“Looking on the child with the same eyes as we looked on the newly born, we see that he has a sensitive period to go through which has the same relation to social life as previous sensitive periods have to individual life.

As in the previous sensitive periods the growing man fixes and stabilises functions which he would otherwise not be able to develop, so it is essential at this period of life to have the possibility of fixing his relation to social life, because in this sensitive period he is prepared to take up his part in the social life of humanity.

It is the same psychological mechanism at work as is at work in achieving perfection of speech during the sensitive period for acquiring speech.”

Maria Montessori, Oxford, 1936

**THE LAND SCHOOL**

1. Programme design
   1. Principles.
   2. Adolescence is in the middle.
   3. Pragmatism amongst the ideals.
2. The Four Prepared Environments
   1. Social independence.
   2. Self-expression.
   3. Psychic needs.
   4. Preparation for adult life.
3. Rhythm of the day
   1. The daily schedule.
   2. A typical day.
4. **Programme design**

**PRINCIPLES**

* Adolescents, despite popular opinion, are deeply interested in their world and in making a positive, thoughtful contribution to it. We prepare an environment for them to expand in freedom and grow in capability and responsibility. We want an environment of *possibility*, one in which obstacles to their innate motivation are removed. We want to work *with* their nature.
  + Adolescents see two reasons to spend time on something: (a) when they wish to explore aspects of the human endeavour that interest and energise them; (b) the social group they are a part of has a need to be met. The former is a continuation of the freedom of intellectual pursuit we cherish. The latter is the introduction of a new level of responsibility we can expect.
  + Genuine, adult-like responsibilities uniquely forge certain aspects of their personality, in the sensitive period for social development neuroscience tells us adolescence represents (see for e.g. work by Dr. Sarah-Jane Blakemore).
  + Economic activity – work that has a value to the world and embodied in the act of exchanging money – forms an axis around which the rest turn. In the course of fulfilling these genuine responsibilities, problems arise. It is in the meeting and solving of these day-to-day problems that the desire for knowledge arises, and the potency of the self as transformer is felt.
  + Real work is therefore also the invitation, opportunity and motivation to investigate and study – as any experience is. We are looking for deep, profound engagement and growth – in whichever sphere of human endeavour speaks to them as individuals with a unique contribution to make to their world. We follow their interests, and feed their joyful work. Where these do not exist, our role as adults is to help them find their ‘great work’, giving them the structure and guidance they need until that time arrives.
  + The work and study plans exist to serve their psychological characteristics. A programme of study will be available; progress through it will be individual. Schedules are not in themselves problematic, it is study without interest that is. Ultimately, we treasure a view of knowledge as a privilege not a burden. Through their work and study students will meet their developmental needs in the present while preparing for the unknown and unknowable future.

**ADOLESCENCE IS IN THE MIDDLE**

* + In the Children’s House;
* We recognise and support the inner powers children are born with.
* Cultural concepts are offered in ways that appeal to their characteristics.
* Presentations open areas of interest or remove obstacles to their pursuit.
* Presentations are typically given to individuals.
* Each student has their own individual trajectory through human culture.
* The Guide is responsible for the child’s development.
  + In the Elementary;
* We recognise psychology as primary; content is the means not the end.
* The real world is seen as the true environment, “going out” is the bridge.
* Culture (in its expansive sense) is materialised, offered as presentations.
* Presentations open areas of interest or remove obstacles to their pursuit.
* Presentations are typically given to individuals or small groups.
* Each student has their own individual trajectory through human culture.
* The Guide is responsible for the child’s development.
  + At University;
* The student specialises in a particular area of human culture.
* Specialisation is delivered through a degree, divided into modular courses.
* Courses are meant to take the student from one mode of Being to another.
* There is a scope and sequence to each degree, with variations possible.
* Students sign up to a small number of limited-duration courses.
* There is a fixed schedule for each course, with its lectures and tutorials.
* Students are responsible for their own development.
  + At work;
* We build expertise as we fulfill a need that has an economic value.
* We gradually shoulder organisational (as well as personal) responsibility.
* The job has certain requirements, and one brings to it certain capacities.
* The job determines the parameters of what/where/when/with-whom.
* Effective training is mainly on-the-job, but can also be off-the-job.
* One has, separate from work, a personal life, with personal interests.
* Each adult is (unconsciously?) responsible for all of humanity (“society”).
  + The Land School experience will be characterised by:
* Participation in job crews (what needs doing) on a rotating basis.
* Students practice taking responsibility for the social organisation.
* Key disciplinary concepts are mapped out and materialised in the work.
* Short courses or workshops offered along the axis of “Man in Society”.
* The emphasis is on deep understanding rather than memorisation.
* Students helped, in “going-out” style, to find resources to deepen study.
* Opportunities for engagement with local and global community.

