

Nine Principles of Montessori Education

Angeline Lillard (2016)

Montessori: The Science behind the Genius (3rd ed.)

Oxford University Press

Maria Montessori (1870-1952)



A drawing of
Dr. Maria Montessori by
Allison Geneser

Montessori influence on education

Montessori introduced child-size furniture, now common in most early childhood education environments.

What other innovations did Montessori bring to modern education?

Maria Montessori and a child sitting at a table, manipulating mathematical materials.

<https://montessori150.org/maria-montessori/montessori-photos>



Montessori: Science Behind the Genius

Dr. Angeline Lillard, a psychologist from the University of Virginia, has been studying Montessori education for decades

<https://www.montessori-science.org/>

In this book, Dr. Lillard outlines nine principles of Montessori education that are universal, worthy of consideration in every learning environment.

Lillard, A. (2016) *Montessori: The Science behind the Genius* (3rd ed.) Oxford University Press.

Nine principles of Montessori Education

- 1. Movement & Cognition**
- 2. Choice**
- 3. Executive Function**
- 4. Interest**
- 5. Extrinsic rewards \neq motivation**
- 6. Learning from & with peers**
- 7. Meaningful contexts**
- 8. Teacher ways & child ways**
- 9. Order in environment & mind**

Nine principles of Montessori Education

(1) that movement and cognition are closely entwined, and movement can enhance thinking and learning

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(2) that learning and well-being are improved when people have a sense of control over their lives

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**(3) executive function
arises from concentrated
attention**

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(4) that people learn better when they are interested in what they are learning

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(5) that tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn

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(6) that collaborative arrangements can be very conducive to learning

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(7) that learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts

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**(8) that particular forms
of adult interaction are
associated with more
optimal child outcomes**

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(9) that order in the environment is beneficial to children.

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