

MONTESSORI METHOD & REGGIO EMILIA PHILOSOPHY

comparing two educational approaches

Reggio Emilia

**FOCUSES ON COLLABORATIVE
SMALL-GROUP WORK WHERE
LEARNING IS SUPPORTED BY OTHERS.**

Reggio Emilia offers a social-constructivist philosophy of education, whereby students construct their own meaning within a social context and environment.



**REGGIO EMILIA'S DOCUMENTATION
IS A WAY OF RECORDING NOT ONLY THE
WORK BUT THE VOICE OF THE CHILD.**

Using many different ways to record from pencil, paper to audio and video equipment, teachers in Reggio inspired schools transcribe the words and interpret the work of the child, documenting both academic and social progress.



**DOCUMENTATION IS OFTEN CAREFULLY
DISPLAYED FOR THE COMMUNITY TO VIEW.**



CREATED *by*
PARENTS

Montessori

**ENCOURAGES INDIVIDUAL WORK
WITH BUILT-IN CONTROLS OF ERROR,
LEAVING THE CHILD FREE TO WORK**

without needing to constantly check with a teacher.



**MONTESSORI TEACHERS OBSERVE LIKE
SCIENTISTS, CAREFULLY RECORDING THE
WORK AND PROGRESS OF THE CHILD.**

These observations are intended to lead the teacher to understand what lessons or materials to present next.



**MONTESSORI TEACHERS' OBSERVATIONS
ARE CONSIDERED PRIVATE.**



Reggio Emilia

MALAGUZZI BELIEVED CHILDREN WERE DEEPLY ROOTED IN A PARTICULAR CULTURE - EVERY CONTEXT INFLUENCES FAMILIES AND TEACHERS.

The reggio emilia philosophy sees children as being products of their culture. Therefore, what works in one geographic area will not work in another, and what is learned through Reggio teacher training in one location will not necessarily work at any other school. The teachers must adapt their philosophy to the culture in which they find themselves.



RICH ENVIRONMENTS ARE CREATED AND CONSIDERED A THIRD TEACHER

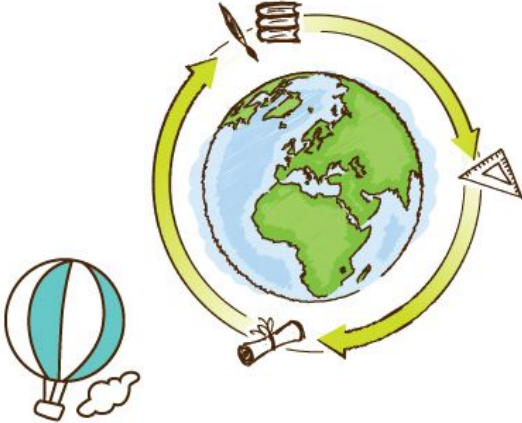
MATERIALS ARE PART OF THE ENVIRONMENT
natural items, recycled materials, paint, clay, light etc.



Montessori

MONTESSORI BELIEVED IN THE UNIVERSAL CHILD, OR CHILD OF THE WORLD.

Dr. Montessori believed that children around the world learn the same way. She created her teacher training so that her methods could be implemented regardless of the children's geographical location. It should not matter whether you are in a Montessori classroom in Italy, the United States, or Bangladesh, it should be instantly recognizable because of Montessori's universal design.



TEACHER AS LINK BETWEEN CHILD AND ENVIRONMENT

MATERIALS DESIGNED FOR PARTICULAR CONCEPTS



Reggio Emilia

SOCIAL CONTEXT PLAYS AN ESSENTIAL PART IN THE DEVELOPMENT OF CHILDREN'S PERSONALITY



BASED ON COMMUNICATION AND RELATIONSHIPS

Strong emphasis on listening by the teachers in order to learn what happens



SMALL GROUP SIZES & NO MIXED AGE GROUPS

PHILOSOPHY EVOLVES AND CHANGES

Montessori

PERSONALITY FORMED BY EXPERIENCE



FOCUS ON AUTONOMY AND INDEPENDENCE

Observes in order to find out what happens next

AGES ARE MIXED



METHODS OF TEACHING REMAIN THE SAME

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