



Anne-Marie Poorthuis + 31-35-6564827
Koninginneweg 98 poorthuis@netwerkimpuls.nl
1241 CX Kortenhoef www.netwerkimpuls.nl
The Netherlands

Anne-Marie Poorthuis is initiator of 'Netwerkimpuls', a network organization for organizational consulting and research.
In 2007 she does scientific research on the network approach and works on a PhD.

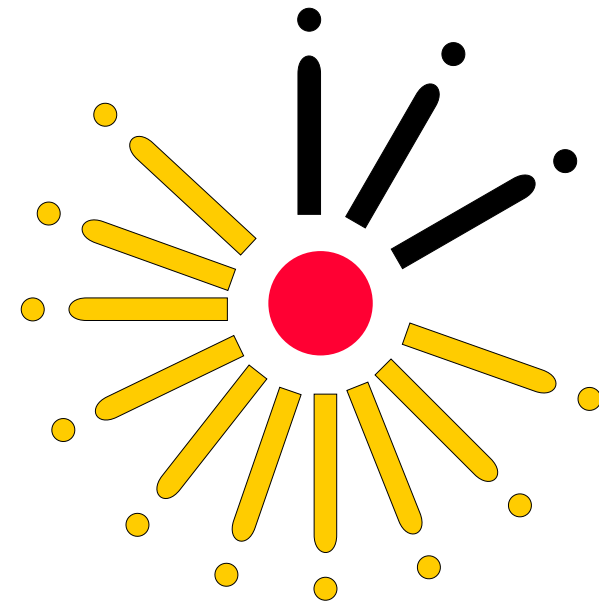


Jos Werkhoven + 31-35-6564739
Koninginneweg 98 Uitgeverij@DeArend.nl
1241 CX Kortenhoef www.DeArend.nl
The Netherlands

Jos Werkhoven was for thirty years a montessori teacher.
Since 1996 he is a publisher and developer of educational material.
His aim is the advancement of cosmic education.

Making school with cosmic potential

in Montessori education



Anne-Marie Poorthuis
Jos Werkhoven



Making school with cosmic potential

in Montessori education

Starting-points

- The cosmos is example and source of inspiration
- Every child is unique and humanity
- From a core everything has a relation

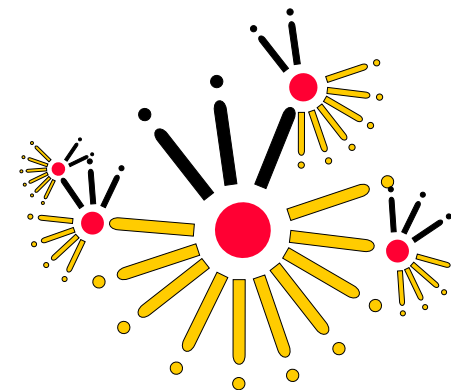
What does that mean for the teacher or school management?

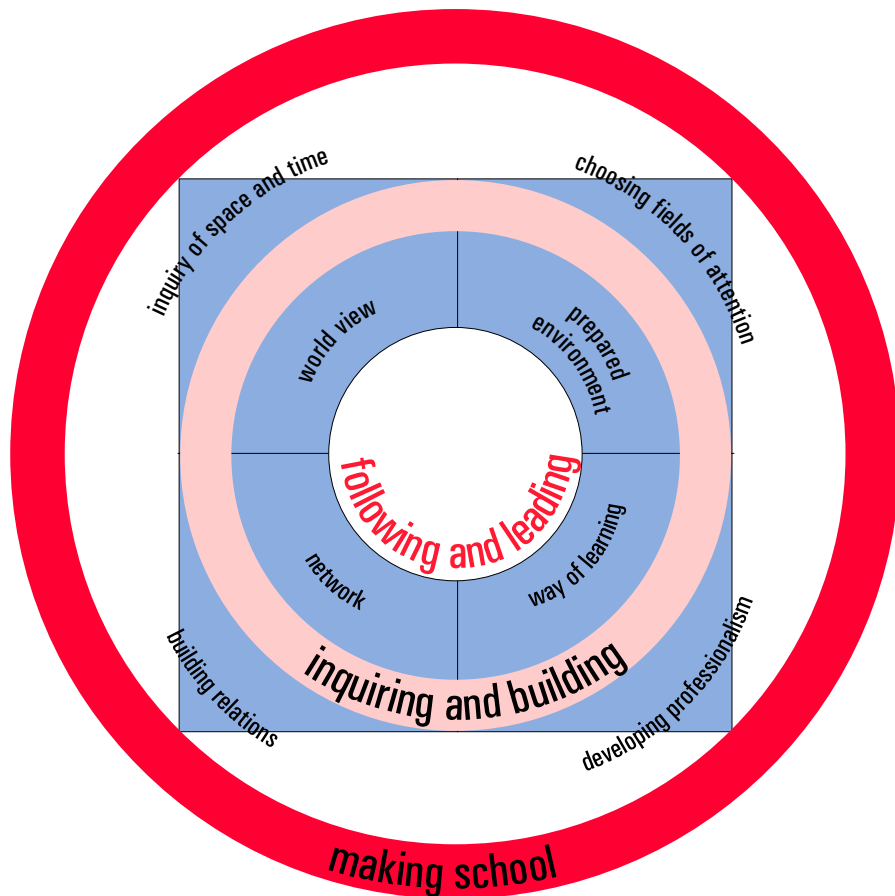
- Every day once again making school
- Inquiring and building on the pedagogical relation
- Following and leading the movement