**GCSEs and Beyond**

* Students will sit the following GCSEs at age 16:
  + English Language (Edexcel)
  + Literature (Edexcel)
  + Mathematics (CIE)
  + Combined Science (CIE)
  + … and any others that students request, if suitably qualified and experienced staff can be found to teach the course.

The environments are equipped to an exceptionally high standard with educational resources particularly in the sciences where we have access to the “Living Laboratory” of the walled garden and woodland.

From age 15 they will work with GCSE practice papers.

All staff are suitably qualified and experienced.

We are in the process of registering as an examination centre.

* + We have begun to have preliminary conversations with University admissions departments. Our conversations indicate the following:
* There is an across-the-board requirement for English and Maths GCSEs, and for Science GCSEs for particular courses (e.g. to study medicine). Universities look for evidence of capability. These 5 GCSEs (2 English, 1 Maths, 2 Science) and relevant A-levels they may later do make up the core of that evidence.
* There is established precedent for considering applicants on individual merit since a significant proportion of applications are from (a) mature and (b) international students. In these non-standard cases, applications are forwarded to the Admissions Tutor in the relevant faculty, who evaluates the application on the merits of the evidence offered.
* That our students will present as strong candidates given the extent of their portfolio, experiences and responsibilities at the Young People’s Community.

“And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.

It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment.

The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child.”

Dr. Maria Montessori, *Absorbent Mind*, 1967

1. **Land School Prepared Environment**

* The four aspects to the prepared environment are:
* Social independence (Residence, Farm, Shop and Guesthouse).
* Self-expression (Arts and Sports).
* Psychic needs (Morality, Maths, Languages).
* Preparation for adult life (Sciences and Humanities).

***A. Social Independence***

* + The Land School belongs to the adolescent community. We are here to help them to be its stewards, and to thrive as individuals within a small society living in a thoughtful and loving relationship with the land.
  + Each student is part of a “job crew” for 2-3 months. They take on real responsibilities, encountering and resolving difficulties and problems that arise each day. Crews include:
* Walled garden & woodland.
* Animals & animal produce.
* Business & Regulatory.
* Building & Maintenance.
* Kitchen.
* Domestic & Hospitality.
  + From September 2017 Paul Pillai and Lesley Ann Patrick will facilitate this work, supported by Pete Dollimore, Freia Barry, Tracey Younghusband, Karen Pearce, Rob Gueterbock, Miles Denyer, Tom Davis and others.

*WALLED GARDEN AND WOODLAND*

* + Work in the walled garden is conducted on a scientific basis, and includes:
* Crop rotation schedule.
* Bed preparation, sowing, transplanting.
* Watering, weeding, fertilising.
* Harvesting, packaging, preserving.
* Pruning, composting.
  + Woodland management includes:
* Ecological surveying.
* Site drainage and landscaping.
* Felling, pruning and coppicing.
* Pond and stream conservation.
* Nurturing wildlife habitats.
* Trail and right-of-way maintenance.
  + Our goal is sustainable economic and ecological productivity.

*ANIMALS AND ANIMAL PRODUCE*

* + The first group of adolescents will help decide what animals we start with:
* Animals that increase horticultural productivity *e.g. bees.*
* Animals that contribute to rare breed preservation *e.g. chickens.*
* Animals that are profitable (given our scale and values) *e.g. pigs.*
* Animals that contribute to the upkeep of the land *e.g. horses.*
  + Factors that govern our choice of animals:
* Chickens are most familiar to us, and bees are a common choice.
* Variety is more interesting than volume.
* It has to be genuinely useful or productive – not a toy farm.
* We must pay regard to the regulatory aspect (e.g. Health & Safety regime).

