

Montessori

- Emphasis on cognitive structures and social development
- Teacher's role is unobtrusive; child actively participates in learning
- Environment and method encourage internal self-discipline
- Individual and group instruction adapts to each student's learning style
- Multi-age grouping
- Children are encouraged to teach, collaborate and help each other
- Child chooses own work from interests and abilities
- Child formulates concepts from self-teaching materials
- Child works as long as s/he wants on chosen project
- Child sets own learning pace to internalize information
- Child spots own errors through feedback from material
- Learning is reinforced internally through child's own repetition of activity, internal feeling of success
- Multi-sensory material for physical exploration development
- Organized program for learning care of self, others and environment
- Child can work where s/he is comfortable, move and talk at will (yet doesn't disturb others); group work is encouraged

Traditional

- Emphasis on rote knowledge and social development
- Teacher's role is dominant, active child is passive participant
- Teacher is primary enforcer of external discipline
- Individual and group instruction conforms to the adult's teaching style
- Same-age grouping
- Most teaching is done by teacher and collaboration is discouraged
- Curriculum structured with little regard to child's interests
- Child is guided to concepts by teacher
- Child usually given specific time for work
- Instruction pace set by group norm or teacher
- Errors corrected by teacher
- Learning is reinforced externally by rewards, discouragements
- Few materials for sensory, concrete manipulation
- Little emphasis on instruction or classroom maintenance
- Child assigned seat; required to sit still and listen during group sessions