

# MONTESSORI EUROPE NEWSLETTER





**connecting Montessorians across Europe and beyond...**

## **PRESIDENT'S MESSAGE**



Dear Montessori Europe Friends,

Our first newsletter of 2024 was put together during the cold and wintery weather in the Northern hemisphere, whilst our new general secretary was working in much warmer conditions in southern Africa. As we work on this, our second newsletter, the Spring has finally arrived in my Oxfordshire garden with the Montessori tulips being particularly spectacular this Spring.

During the past three months our board members have travelled across the globe - from South America, to the USA, Spain, Portugal and Scandinavia, supporting learning by teachers and young people in their regular roles as Montessori educators. The Board met in Berlin in March, to not only meet in person with Jochen Iseke, our new treasurer and Susanne van Niekerk, who stepped into the role of General Secretary in January, but to also discuss the direction and purpose of Montessori Europe and to plan for its future.

The decision has been taken to base our planning along the three strategic strands of Montessori Europe's activities as reflected in the ME working groups - research, sustainability, and the adolescent forum. These themes will feature in our Oslo congress and are also reflected in Norwegian Montessori practice. We are excited to bring you more news of the congress preparations in our August newsletter.

We are encouraged by your responses to our re-launched webinar series, which attracted the attention of some new members and focused on issues close to our hearts. The rationale is to focus one webinar each quarter on themes related to the ME working groups and to dedicate the second webinar to Montessori philosophy and practice. See more information about the forthcoming webinars in this newsletter and on our website. Please remember that we are not recording our webinars – so if you register, be sure to attend. Certificates of Attendance are issued for ME members.

We join the global Montessori community in sending our condolences to the Montessori and Henny families on the sad news of the sudden passing of Carolina Montessori, daughter of Mario Montessori Junior. Her work on the Montessori archives is her powerful legacy for the current and future generations of Montessorians and the education community. She will be missed. A special thank you to Alexander Henny, Carolina’s cousin, for his heartfelt remembrance of Carolina in this newsletter.

I hope you will enjoy reading this issue of our newsletter and send my best wishes as you celebrate the end of the academic year with your students and colleagues.

*Barbara*



# Carolina

1955 - 2024



# IN MEMORY OF CAROLINA MONTESSORI (1950-2024)

Carolina was my dear little cousin and my partner in so many aspects.

As children we both lived in Amsterdam, The Netherlands, and celebrated many holidays and summers together with our parents and grandparents (Mario, son of Maria Montessori and Ada Pierson, his second wife) in Noordwijk and later in Baarn.

Carolina studied Italian and English and was a simultaneous translator. Later, she also learned Spanish. She was a thorough academic and a dedicated family member. At a young age she lost her mother and consequently had to look after her father (Mario Jr. who was a psychiatrist, a board member of AMI and who wrote the well-known book "Education for Human Development: Understanding Montessori) and her 4 siblings. She also kept in close contact with all her 10 cousins. She looked after her father until his death in 1993. Carolina married Fuad Hussein, an Iraqi Kurd and has two beautiful daughters, Bina and Shiba.

In 2006, Carolina started work at the Association Montessori Internationale (AMI) as an archivist looking after the archive of Maria Montessori. She continued the digitising work done by our grandfather, Mario, and aunt, Renilde, sorting out many documents, enhancing the database, and adding documents to the archive from her connections in the Montessori world. She was a member of Montessori Pierson Publishing Foundation and translated, and produced, three books about Maria Montessori's personal life: "Maria Montessori Sails to America, a private diary, 1913", "Maria Montessori Writes to Her Father, letters from California, 1915" and "Maria Montessori Writes to Her Grandchildren, letters from India, 1939-1946".

In addition, she was always available for everybody who had questions about Maria Montessori, her work, her study in Amsterdam, her family and showed many people Maria's grave in Noordwijk as well as the beach house in Noordwijk where Maria died.

As an Italian speaker she was very active in Italy. She was a good friend of Dottoressa Grazia Honegger Fresco, Rosa Giudetti of L'Associazione Montessori Brescia and was an honorary citizen of Chiaravalle, the birthplace of Maria Montessori.

We will miss her as an important, warm, active family member as well as a Montessori co-worker in AMI and Montessori Pierson Publishing Company. By many Montessorians in the whole world she is remembered for her kindness, determination, honesty, and wit and her unwavering dedication to preserving and sharing the legacy of our great-grandmother, Maria Montessori.

