TRANSFORMING THE ADULT

NATIONAL CONFERENCE

UNLOCK YOUR POTENTIAL,
TRANSFORM YOURSELF AND
INSPIRE CHANGE

28 & 29 OCTOBER 2023 | SYDNEY

DAY 1 - SATURDAY

Program

8:00am – 8:30am

Registration, Networking & Exhibitors

8:30am – 8:45am

Conference Welcome

8:45am – 10:15am

EMERGENCE AND TRANSFORMATION: SPIRITUAL DEVELOPMENT IN MONTESSORI

William Maier

Montessori envisioned a world where you and I would think for ourselves instead of being controlled and manipulated; where human beings would live in harmony with all other forms of life on this planet; where we would live lives of continual personal and social growth and learning. Montessori had a vision that you and I would emerge as truly free, authentic individuals.

10:15am – 10:45am

Morning Tea, Networking & Exhibitors

10:45am – 12:00pm

TRANSFORMING A MOVEMENT: MOBILISING OUR MONTESSORI COMMUNITY TO ADDRESS SOCIAL REFORM MEANS A BOLD MOVE FOR THE MOVEMENT.

Kapono Ciotti

Dr Montessori changed the world with her brilliant ideas about What Schools Could Be, and yet too few kids are learning in environments inspired by her wisdom to the extent needed to effect social reform and create peaceful societies. Why has the "spark" of the movement not yet turned into a "brush fire" and what can we learn from modern school reform movement that might inspire a new generation of Montessori educators and learners?

12:00pm – 1:30pm

Lunch, Networking & Exhibitors

1:30pm – 2:30pm

concurrent workshops – select one

THE ART OF STEINER/WALDORF EDUCATION AND THE INNER DEVELOPMENT PATHWAY OF THE TEACHER

Shelley Davidow

This presentation explores the teacher's inner development journey as one of 'becoming' --a movement towards attaining 'freedom of thought.' The presentation considers indications that Steiner gave to facilitate the potentially deeply creative act of teaching and learning in our educational settings – and which can be taken up in any educational setting. It looks at the value of this journey for its transformative potential in education. If teaching is an art, as Steiner posits, then the teacher is always, to some degree, an artist in the broadest sense, and the journey is as important as the destination.

MATHEMATICS AND ETHNOMATHEMATICS: MUTUAL INTERROGATIONS

Joel Rioux

Ethnomathematics can offer keys to being a more Prepared Adult and keys to becoming a mathematically and culturally responsive pedagogue. The potential for conflating both Western (conventional) and local Indigenous mathematical perspectives is stimulating for Montessori educators because mathematics is about Reconciliation. Reconciliation in this context means to investigate the humanising of the mathematics and not only looking at the customary and predominant mathematics curriculum. The child, school, community can be part of a process of "mutual interrogations" of the different mathematics available in the schools' region. Contextualisation to culture means using local materials. Contextualisation of mathematics aims at bringing relevance into education for Indigenous students. For non-Indigenous Montessori students, ethnomathematics brings an element of respect, reverence, of history, of mathematical humility.

2:30pm – 3:30pm

concurrent workshops – select one

TRANSFORMING AGED CARE THROUGH INTERGENERATIONAL CONNECTION

Barbara Langford and Jessica Langford

Echoes Montessori is embedded into the grounds of an independent retirement living complex, creating an intergenerational village in which children and their elders share their land and share their lives. Barbara and Jessica will take the audience through an overview of the Echoes journey, from its starting point as a vision of children and their elders contributing to each other's lives, to the realisation of that dream as our intergenerational village flourishes and thrives each day. They will highlight the benefits of intergenerational interaction for children, elders, educators, families and society, with the hopes of inspiring others to embrace this approach. The session will identify some of the key considerations for developing a prepared environment for intergenerational engagement. It will also introduce the Echoes Montessori principles of meaningful, sustainable and ethical intergenerational practice, and outline the importance of diversity and inclusion in the structure of an intergenerational program.