*BUSINESS AND REGULATORY*

* + This crew is responsible for:
* Determining what we might sell.
* How we should package and market it, and to whom.
* Distributing the products to our customers.
* Maintaining customer relations and upselling into accounts.
* Maintaining the business accounts.
* Ensuring compliance (e.g. Soil Association organic standards).
* Organising and running events for the local community (Art exhibitions, short courses in DIY Plumbing, Build Your Own Wind Turbine etc.).

*BUILDING AND MAINTENANCE*

* + The Building & Maintenance Crew would be responsible for:
* Helping renovate the existing buildings.
* Participating in the construction of new builds e.g. by the pond.
* Maintenance jobs across the site (building, plumbing, electrical).
* Putting up and maintaining fencing (site security, chickens).
* Building and maintaining horticultural areas, animal shelters etc.
* Maintenance of mechanical, electrical and electronic equipment.

*KITCHEN*

* + The Kitchen & Domestic Crew would be responsible for
* Preparing food produce for sale.
* Menu planning and budget management.
* Food sourcing and purchasing.
* Cooking 3+1 meals a day.
* Setting tables, serving, and washing up.
* Meeting Food Standards requirements.

*DOMESTIC AND HOSPITALITY*

* + The Domestic and Hospitality Crew would be responsible for
* Maintaining a beautiful home.
* Taking care of guests and making their stay an utter delight.

The emphasis is that this is their community. We are helping them to have their own community, a community that grows in its independence from year to year, grows in its intelligence from year to year, and grows in its capacity for loving action from year to year. We are here to “help them do it by themselves”.

“The subconscious plays a great part in the life of the child during this period.

Everything takes place in the subconscious and it is in the subconscious that man and woman attain their maturity, in both emotions as well as ideas, which is a surprise for the individual himself.

These subconscious facts come as a surprise and a marvel to the individual when he discovers them for himself. At first he feels quite at sea, and is worried and does not know what is happening to him.

One could say that the power comes from the subconscious, whilst the shyness comes from the conscious.”

Maria Montessori, Kodaikanal, 1942

***B. Self Expression***

* + Opportunities for self-expression include:
* Language.
* Visual arts.
* Music.
* Drama.
* Sport.
  + We will be setting up an Artist in Residence programme, possibly funded through Arts Council grants, with a public-facing component (e.g. exhibitions in Lewes) that the adolescents are responsible for organising. This opens up a world of fascinating possibilities across a range of cultural themes.
  + From September 2017 Paul Pillai and Lesley Ann Patrick will facilitate these studies, with contributions from external artists and an Arts Coordinator.

*LANGUAGE*

* + Students are reading, writing and presenting as a matter of course as they study and work.
  + We follow the Writing Workshop approach originally articulated by Donald Graves and Donald Murray and developed by the Reading and Writing Project at Columbia University. The goal of this approach is to develop lifelong writers. The way this is done is entirely sympathetic with the Montessori approach, and the results speak for themselves: students write with clarity, power and beauty. In essence the approach is as follows:
* The adolescents write about what matters to them.
* They are given ‘craft lessons’ to enhance the power of their writing.
* They are introduced to the different forms of writing.
* They are helped to develop independence as writers.
  + As far as reading is concerned, our wish is for the adolescents to love to read. Our wish is for them to be able to engage with complex texts, recognising that it is hard work to extract their meaning, but immeasurably rewarding. There are established ways to do both – the first is to give them the freedom to read anything that interests them and to create a culture of excitement around books they love and recommend to each other. The second is to routinely work together to interpret complex texts. As a Montessori programme, our approach is guided by the following:
* Mortimer Adler’s 1940 classic ‘How to Read a Book’.
* ‘The Reading Zone’ as developed at the Centre for Teaching and Learning.
* ‘Socratic Practice’ developed by St Johns College and the Paiedia Project.
  + To develop their public speaking skills, we will offer:
* Ongoing lessons in how to present their work and research findings.
* Regular “Toastmaster” style speeches and debates.
* Short courses/workshops on rhetoric.
* Short courses/workshops on presence and the use of voice.
* Short courses/workshops on the science and art of story-telling.