With love from cousin,

*Alexander Maria Henry.*



# WE HAVE A BOARD FELLOW!

We are delighted to introduce you all to Roe Lauvås Jr., who we have invited to become a Board Fellow in the preparation for the 2025 Congress.

Dear members of Montessori Europe,

Thank you for the opportunity to contribute as a Board Fellow in Montessori Europe. I look forward to participating in our collective strategy to strengthen the ties between Montessori schools and to champion Montessori values in new and innovative ways.

Currently, I serve as the assistant principal at daVinci Montessori School in Bergen and am also a Montessori Norway board member. I have had the privilege of engaging in national working groups, developing national guidelines for digital tools and recently a national assessment reform which eliminates our national exams, shifting our focus from standardized tests to holistic development and real-world learning experiences.

I have recently established a national student council in Norway with the goal of strengthening students' voices and creating an arena where students can actively contribute their opinions and ideas. Our commitment to education for peace is deeply intertwined with human rights and the UN's sustainability goals, prompting us to think globally and act holistically. I believe students can play a significant role in enhancing Montessori's efforts towards these goals. Moving forward, my ambitious goal is to establish a European and eventually an international student council, which I am just young and optimistic enough to believe will be a seamless task!

In addition to my years in Montessori education, I have a background in science centres and science communication, which I continue to engage with by hosting science and educational events. A couple of years ago I got the opportunity to write Scandinavia's first science musical, and I'm still traveling around Norway with science shows. Currently, I am working on an exciting project with the Bergen Philharmonic Orchestra to create a science concert, blending classical music and explosive experiments. If you are in Bergen this fall, you are warmly welcome to attend, though it's at your own risk!

Inspired by Maria Montessori's ideals of peace and global citizenship, I am committed to sustainability and student involvement in addressing global challenges. In the face of international conflicts and crises, it can be overwhelming to consider what a small Montessori school or its students can contribute. Norwegian poet Hina Zaidi puts it beautifully and succinctly: *"In a world with so much unnecessary hate, what harm can a little unnecessary love do?"* For a Montessori student and within a Montessori school, we understand how incredibly vital this 'unnecessary' love is - it is our foundation.

I am looking forward to exciting work in Montessori Europe and hope to see everyone at the Montessori Europe conference in Oslo next year.

Roe



# EMBRACING MONTESSORI EDUCATION AS AN ADULT LEARNER

Montessori Europe Treasurer, Jochen Iseke, completed his three-year Montessori 6-12 training just four weeks ago and has already embarked on the next training course for ages 12-18. Susanne interviewed him to understand his motivations for undertaking this alongside his full-time job and how it feels to engage in training as a mature adult.



**Susanne:** Why did you decide to take these courses? My understanding is that you are a commercial manager and not a teacher at your school. Is that correct?

**Jochen:** That's true. However, our three children have attended Montessori schools for 15 years, and I helped establish and build those schools. I was intrigued with the philosophy from the very beginning, and wanted to incorporate more Montessori principles into my own life. This led me to shift my career from the consulting industry to becoming a provider for Montessori schools, where I could contribute my knowledge and experience. I realised I needed to learn more about Maria Montessori's education and the principles of this pedagogy to be able to make informed decisions with the teachers at my school, in balancing pedagogical and financial necessities.

**Susanne:** How did you feel about going back to school?

**Jochen:** Learning as an adult is a fascinating journey that extends far beyond formal educational institutions. It is a path of self-discovery, growth, and constant adaptation. Flexibility is key for an adult learner. Between work, family, and other commitments, I need to plan and prioritise my learning time effectively. This often involves integrating learning opportunities into everyday life, such as engaging in online modules during lunch breaks or reading academic literature on weekends. A significant aspect of adult learning is self-direction. I am responsible for my own learning progress and must take the initiative to find resources and deepen my knowledge. This requires discipline and self-organisation, but it also allows for greater autonomy and self-realisation.

**Susanne:** Did you consider taking an online course? Wouldn't that have given you even more flexibility?

**Jochen:** While adult learning is often seen as an individual process, the community plays an important role. Sharing ideas, collaborating with like-minded individuals, and receiving feedback from other learners enriches my learning process and broadens my horizons. Especially in Montessori education, where attitudes are crucial, it is beneficial to constantly reflect with others, observe, and provide feedback to each other.