TRANSFORMATION OF THE ADOLESCENT GUIDE

Ruchika Seth

Explore the characteristics of an adolescent guide that makes them well-suited to work with this age group. Share some classic misconceptions about the relationship between adults and teens, what normal adolescent behaviours are and how to work with them efficiently and harmoniously. By transforming the adult through spiritual preparation, how do the characteristics of the prepared adult change. What are some of the strategies they use and how they are different from traditional ones. And finally, take away some practical tips and tricks to use in your classrooms, some recommended readings, connect with other adolescent educators around the globe and learn from shared experiences.

3:30pm – 4:00pm

Afternoon Tea, Networking & Exhibitors

4:00pm – 5:00pm

LAUGHTER YOGA: LAUGH TO CONNECT

Benedicte Henry

Laughter is truly universal: it knows no language, age, cultural, economic, educational or gender barriers. It helps us connect with our inner child and our inner joy. Promoting peace through joy, laughter naturally relieves tensions and dissolves loneliness. This session will help educators with strategies to manage stress better, improve classroom management and learning outcomes, better tackle the ever-increasing expectations of parents and improve team-connectivity. Laugh to connect contributes to increased mental wealth and improved morale for both educators and the children in their care.

5:00pm – 6:15pm

MONTESSORI ELEVATOR SPEECH COMPETITION

Mark Powell

This panel discussion will look at and discuss the finalist selection of videos submitted for this national competition. After the discussion the audience and panelists will all vote on the top three elevator speeches which will be awarded valuable prizes. Come be part of the fun and get some ideas for what to say when you find yourself in a conversation with a neighbour, co-worker or stranger in an elevator who asks, "So what is Montessori anyway?"

Gala Awards Dinner

SATURDAY 7:00pm – 10:00pm

Join us for the inaugural Montessori Australia Recognition Awards Gala dinner to acknowledge extraordinary accomplishments in areas relevant to the Montessori Movement.

The tributes are to honour the often invisible work of the many Australian Montessorians who work tirelessly for children, often without recognition and sometimes with only minimal compensation.

Prospective honourees are nominated by the Montessori community and then considered and chosen by a designated committee, using articulated rubrics.

We invite members of the Australian Montessori community (including educators, leaders, staff, trainers and parents) to submit nominations for the 5 award categories, with nominations opening on 1 June and closing on 31 July 2023.

The award categories are:

- **Living Legend**
- **Innovator Award**
- **Equity & Social Justice Award**
- **Willemien Duyker-de-Vries Community Service Award**
- **Barbara Stephens "Quiet Achiever" Award**

All finalists will be celebrated and the recognition awards will be presented at the Gala Awards Dinner.

We invite everyone to attend this special event to celebrate those who have contributed so much to our community.

Details and Nominations:
https://montessori.org.au/recognition-awards

The Gala includes a sumptuous 3 course dinner and beverages, the award ceremony and live entertainment from the incredible HOT POTATO BAND.

Dress: Cocktail attire

DAY 2 - SUNDAY

Program

OPTIONAL: BREAKFAST SESSION

7:15am – 8:30am

POSITIVE DISCIPLINE TOOLS FOR MONTESSORI EDUCATORS

Mark Powell

An introduction to the Positive Discipline for Montessori Educators course on classroom management tools to support student mental health and foster respect, kindness and responsibility.

8:15am – 8:30am — Arrival, Networking & Exhibitors

8:30am – 10:00am

COSMIC EDUCATION: A WAY OF LIFE

William Maier

Maria Montessori said that "new" teachers must do more than learn new skills; we must transform ourselves. We must step back to truly observe ourselves and others. In this way we develop a "cosmic" view that is at once scientific and spiritual.

