

Montessori, Traditional, Versus GMCS Methods

<u>MONTESSORI</u> <u>METHOD</u>	<u>TRADITIONAL</u> <u>METHOD</u>	<u>GMCS BLENDED</u> <u>APPROACH</u>
Emphasis is on cognitive, social, and emotional development	Emphasis is on cognitive development	Emphasis is on cognitive, social, and emotional development
Multi-sensory materials for physical exploration	Fewer materials for sensory development	Multi-sensory materials for physical exploration
Environment and method encourage self-discipline and problem-solving strategies	Teacher is primary enforcer of discipline mostly through forms of punishment.	School-wide expectations are explicitly taught, modeled, and practiced. Adults support and encourage self-discipline and problem-solving strategies.
Mixed age groups provide the child with a sense of community where children work to help and teach each other.	Same age grouping	Mixed age groups provide the child with a sense of community where children work to help and teach each other. Subject specific classes at grades 3 - 6.
Children can work together cooperatively.	Cooperative grouping is minimal	Children can work together cooperatively.
Teacher (directress) is a facilitator.	Teacher is in control	Blend of direct teacher instruction and teacher as facilitator.
Mainly individual and small group instruction	Mainly whole group instruction	We offer a blend of whole group and small group instruction.
Child chooses own work, with encouragement from teacher.	Set curriculum is structured for the child.	PA Standards-based curriculum which offers Must Do and May Do activities.
Child can work where he/she chooses, move around, eat snack, and talk when he/she desires, if he/she is not disturbing the work of others.	Child must usually sit in a chair, not talk to friends, eat only at lunchtime, and work on set work.	We offer mobility within the classroom, flexible seating, snack, and social times allowed if students are not disturbing the work of others.
Child discovers own concepts from self-teaching (didactic) materials.	Child is guided to concepts by teacher.	Blend of teacher-guided instruction and discovery-based exploration

Child may work at own learning pace.	Instruction pace is set by group norm.	Instruction pace is set by national norms with differentiation for students to work at own learning pace.
Child has unlimited time to work on a chosen project.	Child is generally allotted specific time for work on a specific project or assignment. Projects usually chosen by teacher.	Children are generally allotted specific timeframes for work. Flexibility for specific projects or assignments is often allowed.
Child reinforces own learning by repetition of work with intrinsic feelings of success. Learning is its own reward.	Learning is reinforced extrinsically by repetition and rewards. Teachers work to motivate the child to learn.	Child reinforces own learning by repetition of work with intrinsic feelings of success along with teachers motivating the child to learn.
Materials are self-correcting. Child spots own errors from feedback of material.	If work is corrected, errors usually are pointed out by the teacher.	Blend of teacher-corrected work and self-correcting materials allowing students to spot their own errors from feedback of material.
Organized program for learning care of self and environment to develop independence. Washing hands, sweeping floor, polishing shoes	Less emphasis on self-care instruction	Organized program for learning care of self and environment to develop independence such as washing hands, sweeping floor
Organized program for parents to understand the Montessori philosophy and participate in the learning process	Voluntary parent involvement	Voluntary parent involvement