**Susanne:** Do you have any advice for other adult learners?

**Jochen:** Even as an adult, you can experience what Maria Montessori discovered about children's learning: if you are genuinely interested in a subject and want to immerse yourself in it, learning becomes easier. Montessori called this the polarisation of attention, which we can also refer to as flow. Flow enables you to concentrate on something for a long time, resulting not in fatigue and exhaustion, but in a satisfied need to fully devote yourself to an activity. After many weekends spent in my Montessori training, I return to work on Mondays feeling relaxed, refreshed, and in a good mood. It's wonderful to still be able to experience this as an adult!

**Susanne:** Thank you for sharing your thoughts with us, and all the best with your studies!



“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela -



# FEEDBACK FROM OUR WORKING GROUPS

## SUSTAINABILITY WORKING GROUP

I would like to begin with a heartfelt thank you to all of you who attended the Sustainability Working Group (SWG) webinar in March this year where Rebecca Katsaris presented her journey of developing a creative arts programme that aims to raise awareness of 2.5 to 12-year-old-children and their educators on crucial marine and coastal matters.

### **Ocean Empathy and Literacy**

A healthy ocean is not just crucial for marine life, but for the entire planet, and our own wellbeing. It is interconnected with everything that supports life on Earth – our climate, our ecosystems, our water and our food sources. By fostering ocean empathy in children, we help them to develop a deep emotional bond with ocean-dependent communities, marine organisms and ecosystems.

Imagine children growing up with a sense of connection to the ocean, understanding that their actions can have a positive or negative impact on this vast blue expanse. This sense of empathy can lead to a desire to protect and conserve our oceans for future generations.

There are seven principles of Ocean Literacy that have been outlined by UNESCO. These provide a clear framework for understanding the ocean and its importance. These can be accessed [here](#).

- Principle 1: Earth has one big ocean with many features.
- Principle 2: The ocean and life in the ocean shape the features of the Earth.
- Principle 3: The ocean is a major influence on weather and climate.
- Principle 4: The ocean makes Earth habitable.
- Principle 5: The ocean supports a great diversity of life and ecosystems.
- Principle 6: The ocean and humans are inextricably interconnected.
- Principle 7: The ocean is largely unexplored.

## Planting Seeds of Understanding

Planting seeds of understanding in the minds of children nurtures their curiosity about the ocean and its mysteries. These seeds can grow into a deep-rooted ocean appreciation. Through story-telling, hands-on creative experiences and interactive learning opportunities, we can ignite a passion for ocean conservation in the next generation.

As Ocean Literacy Principle 6 states:

*“The oceans and humans are inextricably interconnected. Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.”*

## Collaboration

Montessori Europe members can access many resources devoted to sustainability initiatives on the SWG Forum. If you have any further resources that you would like to share with this community, please do visit the forum and add your comments and resources and take part in our discussion.

If you would like to contribute to a future webinar or newsletter, or know of someone who would, please do contact me at [carola.langhoward@montessori-europe.net](mailto:carola.langhoward@montessori-europe.net).

I look forward to hearing from you!

Carola



Reference:

UNESCO (2024) Ocean Literacy Portal [online] available at:  
<https://oceanliteracy.unesco.org/principles/>

## Empowering Montessori Educators: The Role of Classroom-Based Research

In the dynamic realm of Montessori education, where every child's journey is honoured and individuality celebrated, the power of research within the classroom cannot be overstated. While Montessori philosophy provides a solid foundation, it is the ongoing inquiry and exploration conducted by teachers within their own classrooms that truly enriches the Montessori community. This focus on classroom-based research not only informs practice but also fosters a culture of continuous improvement and innovation.

There are many ways in which teachers can embark on meaningful research endeavours within their Montessori classrooms to contribute valuable insights to the broader community:

**1. Curriculum Adaptations:** Teachers can conduct research to evaluate the effectiveness of curriculum adaptations or extensions brought into Montessori classrooms. By systematically documenting student engagement, learning outcomes, and reflections, teachers can reflect on the effects of such curriculum adaptations on the children.

**2. Observational Studies:** Engaging in systematic observations of student behaviours, interactions, and learning processes provides rich data for understanding the dynamics of the Montessori classroom. Teachers can use observational research to identify patterns, strengths, and areas for growth, informing their instructional decisions and classroom management strategies.