10:00am – 10:30am — Morning Tea, Networking & Exhibitors

10:30am – 11:30am

MONTESSORI SCHOOLS IN AUSTRALIA: PROGRESS ON A BROKEN FOOT

Scott Eacott

Dating back to at least the work of Martha Simpson at Blackfriars Practising School in 1915, Montessori education has a long history in Australia. Despite this lengthy history, Montessori school-based education has struggled to build scale in the Australian context. Despite 29 per cent growth since 2008, Montessori schools still only make up 0.5 per cent of all schools, and 0.1 per cent of all students. Put simply, Montessori schools exist on the margins. This keynote builds on the 2022 report Montessori education in Australian schools: Charting a path to highlight some of the major challenges for Montessori education including what exactly is Montessori education, building the collective, and evidencing quality education. Rather than a doom and gloom overview, this presentation will offer potential quick wins, short- and longer-term ideas as stimulus for dialogue and debate on what is needed to better to tell the story of what Montessori based schooling has to offer education in Australia.

11:30am – 12:30pm

concurrent workshops – select one

PROFESSIONAL GROWTH THROUGH PERSONAL TRANSFORMATION

Terry Ayling

Compassion for others is a dance with compassion for ourselves. How we meet and serve others is inextricably connected to how we meet and serve every part of ourselves. The inner work of 'being' is transformative in our 'doing' in the world. With a focus on personal-professional transformation this interactive workshop includes various reflective practices and a focus on 'The Work' of Byron Katie.

CAN WE CAPTURE THE TRANSFORMATION?

Alex Ioannou

My vision of the future is no longer of people taking exams and proceeding from [one level of school to the next], but of individuals passing from one stage of independence to a higher [one], by means of their own activity [and…] will, which constitutes the inner evolution of the individual. (Montessori 1948a, p. xv) How do you capture this transformation and growth of the children with whom you work? What are the challenges and the celebrations? This workshop will begin with a look at what is considered as best practice for assessment in education for children of all ages. Within this framework, it is hoped that we can explore, interactively, the opportunities and challenges for Montessori practice whilst reflecting on the key questions, "What do I do?" and "Why do I do it?" The aim will also be for participants to share practice on what works and how we know it works and consider the scope for this to affirm the practice and identity of Montessori within Australia.

12:30pm – 1:30pm — Lunch, Networking & Exhibitors

1:30pm – 2:30pm

concurrent workshops – select one

TRANSFORMING REACTIVE PATTERNS THROUGH SELF-AWARENESS

Astrid de Ruiter

Present moment self-awareness is key in recognising when we are not operating from our core self. In this workshop, we will be exploring ways to develop more in the moment self-awareness, how we know we are in some kind of reactive pattern, and how we can transform these kinds of patterns.

TRANSFORMING OURSELVES TOWARDS STUDENT AGENCY

Fiona McKenzie

A wave of active citizenry is emerging in Australian society and showing its capacity to lift the bar on integrity, inclusivity, and fairness in our communities, and of their leadership. How do we authentically give our children and young people the opportunity to actively participate in the organisation of their most significant community, and learn the skills of active citizenry? Structure and processes can scaffold decision making, group discussion, and vision sharing, around matters that effect their school lives but as with the authentic application of any school philosophy, it is the adults in the room that are the key. Adults in democratic school environments must be very conscious of the power that they inherently hold in a school environment and be willing to share it (or at least be transparent about when they can't) on a daily basis. It takes self-awareness, humility, and trust in the goodness and capacity of children to hold a space for shared power and responsibility in the classroom. It takes courage to let children see the decision you are advocating for lose in a class vote. It takes vulnerability to share with them your disappointment about this while letting them know that you respect the process.

2:30pm – 3:30pm

PANEL DISCUSSION: MONTESSORI, STEINER AND DEMOCRATIC SCHOOLS TALK TRANSFORMATION

William Maier, Shelley Davidow, Fiona McKenzie, Mark Powell, Alex Ioannou

What Can Montessori, Steiner and Democratic Schools Learn from One Another About Transforming Educators to Work Effectively with Young People?