*VISUAL ARTS AND CRAFTS*

* + There are two aspects to the prepared environment for the visual arts:
* Instruction in technique.
* Opportunity to practice.
  + Visiting artists will run short courses either over a full day or a few hours over a number of weeks. Students who wish to attend may do so.
  + The artist leaves behind a ‘prepared environment’ in which the students can continue working once the course is finished.
  + Examples of short courses include:
* Botanical illustration.
* Arduino programming.
* Short films.
* Paper engineering.
* Crochet.
* Map making.
* Visual display of quantitative data.
  + The purpose of the short course is to teach technique. We don’t know how the adolescents will incorporate the skills and techniques they are introduced to, in the work they are doing; but our experience is that they will use them in interesting, personal, diverse, creative and inspiring ways.

*MUSIC*

* + The adolescents will have the opportunity to learn to play a musical instrument, receiving one or more lessons a week. We would likely begin with piano, guitar and harmonica but will consider other requests based on the adolescents’ interests. For special interests (e.g. Suzuki violin) we will work with the parents to arrange music lessons at the school where possible.
  + Music appreciation and music technology will be offered as short courses. An environment will be available for them to practice creating electronic music.
  + Singing would be woven into the fabric of the day as it is in the elementary.
  + Students would have the opportunity to attend concerts in Lewes, especially concerts where young people are performing. We are seeking to establish relationships with youth groups in the area.

*PERFORMING ARTS*

* + Drama has a powerful role in adolescence. It offers on the one hand a space in which to experience different ways of *Being* (e.g. being arrogant, being timid) while limiting their vulnerability (because they are ‘acting’). On the other hand, it is unique as an experiential material through which to explore themes of human psychology, motivation and behaviour. Both these aspects have particular meaning and significance in adolescence.
  + The aspects to the performing arts experience we offer are:
* Workshops on technique (e.g. set design / method acting / script writing).
* Workshop on playwright (Shakespeare, Shaw).
* Opportunities to practice (their own plays plus an annual production).
* Exposure to professional theatre companies (productions and backstage).
* Exposure to the performances of like-minded schools e.g. Michael Hall.

*SPORTS*

* + Students will be exposed to a variety of sports – basketball, football, tennis, swimming, badminton, and other group games such as capture-the-flag – games adolescents love and that get them moving.
  + We would also look to offer courses on:
* Rope access training (to climb trees).
* Skateboarding.
* Sailing, Kayaking and Windsurfing.
* Yoga, Pilates, Alexander technique, Feldenkrais.
  + We would look to organise camping trips and hikes around the country, possibly in connection with visits to particular sites of interest, or participation in public events.

“Our care of the children should be governed not by the desire to make them learn things, but by the endeavour always to keep burning within them the light which is called intelligence.”

Maria Montessori, 1951

***C. Psychic Needs***

* + From September 2017 Paul Pillai and Lesley Ann Patrick will facilitate these studies (morality, mathematics, languages), with contributions from external specialists for languages and advanced mathematics.

*MORALITY*

* + We offer a set of experiences that allow for explicit contact with the notion of self as spiritual being, or having a spiritual aspect to ones being:
* Meditation and mindfulness classes.
* Physical practices e.g. yoga and feldenkrais.
* Exploring different religions.
* The space for solitude and silence on the land.

*MATHEMATICS*

* + The Montessori Mathematics curriculum is covered in four ways:
* Similarly to the Elementary, students work with materials that embody mathematical concepts e.g. the binomial cube in the Children’s House is now revisited in its algebraic form: (a+b)2 = a2 + b2 + 2ab. We will be using the suite of Montessori materials for the adolescent that was developed by Mike Waski at Montessori High School, Cleveland, and published by the North American Montessori Teachers Association.
* Students use the language of mathematics (especially algebra and statistics) in their science experiments. Students retain more of what they are learning when they use maths in the course of doing their own projects. Students will use a range of scientific instruments – for instance temperature sensors, pressure sensors and motion sensors – to gather data in the course of their scientific investigations. They will learn how to manipulate, analyse and present this data to inform decisions.
* Student will use computer software (e.g. Logger Pro, Geometer’s Sketchpad) to help analyse the data they gather or explore relationships between shapes. Khan Academy offers excellent support material too.
* From time to time we will offer short courses, for instance on Euclid or ‘Statistics in the Media’, to enrich the mathematical curriculum and broaden awareness of its applicability to our lives as thinking citizens.