**3. Documentation Analysis:** The documentation process offers an opportunity for teachers to conduct research on student work samples, journals, and reflections (dependent on the child's plane of development). By analysing documentation artifacts, teachers can gain insights into student progress, interests, and developmental trajectories, informing future planning and assessment practices.

**4. Action Research Projects:** Teachers can design action research projects to investigate specific questions or challenges within their classrooms. These could be: exploring the effectiveness of a new teaching strategy, assessing the impact of environmental modifications, or investigating the benefits of mixed-age groupings. Action research empowers teachers to actively contribute to knowledge creation and professional growth.

**5. Parent and Community Engagement:** Research within Montessori classrooms can extend beyond student-focused inquiries to include parent and community perspectives. Teachers can collaborate with parents to gather feedback, insights, and suggestions for enhancing the home-school partnership and creating a more supportive learning environment for children.

**6. Reflective Practice:** Encouraging teachers to engage in reflective practice serves as a foundational aspect of classroom-based research. By regularly reflecting on their experiences, challenges, and successes, teachers deepen their understanding of Montessori principles and refine their teaching practices in alignment with the evolving needs of their students.

**7. Professional Learning Communities:** Establishing professional learning communities within Montessori schools provides a platform for collaborative inquiry and knowledge sharing among educators. By participating in peer-led research groups, teachers can exchange ideas, strategies, and resources, enriching their collective understanding of effective Montessori practice.

**8. Sharing Findings:** Finally, teachers can contribute to the Montessori community by sharing their research findings through presentations, publications, or online forums. By disseminating their insights and experiences, teachers not only inspire their colleagues but also contribute to the collective knowledge base of the Montessori movement.

By embracing classroom-based research as an integral part of professional practice, Montessori educators can play a pivotal role in advancing the field and ensuring the continued relevance and effectiveness of Montessori education. As champions of children's potential and advocates for lifelong learning, teachers hold the key to unlocking new insights, innovations, and possibilities within the vibrant tapestry of Montessori classrooms worldwide.

We are working on our programme for the Research Day at the 2025 Montessori Europe Congress, and are excited to share these details with you soon.

*Jarek*



## ADOLESCENT WORKING GROUP

It's quite remarkable how young people have been at the forefront of major social movements throughout history, and the climate movement is no exception. Their passion, energy, and determination have catalysed significant awareness and action on climate change, pushing governments and communities to take steps towards a more sustainable future.

The phenomenon of "eco-anxiety" among young people is indeed concerning but not entirely surprising given the magnitude of the climate crisis and the perceived lack of action by governments and institutions. However, as Dr. Hickman and other pediatric therapists suggest, this anxiety can be reframed as a natural response stemming from empathy and concern for the world. This shift in perspective can pave the way for transforming climate anxiety into climate empowerment and wellbeing.

Montessori's vision of the youth as agents of change is particularly relevant in this context. Adolescents, in their pursuit of understanding societal problems and their desire for social justice, possess immense potential to drive meaningful change. Examples like Greta Thunberg, Xiuhtezcatl, and Clover Hogan demonstrate how young people are not only raising awareness but also actively engaging in climate action, whether through advocacy, activism, or innovative initiatives.

To foster climate empowerment and wellbeing among young people, we as Montessori teachers have the chance to provide our students with opportunities for education, engagement, and empowerment. By empowering young people to channel their concerns into action, we can harness their energy and passion to create a more sustainable and resilient future for our planet.

We hope that you will join us at our next Webinar on 3 June 2024, where youth activist Riemer Brandsma and I will be discussing the power of the student voice.

In preparing for this webinar, I reflected also on how Montessori's principles foresaw the deep ecology movement. Two key elements of Montessori Cosmic Education are the **Interdependency Chart**, illustrating the interdependency of all life and the Earth, and the **Great River Chart**, that demonstrates not just human biology but the one unified world, past, present and future.

Montessori wrote in her Solidarity lecture, that when it comes to the study of humanity, our aim must always be “to make this profound realisation of universal solidarity blossom in our children emphasising the interdependency of life and the critical importance of solidarity”, Dr Montessori pre-visioned today's environmental challenges rooted in disconnection.

Environmental experts, Paul Hawkins and Fitzjof Capra, cite the root cause of our biggest threats today as the massive disconnections between people, and between people and nature. Montessori Cosmic Education fosters a "new cosmic consciousness," highlighting interconnectedness and harmony between humanity and nature.