3:30pm – 4:00pm

CONFERENCE CLOSING

Maree-Rose Brakatselos

A story of transformation from a Montessori alumni. Listen to this former student of Sydney Montessori School speak about how her years in Montessori have benefitted her and set her apart in many ways from her peers who went through traditional education.

PUBLIC SCHOOL SYMPOSIUM

Program

The conference includes a concurrent Public School Symposium for leaders and educators of Montessori programmes within public and faith-based school systems. Delegates can attend the conference, and select the Public School Symposium stream workshops.

DAY 1 - SATURDAY

1:30pm - 2:30pm

PROPOSITIONS FOR A PUBLIC MONTESSORI IN AUSTRALIA: TOWARDS A MORE CARING, INCLUSIVE, SUSTAINABLE AND DEMOCRATIC FUTURE

Stewart Riddle

The current political and policy context of education in Australia is troubling, given the increasing metrification, standardisation and narrowing of what counts (i.e., what can be counted) as quality teaching and learning. While public debates have focused on teachers and test scores, there have been widening social, economic and educational gaps between young people from different backgrounds. In this presentation, Stewart will consider the possibilities and pragmatisms of a public Montessori as one response to the growing residualisation of public schooling in Australia and increasing educational inequality. In doing so, he poses some provocations and propositions for a public Montessori that works for 'the public' in terms of young people's democratic participation, civic engagement and developing capacities for critical and creative change in the world.

2:30pm - 3:30pm

CASE STUDY: GROVELY STATE SCHOOL

Leanne Duncan & Jane Newman

Experience a remarkable transformation! Former and current principals of Grovely State School share their journey of a small state school that transformed the delivery and measurable impact to students and community culture with introduction of a Montessori pathway alongside a mainstream pathway to become a school of choice.

DAY 2 - SUNDAY

11:30am - 12:30pm

CASE STUDY: MITCHELTON STATE HIGH SCHOOL

Linda Rigby

Mitchelton State High School opened a public-school Montessori Adolescent Programme (MAP) in 2017. This was the only programme in Queensland. After 6 years and 'spreading the word' to the rest of the school via school magazine articles, displayed work, invitations to school events and a presence on assembly, most staff lack an understanding of the programme. There are many challenges for staff entering from mainstream public school and the transformation of the staff has anecdotally followed approximately the same path. Staff that have gone back to the main school, never by choice but circumstance, have remained in close contact with the programme and say that the programme is the educational way of the future. However a visit or observation is really not enough. This workshop looks at ways to build some alternative education experiences for preservice teachers in order to attract more understanding, interest and acceptance of MAPS.

1:30pm - 2:30pm

MORE AND BETTER MONTESSORI FOR MORE CHILDREN: THE US CENTER FOR MONTESSORI IN THE PUBLIC SECTOR'S JOURNEY

Sara Suchman

In this session, we will look at the National Center for Montessori in the Public Sector's origin story, how it has grown over the past decade, and what it is looking towards in the future. Along the journey, participants will learn about the particular context of Public Montessori in the US, factors that are conducive to thriving public Montessori and others that are challenging. We'll share the current state of public Montessori in the US and some of the tools and approaches that NCMPS has developed in response to the challenges and needs in the field.

REGISTER: https://conference.montessori.org.au

VENUE

Novotel Sydney Brighton Beach offers premium 4.5-star hotel accommodation overlooking the beautiful, white sandy beaches of Brighton-Le-Sands and Sydney's picturesque Botany Bay. The hotel has a spacious and relaxing beachside feel, superbly located in the heart of Brighton-Le-Sands' foodies strip, teeming with cosmopolitan restaurants and cafés. Only 4km from Sydney Airport, it features 296 hotel rooms, Coco's on the Beach restaurant with views of Botany Bay, 24 hour reception and secure onsite parking.