*LANGUAGES*

* + We aim to offer instruction in a small number of foreign languages, through specialist foreign language teachers who visit at scheduled times in the week.
  + For 2016/2017 we will offer French as a second language.

“He now enters a psychological period directed towards society. Culture must, therefore, give him the means which allow him a social orientation, by making him understand how the world he lives in functions; the correllations between groups of people through their work; the balance and abundance which occur through exchange; the different functions of each kind of work for the maintenance and progress of human civilization and the contribution of every individual. Not in an abstract way, but in a highly practical way.”

Maria Montessori, Rome, 1934

***D. Preparation for Adult Life***

* + In the Montessori approach, preparation for adult life includes the following:
* Study of the earth and of living things.
* Study of human progress and the building up of civilisation.
* Study of the history of mankind.
* Study of the present day.
  + From September 2017 Paul Pillai and Lesley Ann Patrick will facilitate these studies, with contributions from Rob Gueterbock, Pete Dollimore, Tracey Younghusband and external lecturers such as artists, working professionals (e.g. chemists, architects) and PhD students (e.g. University of Sussex).

*STUDY OF THE EARTH AND OF LIVING THINGS*

* + Students will be working under the guidance of a professional ecologist to study the 13-acre site, beginning with its geology and topography. They will participate in a series of habitat surveys, monitoring for the variety of flora and fauna on the site, and working to develop its biodiversity.
  + In restoring the walled garden to horticultural use, students will study cell biology, plant nutrition, the transport system in plants, respiration and gas exchange, and reproduction in plants.
  + Students will also study the chemistry of life: water and living organisms, carbohydrates, lipids, proteins and enzymes, nucleic acids and metabolism.
  + Students will study the latest methods in small-scale organic growing, gaining both a deep understanding of how nature works and experience the application and therefore the power of knowledge.
  + Students will be, starting in 2016/17, looking after bees and particular breeds of chickens sourced through the Rare Breeds Survival Trust. They will study genetics, animal nutrition and comparative anatomy in addition to their scientific studies e.g. effect of external temperature on hive activity.
  + Alongside their work running a commercial kitchen, they will study human physiology – circulatory system, respiratory system, and reproductive system. We will be using the Montessori Assistants to Infancy resources to study the development of the human being from conception to maturity.

*STUDY OF HUMAN PROGRESS AND THE BUILDING UP OF CIVILISATION*

* + Students will help maintain our energy systems: which include electricity and Liquefied Petroleum Gas (LPG) cylinders, as well as renewable energy systems such as Solar Photovoltaic panels, an Air Source Heat Pump and soon a Biomass Boiler. They will study the different sources of energy human beings use, and how this energy is stored, transported and consumed.
  + Students will take apart simple household devices such as kettles, light bulbs, printers, vacuum cleaners, phones and music speakers to see how they work. They will study energy through its vast and varied practical application.
  + Students will study mechanics through hands-on experiments using materials developed by the American Modeling Teachers Association. Optics will be explored through the historical investigative approach.
  + Students will study the structure of matter, chemical and physical change, kinds of bonds, chemical equations, acids, bases and salts, periodic trends, organic and inorganic compounds.
  + Students will be introduced to programming, beginning with Arduino, which allows them to control devices in the real world rather than just on a screen. They will be introduced to the use of programmable devices in their art installations and their science research e.g. making bat-listening devices.