Montessori Schools serve as crucial platforms for cultivating young custodians of sustainability. We, as educators, play a pivotal role in guiding our students towards a sustainable future, requiring resources, space, and time. Our webinar aims to share insights, tools, and inspiration to foster student creativity and agency to activate student engagement for a sustainable world.

You can register for our free webinar [here](#).

For more information on the Adolescent Working Group and how you can be involved, please contact Judith Cunningham on [judith.cunningham@montessori-europe.net](mailto:judith.cunningham@montessori-europe.net).

Judith



#### References:

- Hawkins, P. (2021) *Regeneration: Ending the Climate Crisis in One Generation* USA: Penguin Books
- Krumins, B. (2018) HISTORY: Human Solidarity: Man Whither Bound *The NAMTA Journal* Vol. 43, No. 3
- Montessori M. (2008) *The Child, Society and the World* Amsterdam: Montessori-Pierson Publishing Company

# EDUCATION MUST BEGIN AT BIRTH



Maria Montessori gave a series of lectures in San Remo in 1949 about the world's urgent need, given the past years of troubles, to bring about a 'new social movement, a movement that strives to create global unity'.

These lectures are published in full in the Citizen of World book, published by Montessori Pierson Publishing Company.

Following on from the Judith's call to action for the upcoming webinar, we would like to share the following excerpts of the first lecture - The Creative Capacity in Early Childhood - with kind permission of the publishers.

"The word "educate" has as many meanings as there are ideologies in the world and can be interpreted in many ways. One fact, however, is impressive. All those engaged in education agree that education must begin at birth" (p.75).

"On first sight, this statement seems absurd. The natural question is, what help can be expected for the solution of the world's great problems from the poor little newborn, who has not yet developed the faculty of comprehension, who has no memory, who cannot move, who has no language and who cannot even make himself understood by us? Surely, the idea is strange and curious. However, the fact that human groups in these times of violent conflict and extreme hatreds, though setting out from different points of departure, are following the same path, is in some way mystical; it would seem an act of faith" (p.75).

"The idea cannot but seem good: if education commences at the stage when all is formless, it will be possible to find the way to create harmony among men. This is the ultimate aim for which an educational system may strive. And it is a source of great comfort for all human beings to know that a mutation may take place in the fate of mankind through the good graces of the child" (p.76).

Reference:

Montessori, M. (2019) *Citizen of the World* Amsterdam: Montessori-Pierson Publishing Company

# MONTESSORI EUROPE CONGRESS 2025



We are so excited that our plans for the Montessori Europe Congress 2025 in Oslo, Norway are taking shape!

This week, members of the ME board met with representatives from **Montessori Norway** and **Waterpark Montessori** to brainstorm and plan for the congress that will be held in central Oslo from the **9th to the 11th of May 2025**.

The theme for this congress is "**Montessori: out of the box**" and we are creating a congress that promises exactly that!

Prepare for an event that includes:

- Carefully selected keynote speakers, ready to push our thinking 'out of the box'
- Exciting practical workshops to provide 'take-home-skills' and broaden our thinking
- Insights into what is happening in research
- School visits
- Panel discussions
- Networking opportunities
- Adolescent Forum and interactions

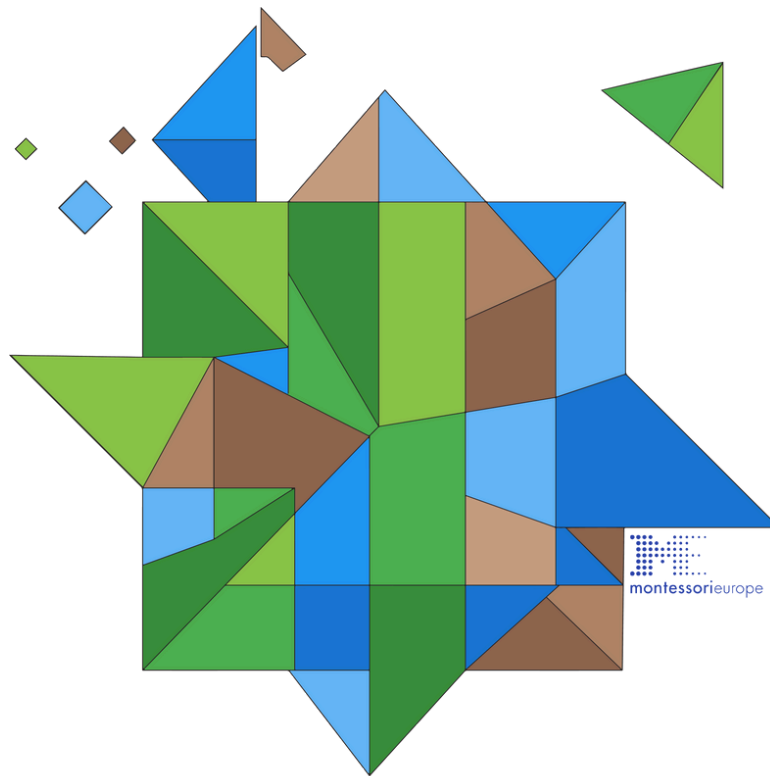
... and more!