Conference delegates: Use the booking code for 15% off the best available unrestricted rate. Discounted breakfast rate of $30 per person per day.

BOOKING CODE: 271023MONT

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SPEAKERS

TERRY AYLING

Terry Ayling is Facilitator of Compassionate Gold Coast and a Member of the Australian Compassion Council of the Global Charter for Compassion, with lead responsibility for the Compassionate Cities Initiative. He has served as the Spiritual Care Coordinator of Palliative Care Queensland, Gold Coast Health Spiritual Care Service and Hopewell Hospice Services. A compassion advocate, Terry has a keen interest in personal transformation, including through deep listening and wisdom. He sees the 'inner work of being' as a prerequisite for our 'outer work of doing'. A spiritual entrepreneur, Terry is also Creative Director of Spirited Communities, and has been working in the area of community creation and animation for over 20 years. Feel free to connect with the Compassionate Gold Coast team at https://www.facebook.com/compassionategoldcoast/

MAREE-ROSE BRAKATSELOS

Maree-Rose Brakatselos is a proud member of the Montessori alumni, first as a student at Riverwood Montessori School and Sydney Montessori School, Gymea. Maree-Rose was recognised as part of the global leaders early entry program moving into the undergraduate Bachelor's Degree in Psychology course at Macquarie University which she is currently in her final year. Maree-Rose plans to continue her post graduate studies to gain her provisional license to specialise in Development Psychology. Maree-Rose is on the NSW consulting team with Leisure Employment Australia (LEA), a company affiliated with the leisure facility management company Bluefit. Here she mentors HSC students in Years 11 and 12 to be introduced and get ready for the workplace whilst completing a traineeship in Aquatic and Leisure services industry. Maree-Rose is the Events Coordinator with Montessori Australia.

KAPONO CIOTTI

Kapono Ciotti, Executive Director of What School Could be, started as a teacher and school leader, then worked with educational change organisations, leading the work of Deeper Learning and place and culture-based pedagogy. In these roles, he has trained teachers in over 100 schools and districts over 4 continents, impacting hundreds of thousands of students. Kapono spent 15 years as National Faculty for the National Association of Independent Schools in Diversity, Equity, Inclusion and Justice, facilitating national and international learning experiences. He has authored multiple curricula for federal and non-profit programs. His work has significantly contributed to the organisations What School Could Be, The Buck Institute, EdLeader21, The Pacific American Foundation, and many others. Kapono holds a Ph.D. in International Education Leadership from Northcentral University, a Masters degree in Social Change and Development from the University of Newcastle, and a Bachelors of Language and Culture from the Evergreen State College.

SHELLEY DAVIDOW

Shelley Davidow is an international author and senior lecturer in the School of Education at the University of the Sunshine Coast, QLD, Australia. She is the coordinator of the Graduate Certificate in Steiner Education, the only post-graduate training for Steiner teachers in the country. Originally from South Africa, her recent book titles include Runaways (Ultimo, 2022) Shadow Sisters, Whisperings in the Blood (University of Queensland Press, 2016; 2018), Playing with Words (Palgrave, 2016) and Writing the Radical Memoir (Bloomsbury, 2023). Shelley is excited to join the conference to share and discover how Steiner differs to Montessori, what surprising similarities there are and what we can can learn from each other.

ASTRID DE RUITER

Astrid's first working life phase was as a consultant in photovoltaic solar energy, as she has a Masters in Physics with a minor in Environmental Science. After a few years of lots of travelling, soul searching and experimenting, Astrid decided to migrate from the Netherlands to Australia, retraining as a counsellor/psychotherapist, discovering mindfulness meditation and becoming a mindfulness teacher. She initially worked for a community centre and has now been in private practice as a counsellor/psychotherapist and mindfulness teacher for about 15 years. In her work, Astrid draws on a mix of person-centred, somatic and mindfulness based approaches. The latest (since about 3 years) addition to the mix is Internal Family Systems therapy, a cutting edge form of psychotherapy that works from the premise that our personality is not a singular entity, but is multiple, composed of parts or subpersonalities, and that there is also a core Self.

