



SOME DIFFERENCES BETWEEN MONTESSORI AND TRADITIONAL SCHOOLS

The goal of both Montessori and traditional schools is the same: to provide learning experiences for the child. The biggest differences lie in the kind of learning experiences each school provides and the methods they use to accomplish this goal.

Montessori educators believe children are adaptable. Montessori children have learned to work independently and in groups. Since they have been encouraged to make decisions from an early age, these children are problem-solvers who can make appropriate choices and manage their time well. The children have been encouraged to exchange ideas and discuss their work freely with others. Their good communication skills ease the way in new settings. Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop strong self-images and the confidence to face challenges with optimism.

MONTESSORI

emphasis on cognitive and social development

teacher has unobtrusive role

environment and method encourages self-discipline

mainly individual instruction

mixed grouping

grouping encourages children to teach and help each other

child chooses own work

child discovers own concepts from self-teaching material

child works as long as he wishes on 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 and environment (polishing shoes, cleaning the sink, etc.)

TRADITIONAL

emphasis on rote knowledge

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

We invite you to visit Canton Montessori School for an observation of our exceptional programming for children six weeks - third grade. See for yourself how our environments can support your child’s individual needs in a peaceful and respectful setting.

Excel in learning. Excel in life.