experiments is another kind of mindfulness. Teaching your students to make observations, form hypotheses, and test their guesses becomes a tool for problem solving from the snack table to the playground and all the areas in between. Twenty science experiments provided.

**Biographical information: Matt Anderson**, Children's House Lead Teacher, Montessori School of Northampton: For five years I have been presenting a weekly science experiment and teaching the scientific method to Montessori primary students. The scientific method has proven useful for classroom management as well as conflict resolution.

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**Lower Elementary Focus**

**Title of presentation: Integrated S.T.E.A.M. Montessori Approach**

**Abstract for presentation:** Dr. Montessori pioneered the idea of hand to brain connection for effective learning. In this digital age, go beyond computers to engage students in real-life S.T.E.A.M. projects that help them become creative and collaborative problem solvers. Leave with ideas that can be implemented in your classroom.

**Biographical information: Rupali Sharma**, Director, The T.E.C.Schools. Think. Explore. Create.: Rupali is the founder and director of The T.E.C. Schools (THINK. EXPLORE. CREATE.). She was the founder of Imagination Unbound and was an elementary teacher at Shrewsbury Montessori School. Rupali has a degree from the University of Pune (India), as well as Montessori certificates from NAMC (Canada) and CMTE (NY).

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**Title of presentation: Your Community Is Your Classroom**

**Abstract for presentation:** Go beyond your parent community to enrich your school's curriculum. Learn how Montessori students can participate in local or global communities to make learning more relevant. Identify local resources to enrich curriculum areas. Promote Montessori education by establishing relationships within your community to get more people invested in your school.

**Biographical information:** **Jill Perkins**, Elementary Lead Teacher, The T.E.C. Schools. Think. Explore. Create.: Jill has many years of teaching experience to her credit. She has taught at numerous Montessori schools throughout Massachusetts, with a focus on the lower elementary years. Jill delights in sharing her love of literature and poetry with her students and helping them become avid readers and writers. Jill is extremely proud and excited to be part of the inaugural year at The T.E.C. Elementary School, and she looks forward to the next phase of the school's development.

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**Lower and Upper Elementary Focus**

**Title of presentation: How to Use a Maker's Space**

**Abstract for presentation:** This session seeks to provide its participants with a background history of the Maker Movement. To explore the types of materials that can be incorporated into a Maker's Space, and to provide teachers with curriculum connections between the classroom and the Maker's Space. This session will also provide teachers with time to experiment with several simple Maker's Space activities.

**Biographical information:** **Paul Smith**, Lower Elementary Lead Teacher, Woodside Montessori Academy: I was born and raised in Massachusetts and I have always been interested in a education. I graduated cum laude from Lesley University in 2011 with a Bachelor's of Science in Elementary Education. I have worked at Woodside Montessori for six years as an aide, Upper Elementary assistant teacher, and as the Lower El lead teacher.

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**Upper Elementary Focus**

**Title of presentation: What Do They Have That We Don't Have?**

**Abstract for presentation:** What do parents see in Singapore Math, Russian School of Math, and Kumon After School Math? Participants will discover Montessori ways of Russian-style problem solving, Singapore-like deep conceptual learning, and Kumon’s automaticity of facts and procedures. Learn to describe and document Montessori math to instill confidence and trust without supplements.

**Biographical information:** **Biff Maier**, Director of Faculty and Curriculum Development, Lexington Montessori School: Biff codirects the Montessori Elementary Teacher Training Collaborative (METTC) in Lexington. A Montessorian since 1974, Biff is a seminar presenter and consultant for AMS and a former member of the AMS National Board of Directors, as well as a Montessori parent—twice.

**Seth Johnson**, Upper Elementary Teacher, Lexington Montessori School: Seth served on the board of the Greater Pittsburgh Montessori Society. He loves to play the French Horn.

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## Middle School Focus

### **Title of presentation: Delivering Inclusive Health Education Curricula**

**Abstract for presentation:** There’s no shortage of important topics to consider when developing health education curricula for your students. Hear from two veteran health educators about developing an informative, positive, and inclusive curriculum for 4th-8th grade students. Share resources with other educators. Develop a plan to take your school’s curriculum to the next level.

**Biographical information:** **Paran Quigley**, Middle School Teacher, Inly School: Paran and Jimmy both care deeply about providing accurate, context-rich, multicultural, and inclusive content to all of the classes they teach. They have enjoyed rising to the challenges that developing a health curriculum has faced them with.