Be sure to be on our mailing list and on our social media platforms to be informed as soon as new announcements are made! In the meantime - **Save The Date!**





# INTRODUCING OUR CONGRESS LOGO



## Montessori: Out of the Box

The Montessori Europe 2025 Congress logo, featuring a deconstructed box, perfectly embodies our theme, "Montessori: Out of the Box." This design represents a shift from traditional educational boundaries, inviting exploration, creativity, and continuous growth.

The open box symbolises breaking free from conventional constraints, encouraging innovative and flexible educational practices that transcend traditional methods. It also suggests that learning is an expansive process, not confined within physical or metaphorical walls.

The logo's abstract nature mirrors the adaptability and inclusivity of Montessori principles, accommodating diverse student needs and learning styles. The colour scheme enhances this message: green signifies sustainability and growth, blue represents trust and calm, and earth tones convey a grounding connection to nature.

Together, these elements create a distinctive and memorable visual mark that stands out across various mediums, embodying the spirit of Montessori education and serving as a beacon for the progressive methodologies to be showcased at the 2025 Congress.

# 2024 MONTESSORI EUROPE WEBINAR SERIES



We are delighted to continue our webinars in the second quarter of 2024. The details of the webinars are posted on our webpage from where you are able to register. Please diarise these dates and head over to the [website](#) to book your space. Our webinars are free of charge and we look forward to seeing you online! Please note that none of our webinars are recorded.



03 June 2024 19:00 (CET):

**Igniting Student Agency for Change** - Join this webinar led by youth activist Riemer Brandsma and Montessori educator Judith Cunningham. Discover practical strategies to empower students to drive sustainable development and social justice initiatives in their communities. Gain insights, tools, and inspiration to foster student understanding and action.

Register [here](#).



01 July 2024 19:00 (CET):

**The Evolution of Montessori Materials - from the past to the present, and into the future** - Maria Montessori visited The Netherlands for the first time in the early 1920s. In these days she was still very busy designing and developing all Montessori materials that are so common for us nowadays. In this session you will hear some interesting considerations why some of the materials have become the way they are today and how materials are still being modified and improved. The development of new materials will also be touched upon, in an interactive way.

For more than 18 years and with a lot of passion and dedication Chris Willemsen has been working as a Global Brand Ambassador for world's leading Montessori material manufacturer, Nienhuis Montessori. He is responsible for the global Montessori network and is leading the marketing and product development team. Next to this he has been representing Nienhuis at many international Montessori congresses. He has a degree in international marketing and is Montessori-trained at both 3 - 6 and 6 - 12 levels. He has observed Montessori education in many different cultures, varieties and standards and has been involved in the development of an evidence-based Montessori observation instrument.

Register [here](#).

A close-up photograph of a blue surface, likely a table or mat, with a map of Europe made of sand. The sand is a light brown color and is piled up to form the outline of the continent. The background is a solid, vibrant blue. The text "Learning is in the details" is centered in the upper half of the image.

Learning is in the details

**nienhuis**<sup>®</sup>  
montessori since 1929

# SPECIAL OFFER - CHIP DELORENZO



Chip DeLorenzo has been a Montessori educator since 1995. Chip is the co-author, with Jane Nelsen, of *Positive Discipline in the Montessori Classroom*. As a teacher trainer and school consultant, Chip has worked with thousands of Montessori teachers and parents in teaching the principles and practices of Positive Discipline through various workshops and lectures.

