

COMPARISON OF MONTESSORI VS TRADITIONAL PRESCHOOLS

Montessori

1. Emphasis on cognitive structures and social development
2. Teacher's role is unobtrusive; child actively participates in learning.
3. Environment and method encourage internal self-discipline.
4. Individual and group instruction adapts to each student's learning style.
5. Mixed age grouping.
6. Children encouraged to teach, collaborate, and help each other.
7. Child chooses own work from interests, abilities.
8. Child formulates concepts from self-teaching materials.
9. Child works as long as she/he wants on chosen projects.
10. Child sets own learning pace to internalize information.
11. Child spots own errors through feedback from material.
12. Learning is reinforced internally through child's own repetition of activity, internal feelings of success repetition.
13. Multi-sensory materials for physical exploration development.
14. Organized program for learning care of self and self-care environment (shoe polishing, sink washing, etc)
15. Child can work where she/he is comfortable, moves and talks at will (yet doesn't disturb others); group work is voluntary and negotiable.
16. Organized program for parents to understand the Montessori philosophy and participate in the learning process.

Traditional

1. Emphasis on rote knowledge and social development.
2. Teacher's role is dominant, active; child is a passive participant.
3. Teacher is primary enforcer of external discipline.
4. Individual and group instruction conforms to the adult's teaching style.
5. Same age grouping.
6. Most teaching done by teacher and collaboration is discouraged.
7. Curriculum structured with little regard for child's interests.
8. Child is guided to concepts by teacher.
9. Child usually given specific time for work.
10. Instruction pace set by group norm or teacher.
11. Errors corrected by teacher.
12. Learning is reinforced externally by rewards, discouragements.
13. Few materials for sensory, concrete manipulation.
14. Little emphasis on instruction or classroom maintenance.
15. Child assigned seat; encouraged to sit still and listen during group sessions.
16. Voluntary parent involvement, often only as fundraisers, not participants in understanding the learning process