

A FINAL COMPARISON OF WORLDVIEWS AND EDUCATION STRUCTURE CORRELATES

Having explored the philosophical and curricular aspects of Montessori education and identifying how they dovetail with characteristics of the emerging worldview, it is helpful to review the mechanical worldview and education comparison chart from earlier, this time including comparative points from the Montessori approach:

Mechanical Worldview	Correlation in Traditional Education	Emerging , Holistic Worldview	Correlation in Montessori Education
<ul style="list-style-type: none"> • Hierarchical structure of reality and nature • Competition • Conquest over nature. 	<ul style="list-style-type: none"> • Rigid hierarchy of Policy - Administrator-Teacher-Student • Authoritarian structure, with students at the bottom. • Mastering and controlling natural tendencies. Mistrusting nature. Fearful of nature. • Competition. • Little sense of community. 	<ul style="list-style-type: none"> • Parallel structure, systems and feedback • Ecology, interdependence, in community with nature • Collaboration with others and with nature 	<ul style="list-style-type: none"> • Classroom is an interdependent system. Multi-age classroom. Relationship-based instruction. • Collaboration, not competition. • Natural tendencies are supported and worked with, rather than controlled. • Teacher is not the focus of attention. The teacher is a guide, providing structure when necessary. • Children are treated with respect. Teachers give guidance awarefully as the primary elders in the classroom.
<ul style="list-style-type: none"> • Objective external reality has primacy. 	<ul style="list-style-type: none"> • Inner world of the student is ignored. The focus is on the external set of information. • . The teacher is to teach objective information objectively, with no personal involvement. • Subjectivity is minimized, avoided. • Inner motivation of the student is not considered. • External authority is the source of knowing. Inner knowing has little value. • Teacher is the objective imparter of information. 	<ul style="list-style-type: none"> • Inner, subjective reality is valued as well as objective outer reality. • Intuitive. • Self-reflective. • Involvement 	<ul style="list-style-type: none"> • Inner world of the student is acknowledged and drawn upon. Natural potentials of the child are the starting point. • Inner world of the teacher is also acknowledged. Teachers self-reflect. • Students’ developmental drives are tapped into as inner motivators. Students are free to explore their own interests. • Auto-education principles strengthen sense of inner knowing. • Freedom of choice strengthens inner will and self-discipline.
<ul style="list-style-type: none"> • Linear outcomes and causality. Mechanistic. 	<ul style="list-style-type: none"> • Individual variation of students not accounted for. • Input-output model. Information in, test performance information out. 	<ul style="list-style-type: none"> • Non-linear process. • Complexity. • Relationship • Process-oriented 	<ul style="list-style-type: none"> • Instruction is based on student readiness, not on lockstep timing. • Overt testing not conducted. Tests are not seen as true indicators of progress or growth.

	<p>for every student. If it doesn't, the problem is with the student.</p> <ul style="list-style-type: none"> External motivators considered necessary. Rewards and punishment. Quantity of information emphasized. More is better. One-size-fits-all approach with curriculum and pedagogy. 		<ul style="list-style-type: none"> Internal motivation is tapped into by teachers and by the curriculum. External motivators are not utilized. Quality and depth of work is emphasized. Curriculum and pedagogy are based on fundamental principles, then approaches are tailored according to the students' needs and interests. Education is seen as a journey of exploration rather than discrete facts to be absorbed on a schedule. More flowing.
<ul style="list-style-type: none"> Empirical emphasis 	<ul style="list-style-type: none"> Emphasis on measurable outcomes. Testing. Non-measurable aspects of education (social skills, attitude, sense of community) are ignored. Skills-oriented rather than growth and development oriented. Statistical approach to success.. 	<ul style="list-style-type: none"> Empiricism respected, but not exclusively. Other ways of knowing are respected. Awareness 	<ul style="list-style-type: none"> No grading. Minimal testing. Emphasis is placed on the community nature of the classroom and each student's role in the class. Fundamental academic skills are used to facilitate natural exploration rather than be an end in themselves. Work is purposeful and motivating. Flexibility of curriculum allows for following synchronicities or intense interests or spontaneous opportunities. Auto-education facilitates retention of intuition and self-knowledge. Compassion, gratitude, grace and courtesy are considered fundamental skills also. Success is redefined to include qualities such as balanced, confident, curious, engaged.
<ul style="list-style-type: none"> Reductionist 	<ul style="list-style-type: none"> Clear-cut divisions across disciplines. Discrete and disconnected approach. 	<ul style="list-style-type: none"> Holistic. Systemic. Interdependence Process-oriented 	<ul style="list-style-type: none"> Instruction is often story-based. Disciplines are interconnected. 'Cosmic education' is based on principles of interconnection and ecology. Work is purposeful and related to life.
<ul style="list-style-type: none"> Materialistic, rationalistic Logic 	<ul style="list-style-type: none"> Emotional aspect of learning is ignored. The inner world of the student plays little role in learning. Students come 'empty-minded'. Their previous experiences are not considered useful or valuable. Experiences outside of school are not considered part of 'education'. 	<ul style="list-style-type: none"> Organic Connection Intuition 	<ul style="list-style-type: none"> The classroom is a supportive community that engages emotion and inner growth. Beauty, compassion, trust and respect are inherent. Cosmic education is based on humanistic principles of gratitude and awareness of human culture. Students contribute to the expansion of knowledge in the classroom through their own exploration and sharing. Students' natural tendencies are respected and acknowledged.

<ul style="list-style-type: none"> • Dualistic • Separateness 	<ul style="list-style-type: none"> • Focus is on the cognitive. Other realms such as spiritual and intuitive are ignored and often suppressed. 	<ul style="list-style-type: none"> • Holistic • Universal consciousness • Collective 	<ul style="list-style-type: none"> • By being able to follow their own interests, students are given the space to be able to listen to their own inner voice. It facilitates exploration in the arts and personal expression. • Cosmic education: an underlying principle of holistic universe
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