## WEBINAR: Reclaiming Self-Regulation in the Montessori Classroom

One of the greatest setbacks Montessori teachers have experienced in the last three years is the loss of self-regulation in their students. Erratic attendance, school closures, time off from school, staff turnover, loss of social skills, and many other factors have contributed to a decrease in the ability of students to self-regulate.

In this webinar, Chip will discuss ways in which participants can uncover the causes of this developmental setback, and how to help rebuild self-regulation in their students and classroom communities.

Register [here](#).

## UPCOMING COURSE - Positive Discipline in the Montessori Classroom

*Positive Discipline in the*  
**MONTESSORI CLASSROOM**  
*with Chip DeLorenzo*

**PRACTITIONER'S CLASS**  
8 WEEK CLASS BEGINNING JULY 8TH

**YOU WILL LEARN:**

- Effectively Train Assistants
- Create Student Support Plans
- Create Classroom Community
- Understand Roots of Misbehavior

**REGISTRATION OPEN**

Register [here](#).

**Montessori Europe members - watch your emails for a special 20% discount code for this course!**

# STAY IN THE KNOW...



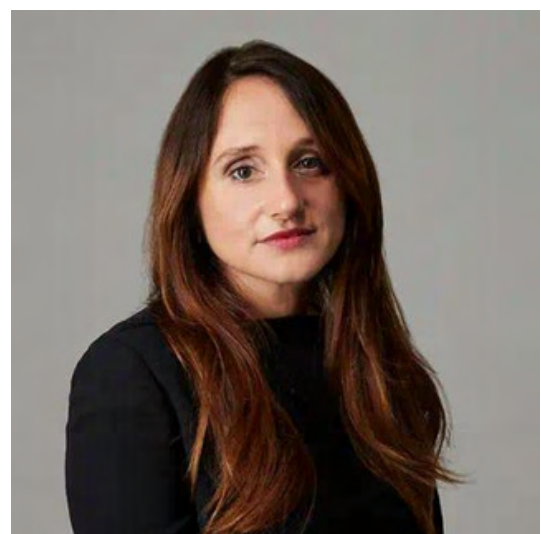
**Trillium Montessori** are hosting a virtual summit from June 17-19, 2024 that brings together Montessori experts, scientists, activists, and educators to explore how Montessori principles and pedagogy can nurture ecological consciousness in our students and cultivate a generation of sustainability leaders.

See more details [here](#).

The **AMS Book Club** is designed to bring together members of the Montessori community to read and discuss thought-provoking literature, build connections with other educators, and grow from one another as we evolve in our learning journeys.

Erica Moretti, author of *The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights* will be hosting live discussions of her book for our Summer 2024 book club.

More details and registration [here](#).



## MONTESSORI RETREAT

7. und 8. Juni 2024

Peripherie und Zentrum  
ein Schlüssel zur Selbstbestimmung

### Infos und Anmeldung:

[montessori-gesellschaft.at/retreat24/](https://montessori-gesellschaft.at/retreat24/)



Albert Hall  
1080 Wien  
Albertgasse 35

Keynotes  
Vorträge  
Workshops

© Marion Hlustik



ÖSTERREICHISCHE  
**MONTESSORI**  
GESELLSCHAFT



# STAY IN TOUCH WITH US

And so we come to the end of our second newsletter of 2024.

We look forward to your comments, proposals, and suggestions, as they are invaluable to us knowing how best to serve you, our Montessori Europe Community. Please feel free to reach out through our social media channels or by direct contact at our office.

Our next newsletter will be out in August 2024. Please also keep an eye on our social media channels for exciting information on our Montessori Europe 2025 Congress. You will definitely want to be there!

We look forward to seeing you on our webinars in the meantime!

*The Montessori Europe Team*



**MONTESSORI 02**  
**move**

**INTERNATIONALER  
MONTESSORI-FACHTAG FÜR  
PÄDAGOGISCHE FACHKRÄFTE  
IN KRIPPEN, KINDERHÄUSERN,  
GRUNDSCHULEN UND  
SEKUNDARSCHULEN**

**„Let's talk about Work!“**  
Lasst uns über bedeutungsvolle Aktivitäten  
für Kinder und Jugendliche sprechen.

**Save the date:**  
**8. und 9. November  
2024 in Berlin**

Weitere Informationen

**nienhuis** **DAMIP** Deutschsprachige  
AM-Fachgruppe e.V.  
montessori since 1929