

A PERSPECTIVE ON THE DIFFERENT TEACHING MODELS

There is a variety of ways teaching can be done: through Socratic enquiry, direct instruction, collaborative work, project-based learning and more. Each model satisfies particular skill sets and strategies.

The needs of students should guide the educator choice of teaching model and all should be introduced to offer opportunities for students to find best methodology suited to their style of learning.

Teaching should always link to individualised student learning for optimal outcomes.

Within a Montessori context, there are many models adopted by our educators and always the deciding factor is the student needs. Often the students themselves become the teachers and peer teaching demonstrates high yield with positive learning outcomes.

Montessori is based on developmental needs and planned instruction as well as maintaining the understanding that students are constructivists, hence knowledge is acquired and sought, to widen personal understanding. Student participation and engagement is very high when they are agents in their own learning. Children naturally seek different models of how they are taught. Explicit instruction may be the first step when building a foundation of a new concept; the next step could be collaborative learning (teaching) or project-based learning.

A Montessori educator is cognisant of each teaching model and asked to identify the appropriate model for expected outcomes as well as student best learning modality.

A model seldom used in a Montessori class is the 'expert model'. We want students to question and never feel that one person holds all the answers; this promotes responsibility on behalf of students to share their own knowledge and understanding without the sense of being judged.

A research enquiry based project yields the most positive outcomes when the educator scaffolds expectations and provides criteria to be included in student work. Generally a student will produce far more than required, when allowed to drive own projects.