This is a hand-out of the lecture given on the VIII International Congress of Montessori Europe, Amsterdam October 26 - 28, 2007.

The book 'Making school with cosmic potential' will appear in 2008 (both Dutch and English).

You can order the book from www.DeArend.nl or directly through the mail Uitgeverij@DeArend.nl





Making school with cosmic potential

Every day once again making school

With love for everything there is

- To be released and see every day as a new start
- To see once again everything as an ingredient
- Do not build with the burden of yesterday, try to make relations once again
- Enjoy the cosmic potential that appears

Inquiring and building on the pedagogical relation

With hope on what is possible

- a cosmic world view: to question total space and time
- a prepared environment: to choose the fields of attention
- a way of learning: to develop professionalism
- a network: building relations from a core

Following and leading the movement

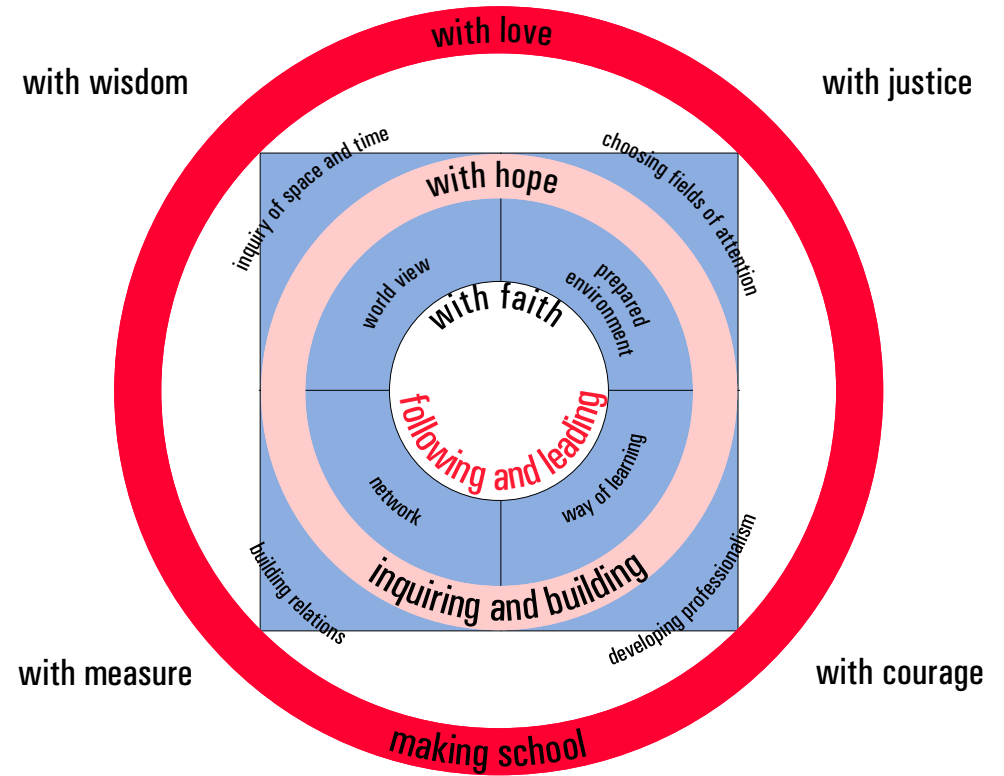
With faith in what is going to happen

- To trust on the movement that has been made.
- To make use of the cosmic potential.

