



A Comparison of Traditional Approach vs. The Montessori Approach

Montessori

Emphasis on cognitive and social development

Teacher has unobtrusive role in classroom

Environment & method encourage self-discipline

Mainly individual instruction

Mixed age grouping

Grouping encourages children to teach and help each other

Child chooses own work

Child discovers own concepts from self-teaching materials

Child works as long as he feels the need on a chosen project

Child sets own learning pace

Child spots own errors from feedback of material

Child reinforces own learning by repetition of work and internal feelings of success

Multi-sensory materials for physical exploration

Organized program for learning care of self & environment.
(Polishing, cleaning the sink, etc.)

Child can work where he chooses, move around and talk at will (yet not disturb work of any others); group work is voluntary.

Traditional

Emphases on social development

Teacher is center of classroom as "controller"

Teacher acts as primary enforcer of discipline

Group and individual instruction

Same age grouping

Most teaching done by teacher

Curriculum structured for child

Child is guided to concepts by teacher

Child generally allotted specific time for work

Instruction pace usually set by group norm

If work is corrected, errors usually pointed out by teacher

Learning is reinforced externally by repetition and rewards

Fewer materials for sensory development

Less emphasis on self-care instruction

Child usually assigned own chair; encouraged to participate, sit still and listen during group sessions

Organized program for parents to understand the Montessori philosophy and participate in the learning process

Voluntary parent involvement-which is not always welcome.

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