LEANNE DUNCAN

Leanne Duncan has contributed to state education for 30 years, beginning her career in the Capricornia region in Queensland which led to coaching and leading professional development for literacy advisors in schools. She returned to the Brisbane Lockyer valley and Metropolitan area after completing two masters with a focus on guidance and counselling. During this time, Leanne worked in a variety of contexts leading to the practice of Inquiry after visiting schools in British Columbia. Leanne has a strong curiosity and passion for educating with impact and has travelled to multiple settings and worked with colleagues internationally to her knowledge of education that makes a marked difference to the lives of individuals. Leanne worked with the principal who founded the Montessori program at Grovely State School and is now Principal herself, and part of their extraordinary community for the past 14 years.

SCOTT EACOTT

Scott Eacott is Deputy Director of the Gonski Institute for Education and Professor in the School of Education at UNSW Sydney. He leads an interdisciplinary research program concerned with the central question of 'How do we organise education to get the outcomes we desire?' Work within this program seeks to develop tools for educators, systems, providers, and individual organisations to better understand the provision of education. His distinctive relational approach has led to invitations to run workshops and give talks in Norway, Canada, the USA, Indonesia, South Africa, Mexico, and throughout Australia. Scott has authored > 100 publications, led major research projects (funding >$3.8M) and successfully translated his research into policy and practice. Further details of his work can be found at his university profile and you can connect with him on Twitter @ScottEacott.

SPEAKERS

BENEDICTE HENRY

As a linguist who strongly believes in the power of language-learning to break barriers between people, Benedicte Henry's aim is to use laughter as a universal language to help participants reconnect in an increasingly disconnected world; not only to reconnect with themselves and their inner child, but also with the students they teach every day, between their own body and mind, and with the professional and personal communities they belong to. As a qualified Teacher of French for secondary school and a child carer, Benedicte has over 25 years of experience teaching people from a wide range of age groups, abilities and ethnic backgrounds in 3 different countries. Her message is simple...Laughter Connects!

ALEX IOANNOU

Alex Ioannou has worked as an educator for over 30 years, with nearly 20 of these in Montessori education within an Adolescent program. In addition to her work within the classroom, Alex has also had experience in leadership and as an acting principal. This work has built skills in liaising with accrediting bodies and standards and a determination to support and build capacity in teachers for the remarkable work they do. She continues to work with students as well as being involved in curriculum and resource development. Alex also works with the Montessori Australia team as Director of Research and Development. Alex holds a Grad DipEd, BA (Hons) and is currently completing her Master's in Educational Studies.

BARBARA LANGFORD & JESSICA LANGFORD

Barbara Langford has been a Montessori teacher for over 30 years during which time she has established seven highly regarded Montessori ECEC centres in Adelaide as owner and founder of SA Montessori. Barbara is a passionate advocate for raising the quality of education and care for young children. She spent many years as the President of both Childcare SA and also Childcare Associations Australia enabling her to champion at both a State and Federal Government level for the benefits of high quality early education for children. Barbara also runs her own consultancy company, volunteers on many boards and organisations to advocate for the early childhood sector. Jessica is Barbara's daughter, and holds a Bachelor of Education (Early Childhood), Diploma of Montessori (0-6), Diploma of Positive Psychology, and Diploma of Montessori (0-3). She is co-owner of 4 of SA Montessori's centres.