**Jimmy Juste**, Director of the Office of Inclusion, Inly School: Jimmy and Paran have worked together as Middle School teachers, diversity practitioners, and facilitators for many years. In addition to enjoying one another’s company, they value the perspective the other person always brings to the conversation.

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### **Title of presentation: Adolescent Guides Round Table**

**Abstract for presentation:** Join a first-ever MSM-facilitated discussion with other Adolescent Guides. Use this opportunity to collectively brainstorm and strategize about curriculum

development, work on the land, transition from Upper Elementary, developmental needs of adolescents, and social-emotional needs.

**Biographical Information: Todd Covert**, Head of School, The Montessori School of the Berkshires: Before starting The Montessori School of the Berkshires 11 years ago with his wife, Meagan Ledendecker, Todd taught 6th grade language arts, social studies, math, and science in the Berkshire Hills Regional School District. Before teaching in public schools, Todd was the co-founder and director of education and outreach for the Mississippi State Office of the National Audubon Society. He brings a variety of outdoor and experiential leadership experiences, ranging from ropes courses to leading wilderness trips. He holds a B.A. in Philosophy, an M.S. in Environmental Education, and an M.A. in Educational Leadership.

**Kira Meagan Ledendecker**, Elementary Guide/Director of Education, The Montessori School of the Berkshires: A former Montessori student, Meagan has an M.S. in Environmental Education. She worked for nonprofits and in public teaching before co-founding The Montessori School of the Berkshires. She is trained in AMI Assistants to Infancy (0-3), AMI Elementary (6-12), MEI early childhood (3-6), and MEI elementary (6-12).

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## **Administrative Focus**

### **Title of presentation: Montessori School Quality Initiatives**

**Abstract for presentation:** In this workshop session, come learn about how AMS is seeking to engage all Montessori schools in committing to standards of school quality and continuous improvement through its new initiative, the AMS Pathway of Continuous School Improvement (which is free and open to all schools!). Discover how AMS articulates school quality, the benefits of AMS school accreditation, and how AMS can support your school in being recognized by parents and policymakers as a quality Montessori school.

**Biographical information: Sara Wilson**, Sr. Director of School Accreditation & School Improvement, American Montessori Society: Sara Wilson is responsible for overseeing AMS school accreditation and school quality initiatives. Sara also serves as the AMS staff liaison to the Heads of Schools section, providing leadership for planning professional development events for school administrators, and is on the advisory group for AMS Emerging Leaders Fellowship Program, a new professional development initiative designed to nurture the next generation of individuals highly qualified to assume leadership positions in the Montessori community. Before joining AMS, Sara was an early childhood teacher at public and private Montessori schools in the Boston area.

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## General Interest

### **Title of presentation: Graceful and Effective Communication**

**Abstract for presentation:** Montessori professionals are conscientious about teaching children the language of grace and courtesy—the pleases and thank-yous. However, are we as graceful and effective when we talk with each other as adults, with our colleagues, with the parents, with our administrators? Do we consider that the way we formulate comments, questions, and suggestions might not always be interpreted with the meaning we intended? This workshop will address common misunderstandings and errors in communications that can—and often do—lead to misunderstandings, hurt feelings, anger, resentments and disappointments. Because so much of our communication now takes place electronically, there are even more opportunities for mistakes and how our words can be misinterpreted. This workshop will explore how we can clearly and effectively communicate in ways that help all participants in the process understand the message. Participants will have an opportunity to practice some of the skills discussed and share some of their own situations where there have been miscommunications.

**Biographical information: Nancy Rose** Executive Director, N.E. Early Childhood Associates: Nancy has presented vital and important information at local, regional, state, and local conferences and is an experienced and respected presenter. She serves as a faculty member for several training programs and has years of experience in working in all facets of Montessori education. Currently associated with CME/NY and Cambridge Montessori Institute, she serves as educational consultant for Quest Montessori School in Rhode Island.

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## General Interest

### **Title of Presentation: Fostering Peace and Transformation**

**Abstract for presentation:** Embrace diversity and interconnectivity! Learn how to create your own Montessori social justice workshops, when to communicate with others, and how to help students create realistic action plans for dismantling injustice. Attendees will receive examples of social justice and peace workshops, lists of age-appropriate books, resources, and samples of communication.

**Biographical Information: Tiffany Jewell**, Lower Elementary Teacher, Montessori School of North Hampton: Tiffany is currently the co-president of the Montessori for Social Justice founding board. She has been teaching Lower Elementary for over a decade and has created an anti-biased/anti-racist classroom environment and curriculum, which she happily shares with anyone and everyone. Tiffany also loves being the mama of two young Montessorians.