We reflect:

with the four virtues of Plato

- ➔ the wisdom by with we question space and time and contributes to the pedagogical relation
- ➔ the justice by with we choose fields of attention and contributes to the pedagogical relation
- ➔ the measure by with we build relations and contributes to the pedagogical relation
- ➔ the courage by with we develop professionalism and contributes to the pedagogical relation



Making school with cosmic potential

A summary of the practical resources

For the teacher and/or the child

Inquiry of space and time

- The idea of the powers of ten by Kees Boeke (1950)
- The lines of life by Jos Werkhoven (1997)
- The material of sentence analysis by Maria Montessori

Prepared environment

- The three stages of Maria Montessori

Way of learning

- The idea of the 'lusmodel' (Dutch for loop model) by Els Westra-Mattijssen

Network of relations

- The actor-network analysis by Anne-Marie Poorthuis (2003)

Practical resources

The idea of the Powers of ten

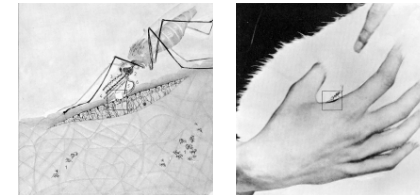
- The idea of 'Powers of ten' of Kees Boeke, discovery of space.

Eams Office; (1995) Powers of ten (CD), (1982) P. en P. Morrison (book), <http://www.powersof10.com>

In Dutch: Natuur en techniek; (1980) Machten van tien, ISBN 9070157489.

The illustration is from the original publication; Kees Boeke, Wij in het heelal, het heelal in ons, 1959, Uitgeverij Muusses en Meulenhoff.

0,01 metre high - 0,0001 m² 0,1 metre high - 0,01m²



1 metre high - 1 m²



10 metre high - 100 m² 100 metre high - 10.000 m²



Practical resources

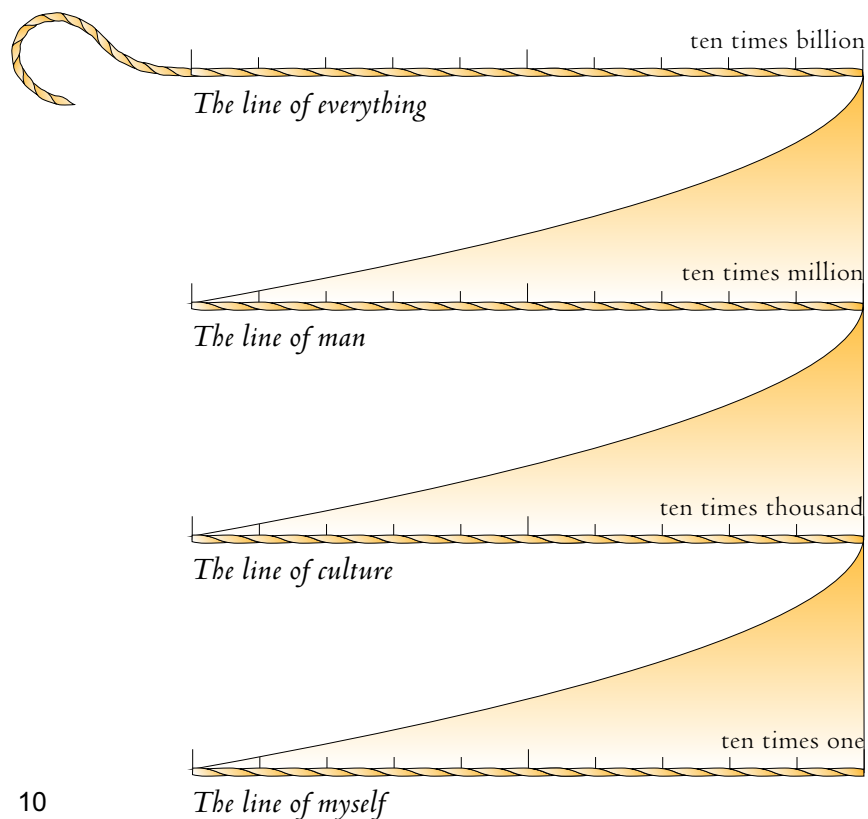
The idea of The lines of life

- ➔ The idea of 'The lines of life' of Jos Werkhoven, discovery of time.

In Dutch: Uitgeverij De Arend Kortenhoef; (1997) De lijnen van het leven, Jos Werkhoven, ISBN: 90-802860-3-6