WILLIAM MAIER

William (Biff) Maier is Director of Faculty and Curriculum Development at Lexington Montessori School, and he co-directs the Montessori Elementary Teacher Training Collaborative (METTC), both in Lexington, Massachusetts. Involved with Montessori since 1974, Biff is a seminar presenter, consultant and mentor for the American Montessori Society. As former Chair of the AMS Teachers' Section, he served on the AMS National Board of Directors. Involved with Montessori since 1974, Mr. Maier is a seminar presenter and consultant. For the American Montessori Society, he serves as mentor to Emerging Leader Fellows and co-leader of Instructors Academy. As former Chair of the AMS Teachers' Section, he served on the AMS National Board of Directors. He earned his B.A. in psychology from Duke University and his M.Ed. from Xavier University, where he also received his AMS Early Childhood and Elementary 6-9 credentials. He also earned an AMI 6-12 credential from the International Center for Advanced Montessori Studies in Bergamo, Italy.

FIONA MCKENZIE

Fiona McKenzie is the founder of three democratic schools (two primary, one secondary) in Victoria, is currently the Principal of Village High School, and has recently taken on the Presidency of the Australasian Democratic Education Community. She has a passion for environments that support children and adults to learn and experience the significant capacity we all have to affect the quality of our lives. She also supports individuals and communities around Australia to start democratic schools.

JANE NEWMAN

Jane Newman has spent more than 20 years working in various teaching and leadership roles in Primary schools and across the Early Years sector in Queensland. She is a strong advocate of the state schooling system and the importance of finding the right educational environment to allow for optimal engagement and growth for all. As the current Principal of Grovely State School she is passionate about leading and growing the Montessori stream within this unique setting.

MARK POWELL

Mark Powell first read Positive Discipline for his Montessori training in New York in 1994. This foundation helped him successfully manage 6-9 and 9-12 classrooms in the US and Australia for 27 years. Mark trained with Jane Nelson herself and also has a M.Ed. specialising in Conflict Resolution. He has published widely on Montessori education and designed many classroom materials now sold around the world. As a Montessori trainer he has delivered many workshops at international conferences and consulted for dozens of Montessori schools. In 2021 Mark joined Montessori Australia as Director of Education Services. He gives regular workshops on a variety of topics, although bringing this unique approach to relationship building to Australian parents and educators is a mission dear to his heart.

SPEAKERS

STEWART RIDDLE

Stewart Riddle is an Associate Professor (Curriculum and Pedagogy) in the School of Education at the University of Southern Queensland. His research examines the democratisation of schooling systems, increasing access and equity in education and how schooling can respond to critical social issues in complex contemporary times. He has published extensively on educational disadvantage and the connections between equity and access to quality educational outcomes for young Australians. Stewart's most-recent book is Schooling for Democracy in a Time of Global Crisis: Towards a More Caring, Inclusive and Sustainable Future (Routledge, 2022). Prior to joining academia, Stewart taught high school English in Queensland schools for eight years.

LINDA RIGBY

Linda Rigby worked at a microbiologist, QA Manager and music teacher until she decided to become a teacher for family commitments. Since then teaching has taken over her life. Linda graduated in late 2013, and has worked at a Brisbane alternative school and Queensland Education. Linda has been running a Montessori Adolescent Programme at Mitchelton State High School since 2017. Linda has four children, two whom are adults with children and two teenagers who recently graduated high school. She is also studying a Masters of Special and Inclusive Education and is committed to peaceful educational options for all.

DR JOËL RIOUX

Dr Joël Rioux has substantive mainstream experience with learning and teaching in the Montessori Method in Australia and New Zealand. For eight years, he taught Aboriginal adolescent students in Woorabinda, a small community in Central Queensland. He taught Aboriginal pre-service teachers at Batchelor Institute (NT) from 2012-2022, as part of the initial Teacher Education course. His doctoral thesis built on his experience exploring the integration of Indigenous and western knowledges and the learning experience and engagement of students in their education and learning journey. He is currently the principal of Noosa Montessori school.

