

## Comparing Montessori with Traditional Education

Montessori children are unusually adaptable. They have learned to work independently and in groups. Since they've been encouraged to make decisions from an early age, these children are problem-solvers who can make appropriate choices and manage their time well. Encouraged to exchange ideas, discuss their work freely with others, such students' good communication skills ease the way into 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, noncompetitive activities, help children develop strong self-images and the confidence to face challenges and change with optimism.

Montessori	Traditional
<ol style="list-style-type: none"> <li>1. Emphasis on cognitive structures and social development.</li> <li>2. Teacher's role is unobtrusive; child actively participates in learning.</li> <li>3. Environment and method encourage internal self-discipline.</li> <li>4. Individual and group instruction adapts to each student's learning style.</li> <li>5. Mixed age grouping.</li> <li>6. Children encouraged to teach, collaborate, and help each other.</li> <li>7. Child chooses own work from interests, abilities</li> <li>8. Child formulates concepts from self-teaching materials</li> <li>9. Child works as long as s/he wants on chosen project.</li> <li>10. Child sets own learning pace to internalize information.</li> <li>11. Child spots own errors through feedback from material.</li> <li>12. Learning is reinforced internally through child's own repetition of activity, internal feelings of success.</li> <li>13. Multi-sensory materials for physical exploration development.</li> <li>14. Organized program for learning care of self and self-care of environment (shoe polishing, sink washing, etc.)</li> <li>15. Child can work where s/he is comfortable, moves and talks at will (yet doesn't disturb others); group work is voluntary and negotiable.</li> <li>16. Emphasis on cognitive structures and social development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Emphasis on rote knowledge and social development.</li> <li>2. Teacher's role is dominant, active; child is a passive participant.</li> <li>3. Teacher is the primary enforcer of external discipline.</li> <li>4. Individual and group instruction conforms to the adult's teaching style.</li> <li>5. Same age grouping.</li> <li>6. Most teaching done by teacher and collaboration is discouraged.</li> <li>7. Curriculum structured with little regard for child's interests</li> <li>8. Child is guided to concepts by teacher.</li> <li>9. Child usually given specific time for work.</li> <li>10. Instruction pace set by group norm or teacher.</li> <li>11. Errors corrected by teacher.</li> <li>12. Learning is reinforced externally by rewards, discouragements.</li> <li>13. Few materials for sensory, concrete manipulation.</li> <li>14. Little emphasis on instruction or classroom maintenance.</li> <li>15. Child assigned seat; encouraged to sit still and listen during group sessions.</li> <li>16. Voluntary parent involvement, often only as fundraisers, not participants in understanding the learning process.</li> </ol>





Montessori **Radmoor**  
*Educating children since 1968*