



MONTESSORI

DESCRIPTION

TRADITIONAL SCHOOL (CAPS)

Montessori Method: was developed by Dr. Maria Montessori, an Italian Physician & educator, in the early 20th Century. She opened the 1st Montessori school: Casa Dei Bambini - Rome in 1907. This method is based on Dr Montessori's observations, of children's natural learning tendencies, emphasis is on child centred, hands on , & individual approach to education.

BASIC

CAPS Curriculum: The Curriculum & assessment Policy Statement (CAPS) is a curriculum used in South African Schools. It was introduced as part of the post apartheid education reform & was officially implemented in 2012. CAPS outlines the curriculum content, assessment guidelines, & teaching strategies for various subjects & grade levels in South African Schools.

- Follows the Montessori Philosophy, emphasizing individual , child centred learning.
- Focuses on holistic development of a child, including academic, social emotional & practical life skills.

1. EDUCATIONAL PHILOSOPHY

- Adheres to a ore conventional educational philosophy with a standardised curriculum.
- Typically emphasises teacher-directed instruction & a structured classroom setting

- Implements a 3 year cycle for each group eg, 3 to 6 yrs, 6 to 9 years) to allow for continuity & deep exploration of concepts.
- Recognises the importance of consistency & progression in a child's educational journey.

2. 3 YEAR CYCLE

- Generally follows a yearly grade-based system without the specific emphasis on multi-year cycles.



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- * Utilises concrete materials before introducing abstract concepts to provide hands on, experimental learning.
- Believes in allowing children to manipulate physical materials to understand & internalise abstract ideas.

3. CONCRETE TO ABSTRACT LEARNING

- Often introduces abstract concepts through lectures, textbooks & worksheets from the beginning.

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4. ASSESSMENT METHODS

- Often introduces abstract concepts through lectures, textbooks & worksheets from the beginning.

- Supports individualised learning, allowing children to progress at their own pace.
- Encourages self -directed exploration & discovery.

5. INDIVIDUALISED LEARNING

- Typically follows more standardised approach, with a set of curriculum for all students in a particular grade.



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- * Embraces mixed -age classrooms where children of different ages work together in the same environment.
- Allows younger children to learn from older peers, fostering mentorship & leadership skills.
- Provides opportunity for older children to reinforce their understanding by teaching concepts to younger classmates.
- Mirrors the real world setting where people of various ages collaborate and learn from each other.

6. MIXED - AGE GROUPS

- Typically organises classrooms based on ages, with students within the same grade level.
- Interaction among students of different ages may be limited to extra curricula activities or special programs.



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Adheres to a no or minimal homework policy, recognising the importance of a child's free time for other activities, family & rest.

- Values a balance between academic subjects and the development of life skills, creativity & social intelligence.
- Believes that the learning that occurs during the school day is sufficient, allowing children to explore their interests independently outside of school hours.
- Focuses on creating a balanced approach to education that supports overall well-being.

**7.
NO**

HOMEWORK POLICY

- Typically assigns regular homework to reinforce classroom learning and to prepare students for exams.
- May involve a more structured and extended time commitment outside of school hours.



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- Integrates Practical Life skills into the curriculum, emphasising independence, responsibility and daily activities.
- Values a balance between academic subjects and the development of life skills, creativity and social intelligence.
- Recognises that learning is not confined to traditional subjects but extend to practical life, arts and social interactions.

8. IMPORTANCE OF PRACTICAL LIFE SKILLS:

(BALANCE
BETWEEN
ACADEMIC
&
NON-
ACADEMIC
SKILLS

- May focus more on academic subjects without the same emphasis on practical life skills.



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- Emphasizes on a close, supportive relationship between teachers and students.
- Teachers are guides, observing and facilitating the child's learning journey.

9. TEACHER - STUDENT RELATIONSHIP

- Generally follows a more structured teacher-led approach, with less emphasis on individual guidance.

- Encourages a sense of community and collaboration among students of different ages.
- Prioritises social & emotional development alongside academic progress.

10. COMMUNITY & SOCIAL DEVELOPMENT

- Often groups students primarily by age & may have less emphasis on mixed-aged interactions.



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- Prioritise the child's interests, curiosity, and intrinsic motivation for learning.
- Promotes a more child-centric approach, allowing students to choose activities based on their individual interests.

11. CHILD-CENTRIC LEARNING ENVIRONMENT

Typically follows a more teacher-centric approach, with the curriculum and pace dictated by the set educational standards.

- Removal before completing the FULL 3 year cycle may interrupt the child's developmental progression.
- The child might not fully experience the Montessori approach, including the culmination of skills and understanding intended for their age group.
- The Child may have not have transitioned from concrete learning to abstract.

12. POSSIBLE REPURCUSSIONS OF REMOVING A CHILD BEFORE COMPLETING THE 3 YEAR CYCLE

- Transitioning from Montessori to a traditional school may require an adjustment period for the child to adapt to different teaching methods and expectations.



The purpose of this breakdown is so parents can gain a more comprehensive understanding of the unique features of Montessori educations, which contribute to the HOLISTIC development of the child.

Providing parents with this comprehensive understanding will help them make informed decisions based on the educational philosophy , teaching methods, and overall approach that aligns with their values and expectations for their child's education.