

What is Montessori

The Montessori Curriculum

The Montessori classroom is designed to promote self-discipline, independence and responsibility. Academically, children develop a foundation in language and math skills, physical and cultural geography, zoology, botany, physical science, history and art. They also learn practical life skills such as cooking, carpentry, sewing and cleaning. One of the most important aspects of our classroom is to instill a sense of respect, independence and improve self-esteem which leads to confidence.

Below is a table that generally summarizes the difference.

<i>Traditional Approach to Education</i>	<i>Montessori Approach to Education</i>
Children grouped chronologically	Non-graded (two or three year age span)
Class seated at desks much of time	Students “work” at tables, group lessons on floor with freedom of movement
Postponement of cognitive development until first grade	Critical cognitive skills developed before age six
Basic readers (traditional “see and say”) or “whole language” (non-traditional “see and say”)	Phonetic-based, multi-sensorial; more flexible writing and reading opportunities
Teacher “corrects” pupils’ “errors”	Children learn from peers, self-correcting materials; teacher’s role as a guide
Children are different. Some can learn – others cannot	All children can learn. They are the same all over the world

No implicit trust and respect for every child	Implicit trust and respect for every child.
Teacher centered	Child centered
Teacher is transmitter of knowledge	Children learn through their own discovery and experience
Homogeneous grouping	Multiage grouping for community atmosphere
Answers are provided by teacher	Children correct themselves through control of error
Time periods allotted	No time restrictions
Rewards and punishment (grades)	Self-motivation

The Reggio Emilia Approach

The Reggio Emilia school of thought is a way of approaching education and child advocacy. It is a method of examining what children know, are interested in, and what challenges them in its most basic form. Teachers keep track of these observations so they can consider how best to support kids in developing their social and academic potentials. Long-term initiatives link fundamental academic disciplines inside and outside of the classroom. It's important for teachers to watch and listen to the kids when using an emergent curriculum to teach and learn.

Teachers question the kids and pay attention to their theories, hypotheses, and suggestions. Teachers compare, talk about, and evaluate their observations after watching kids in action. Based on their observations, teachers design long-term projects, studies, and activities for the classroom. The Cycle of Inquiry is a collaborative process between teachers and students that involves the sharing of theories. Teachers discuss their decisions with kids based on their interpretations, intents, and goals (social, emotional, and academic). Learning is viewed as a spiralling process rather than a linear one.