*STUDY OF THE HISTORY OF MANKIND*

* + We continue the ‘Big History’ approach of Montessori education, which presents history as a complete whole, beginning with the Big Bang. We will run short courses in cosmology and astronomy.
  + Students study the work and life of significant personalities in human history with an emphasis on geographical and scientific discoveries.
  + Students will engage with primary texts (e.g. Archimedes, Plutarch, Galileo, Darwin), exploring the fundamental ideas that underlie Western civilisation.
  + Historical scientific experiments are recreated, for instance Gilbert’s (1544-1603) study of magnetism, or Eratosthenes’ (276BC-194BC) calculation of the circumference of the earth. The emphasis is on the majesty of man. We want them to fall in love with humanity, with this grand vision of man.
  + They continue exploring along the great themes of the ‘Fundamental Needs of Man’, the ‘Migration Charts’ and the ‘Timeline of Civilisations’. Cultural anthropology forms a key theme: the nature of contact between different people, intermarriage and the assimilation of cultures. We will read works by anthropologists such as Ruth Benedict.
  + Wars and revolutions are studied in relation to ideals and moral standards. The influence of religion and patriotism on behaviour will be studied.
  + Students will be introduced to the forms of government and the different economic systems in different countries. They will be introduced to different ideas of development, for instance Francis Fukuyama’s work on the role of institutions, and Amartya Sen’s work on development as freedom.
  + Students will conduct a detailed study of one period, event or person that arouses their interest. This would involve researching historical documents and constructing for themselves a real understanding of the subject.

*STUDY OF THE PRESENT DAY*

* + In the Elementary, students study the 6 Fundamental Needs of Man. In the Adolescent Programme, students will go into the world and see how human beings today, in our time and place, meet their fundamental needs:
* Food: farms and fisheries, restaurants, biscuit factories, power stations.
* Shelter: building sites, architects studios, tent manufacturing, oil refinery.
* Clothing: linen and wool production, shoe design, fabric printing.
* Defense: hospitals, police, fire stations, armed forces bases.
* Transportation: steel foundries, car manufacturing, bicycle repair, gliding.
* Spiritual: religious practices, the arts, people in flow.
  + The emphasis in these visits is two-fold: to come into contact with these different aspects of real life, and to come into contact with the *psychology of the people involved* with these different aspects of real life. Lectures will be arranged to tie-in with these visits, giving context and space for reflection.
  + Guest speakers will visit to share their experiences with different aspects of the human endeavour in the UK and abroad: managing complex projects in Iraq, shooting films in Indonesia, volunteering for a charity in Calais.
  + Students will visit the range of social organisations that exist in the UK: clubs, associations, societies, charities, trusts, foundations, cooperatives, community-interest companies, social enterprises, sole traders, partnerships and limited liability companies; and explore why and how these operate.
  + Students will pay particular attention to the structure of the UK government, and participate in the political life of our local parish council at East Hoathly.

1. **Rhythm of the day**

**THE DAILY SCHEDULE**

* The day will be structured around the rhythm of work cycles. Work cycles refer to blocks of uninterrupted time during which the adolescents can immerse themselves in work they love, that engages their whole personality.
  + The provisional schedule for 2016/2017 (interim year) is as follows:
* Minibus arrives from Lewes station at 8.40am.
* Work cycle from 8.45am to 11.45am.
* Lunch from 11.45am to 12.45pm.
* Work cycle from 12.45pm to 3.45pm.
* Minibus departs to Lewes station at 3.50pm.
  + The provisional schedule for 2017/2018 is as follows:
* Job crews begin from 8am.
* Breakfast served between 9.15am and 9.50am.
* Work cycle from 10am to 1pm (see sleep research on adolescence).
* Lunch from 1pm to 2pm.
* Work cycle from 2pm to 5pm.
* Tea from 5pm to 530pm.
* Sport/Drama/Coffee-House etc. from 530pm to 7pm.
* Supper from 7pm to 8pm.
* Work cycle from 8pm to 10pm.
  + Montessori said that variety is useful, and that alternating between practical and intellectual tasks is refreshing. At the same time she reminds us that work is most useful for development when it engages the whole personality – hand, head, and heart.
* While contact time with Specialists increases, the two Guides in the adolescent community play a similar role as in the Elementary community:
* Prepare the environment for the psychic disciplines: English and Maths. Work with the Farm Scientist, Ecologist and Engineer to prepare the environment for the Natural and Physical Sciences. Organise short courses and workshops in the Arts, Humanities and Social Sciences.
* Orient students to opportunities available, connect them to work that aids their development, and help them take responsibility for their learning
* Follow students interests, support the development of their personality during a difficult time in their lives, nurture their calling to serve humanity in their own unique and individual way, and feed joyful work