RUCHIKA SETH

Ruchika Seth is the Director of Middle School and Class Director of the Adolescent Program at Brisbane Montessori School (BMS). Ruchika has been at BMS for more than 15 years, working in an upper primary class (Years 4-7) for 3 year before setting up the Adolescent Program in 2012 (Years 7-10). Ruchika completed the Graduate Diploma in Middle Years of Schooling from University of Queensland in 2007 and joined the school that year. Later, she completed the AMI - NAMTA Orientation to Adolescent Studies (12-18-year-olds) at the Hershey Farm School in Cleveland Ohio, in 2011. With help from the school board and management, Ruchika helped set up the adolescent program and received the licence to deliver the Montessori National Curriculum for year 7-10. She has been running the program for the last 10 years with specialist and support staff.

SARA SUCHMAN

Sara Suchman is the Executive Director of the National Center for Montessori in the Public Sector (NCMPS). Sara was one of the original 3 founding members of NCMPS in 2012, served in various capacities during its start-up years, and has been the Executive Director since 2020. She leads a dedicated team committed to expanding and strengthening publicly funded Montessori as a model for delivering equitable, accessible, sustainable, and humanizing education. Prior to joining NCMPS, Sara had been an elementary and middle school math and ESL teacher in both independent and public schools in the US and abroad. She taught and supervised in Harvard's teacher education program and directed the Cambridge-Harvard Summer Academy. Sara holds an MAT in English as a Second Language (ESL) from the School for International Training, an MBA from the Stanford Graduate School of Business, and an Ed.D. from the Harvard Graduate School of Education.

Conference MC:

GAVIN MCCORMACK

Gavin McCormack is a renowned Montessori-trained teacher with a passion for innovative education practices. With over two decades of teaching experience in multiple countries, Gavin has been named the Montessori Australia Ambassador and has built nine schools, several libraries and run three teacher training centres in Nepal. He is a co-founder of Upschool.co and EducationInfluence.com, platforms that aim to bring about meaningful change in the education sector. Gavin is also a bestselling author of "The Potential in Every Child" and a children's author with books focusing on life skills. His dedication to promoting education equality has led to him being recognized as one of the top ten most influential global educators in 2019, 2020, 2021 and 2022, and he was nominated for Australian of the Year in 2018. Connect with Gavin to learn more about his personal pedagogy and educational philosophy and to collaborate on programming, classroom management, and pedagogy.

REGISTRATION

	PRICE	GST	TOTAL
EARLY BIRD MEMBER	$520	$52	$572
EARLY BIRD NON-MEMBER	$570	$57	$627
STANDARD MEMBER	$570	$57	$627
STANDARD NON-MEMBER	$650	$65	$715
SINGLE DAY	$360	$36	$396
CONCESSION	$360	$36	$396
RECORDING	$400	$40	$440
SUNDAY BREAKFAST SESSION	$35	$3.50	$38.50
GALA DINNER	$140	$14	$154

CONFERENCE REGISTRATION: Includes 2-day conference access, morning tea, lunch, afternoon tea, conference satchel, name badge, recording access (see below), exhibitors and certificate of attendance.
MEMBER RATES: Individual members and staff of Montessori Australia member schools and centres are eligible for the discounted member rates.
EARLY BIRD RATES: Ends 12:00pm Friday, 7 July 2023, thereafter the Standard rate applies.
BUY 10: Purchase 10 conference tickets (Early Bird or Standard) or 10 Gala Dinner tickets for the price of 9 (one being free of charge).
CONCESSION: Available to Concession Card holders, Pension Card holders, and full-time students of Montessori diploma, early childhood degree or teaching degree courses. Proof of card holder or enrolment required.
RECORDING: Available 3 weeks after the conference exclusively for the ticket holder viewing only, for a period of up to 60 days. Includes all breakout sessions.
SINGLE DAY: Saturday or Sunday session attendance. Recording or certificate of attendance not applicable.
BREAKFAST SESSION: Includes continental breakfast and presentation.
EVENT POLICY: Refer to the event policy for further details including cancellations and refunds: https://montessori.org.au/event-policy

REGISTER: https://conference.montessori.org.au