End of 2007 also in Russian language: *Линии жизни*

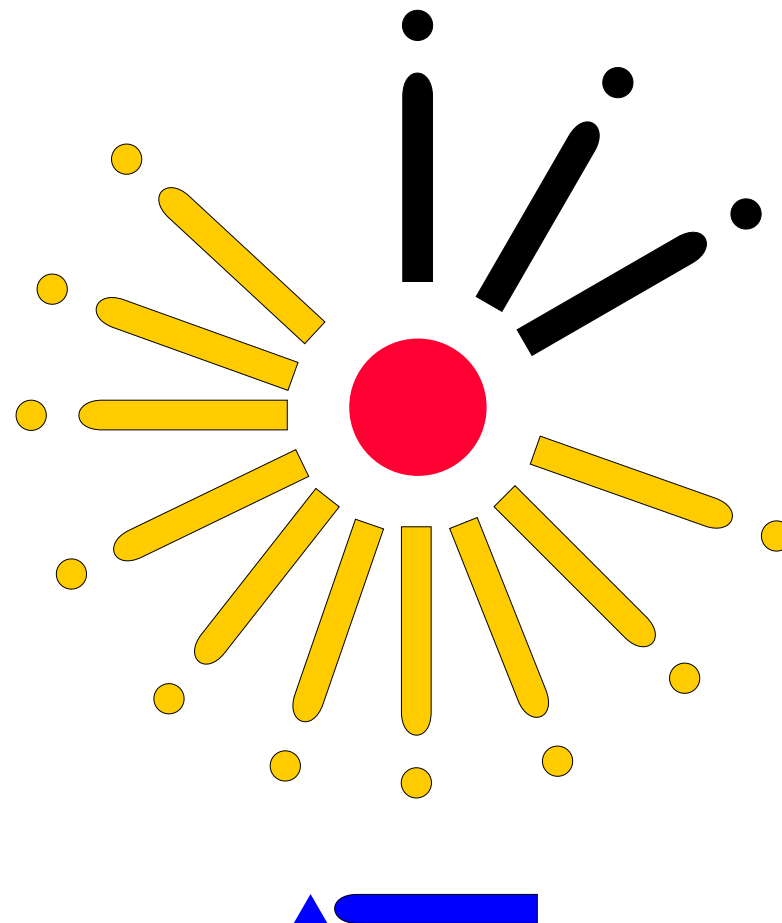
Not yet available in English. Please contact Uitgeverij De Arend (see back of this booklet)



Practical resources

The material of sentence analysis

- ➔ The material of sentence analysis by Dr. Maria Montessori, discovery of the structure of the sentence Nienhuis, Zelhem, The Netherlands.
- ➔ Discovery of cosmic essences and patterns; application Jos Werkhoven



Practical resources

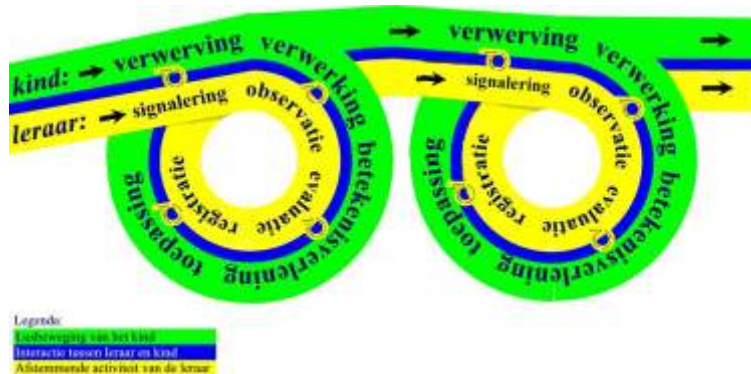
Prepared environment

The three stages of the prepared environment by Maria Montessori

- The concentration of the teacher is focused on the environment.
- The teacher draws the attention of the child.
- The activity of the child is most important in which the concentration of the child appears.

Way of learning

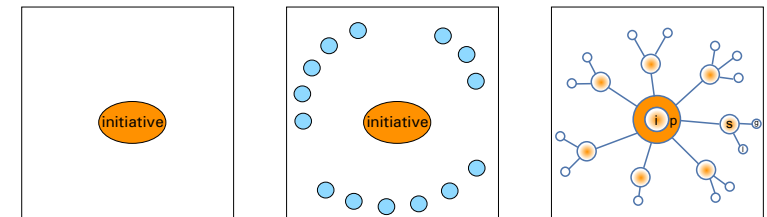
- The idea of the 'lusmodel' (Dutch for loop model) by Els Westra-Mattijssen.



Practical resources

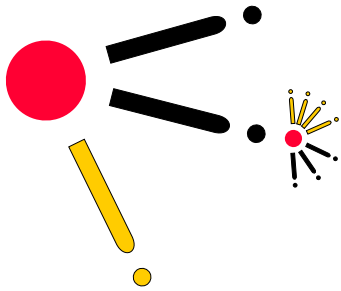
The actor-network analysis by Anne-Marie Poorthuis

With the actor-network analysis the teacher or the child are inquiring into and building networks of entities and positions around their initiatives.



- Name the initiative in one or two words and place it in the middle as the core of the network.
- Identify all the entities (people, ideas, things) involved and place them in a wide dynamic circle.
- Explore the (potential) actor-positions involved and place them between the circle and the core. The actor-positions in the network, viewing from the core, are network initiator, network partner, network agent, network supplier and network user. Fill in the (potential) actor-positions with as much detail as possible, e.g. names.
- Appraise the network. Focus on perspectives, themes, missing information, potential relationships and actor-positions.
- Prepare for the network in practice. Develop relationships with the identified people in order to fill in the actor positions.

Notes:



Notes:

