

Introduction for Section 2

A comprehensive interdependencies chart is like a spreading tree at the outset of the third and fourth planes. Combined with Baiba Krumins Grazzini's refined narrative, it makes a universal statement about caring for the Earth including humans. The interconnectedness of the 'totality of life' is a finale for second-plane cosmic education and a prelude to the older adolescent's scope of vision. The interdependencies connect the biological facts of human solidarity. They also elevate the highest ideals of cosmic education to a cooperative division of labour on the farm community and the local village.

Section 2 also features the evolution and expansion of the adolescent pedagogical framework with Montessori's lectures given in Oxford and Utrecht. Her early adolescent education articles suggest many activities and services that could happen outside of the school.

What follows are a series of charts which symbolize the stages of the four planes expansion. The first chart shows an established first and second plane and an emerging sub-plane for 12-15. The second chart shows all four planes as a series of rebirths. Another chart shows four planes with developmental categories. These charts represent almost forty years of conversation among adolescent teachers.

The metacognition chart is an elaboration for the third plane. Metacognition offers more observable data for understanding adolescent psychology and brain theory. This expanded thinking helps the adolescents see their life ahead. Section Two rolls out AMI's baseline

for two-summer adolescent diploma courses. Another innovation in the Montessori field is the development of an AMI Core Principles course, created by a team of AMI trainers over a 2 year period and piloted by MINT under the direction of Uma Ramani. This short course, delivered in blended or online formats, presents foundational Montessori principles across the whole range of human development.

The closing article on psychodisciplines is integral to designing formal programmes across the planes. Montessori suggested a consolidated view of how we can think of the whole of an academic programme which has not yet been designed except at the first- and second-plane level.

In this mainstream legacy Section 2 we explore the need to provide more research which includes metacognition, consideration for the fourth plane (18–24), and the realization of the psycho-disciplines. The basis for formal learning is part of an international view of the human tendencies across the planes. Additional research will include Montessori outcomes for adolescent evaluation criteria and the dovetailing of pre-collegiate and collegiate expectations at the ending of adolescence. As our Montessori students become contributing adults in the international world they will broaden their real-life insights by practice.

D.K.