**A TYPICAL DAY**

Rhythm

|  |  |
| --- | --- |
| 8am – 9am | 17 students are away   * 13 students spent the previous night at home. * 2 students in a Land School in Mexico for the month. * 2 students on internships.   43 students staying the night   * 5 students prepare breakfast and lay table. * 2 students go out to feed the animals. * 36 students wake up, and come down for breakfast. |
| 9am – 10am | 13 students who spent the previous night at home now arrive at the Land School.  Whole community breakfast. |
| 10am – 1pm | Morning work cycle. |
| 1pm – 2pm | Whole community lunch and free time. |
| 2pm – 5pm | Afternoon work cycle. |
| 5pm – 5.30pm | Whole community tea.  16 students go home after afternoon tea. |
| 5.30pm – 7pm | Sport/drama/coffee-house/free. |
| 7pm – 8pm | Supper for those staying over that night. |
| 8pm – 10pm | Evening work cycle. |

Presentations (lessons)

At the Land School, presentations are typically given in small groups, but also individually. Presentations given during a typical work cycle may include:

* 4 students are introduced to isotopes, related to photosynthesis.
* 2 students are shown how to fashion bamboo shoots into calligraphy pens as part of their study on the Ming dynasty.
* 3 students receive a short lesson on plate tectonics related to a seminar discussion on the South Downs as a heritage resource.
* 3 one-to-one meetings with students to discuss progress against A-levels.
* 2 students learn to use a graphing calculator to solve a quadratic equation.
* 4 students given a lesson on the use of repetition in writing a poem.
* 4 students receive a presentation on using a lathe to make a bowl.
* 2 students dissect a frog and compare its anatomy with the anatomy of a fish.
* 2 students receive a lesson on optics: reflection and refraction, related to study of the compound eye of a bumble-bee.
* A student receives a guitar lesson.
* 2 students receive a presentation on how to balance books.
* 2 students shown how to pack the salad boxes for delivery later that day.

These lessons are just introductions: the real learning takes place when the student repeats the work, using the knowledge to do something real, or to attempt something new.

Lessons are given by:

Paul Pillai

Lesley Ann Patrick

Supported by:

Pete Dollimore

Tracey Younghusband

Rob Gueterbock

And by arrangement:

Pete Friend

Esme Young

Priscilla Benidini

Mark Treffel

…and others.

Work taking place

Work taking place during a typical work cycle may include:

* 5 students wash dishes and clean dining room.
* 3 students meet with House Parents to go through personal journal.
* 2 students cleaning the Guest House preparing for a group of visitors arriving later in the week.
* 20 students continuing with independent research/study:
  + 2 students use surface temperature probes to conduct an experiment on heat loss due to radiation.
  + 2 students reading in preparation for a seminar on women at the heart of civil rights movements.
  + 2 students research the flying patterns of bumblebees.
  + 2 students translate a Neruda poem into English.
  + 3 students plan a trip to a local archaeological dig.
  + 4 students participate in a facilitated seminar in French.
  + 2 students import excel data on the impact of caffeine on heart rate in the community to their graphing calculators .
  + 2 students research techniques for making preserves.
  + 6 students participate in a seminar on the ethics of child labour.
  + 1 student writing a play on the theme of redemption.
  + 3 students prepare an inventory of plant species on the land.
* 3 students practise giving presentations, scoring each other using a rubric.
* 4 students bottling honey for sale (extract, bottle, label).
* 2 students leave to visit a horologist at the British Museum in London.
* 3 students accompany the vet on their rounds.
* 2 students sanding tables in the woodwork studio.
* 2 students plaster and paint a wall.
* 5 students get lunch ready for the community.
* 3 students load the van with produce to take to the shop in East Hoathly.

And that is our vision of an engaged, happy, fulfilled community of adolescents.

“At this time the human soul by nature opens itself to love. His conscience becomes sensible to the greatness of man and to civilisation based on the great conquests which were made possible by human cooperation …this man is now ready to begin to live mysteriously, yet positively for other people, to dedicate his life to others, to make sacrifices, to give his life to protect. That is the meaning and importance of this period: i.e. the man who lives for others is a fundamentally social being.”

Dr. Maria Montessori