

ALIGNMENT COMPARISON

HighScope PQA Quality Indicators and Montessori Philosophy

The Montessori community in Michigan is highly supportive of efforts to improve the quality of early childhood education in the state, but to do so by forcing all programs to comply with a single model of philosophy and practice is unacceptable to us. Although we share common goals with the traditional child care community, an authentic Montessori school cannot receive the highest rating on the PQA because of fundamental differences in our approach to child development.

The following is a summary of areas in which Montessori philosophy conflicts with HighScope PQA Quality Indicators. Details can be found on the pages that follow.

- Classroom arrangement and materials selection
 - Labels
 - Duplicate materials
 - Displays of children's work
- Organization of the day
 - Tightly-scheduled day vs. extended work period
 - Several transitions vs. few transitions
- Role of the teacher
 - Teacher-directed vs. child-determined activities
 - Teacher as instructor vs. teacher as guide/facilitator
- Assessment
- Teacher training
- Teacher: child ratios