



Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Technical Occupational Entry in
Montessori Pedagogy – Birth to Seven (Early Years
Educator) (Diploma)
QN: 610/3983/4**

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Introduction

These tasks are exemplifications of the assessment approach. Centres may write their own tasks according to the guidance in the Qualification Specification to suit individual learner needs, or contextualise the tasks given here to your learner's context. Sample assessment material tasks have been created for the internally assessed 13 units. Tasks have been designed to cover knowledge and skills learning outcomes (LOs) for all units and provide opportunities for stretch and challenge.

Within these tasks, the following assessment methods are used:

- learner's own work products
 - journal article
 - written response
 - risk assessment
- written and pictorial information
 - presentation
 - creation of information booklet
 - slideshow presentation
 - poster
 - display board
 - room plan
- reflections
- reflective diary
- activity plans
- observation of children, young people or adults by the learner
- case study
- professional discussion
- direct observation of learner by assessor
- expert witness testimony.

Note: This is sample assessment material; therefore, centres will set their own word counts and time limitations on the tasks to suit their own centres and needs of their learners. The 'be able to' criteria-based outcomes must be achieved with reference to experience in a Montessori learning environment and subject to direct observation of the student in placement in line with early years educator (EYE) assessment principles.

L3MP 1 Study skills

Task 1

Complete the table below and discuss your answers with a peer:

	Agree	Disagree
I listen to music when studying.		
I always study in the same place in my home.		
I have to study in complete silence.		
I like to have a study timetable.		
I only study when I am in the right mood.		
My study space is disorganised.		
I have a place for everything in my study space.		
I take notes in class.		
I like to look back at my previous work.		
I prefer to watch presentations to support my learning.		
I learn best when I take part in group activities.		
Identify two positive aspects of your own studying / learning process at home and explain why.		
Identify two aspects of your studying / learning process at home that you would like to change and explain why.		
Reflecting on your discussion and considering tasks 2-4, create a learning plan for Unit 01. This should include how you will approach your learning, learning styles, time management and planning.		

(AC1.1, 1.2)

Task 2

In small groups, four to 6, create a collaborative source directory to identify a range of reliable material that will provide context for the Montessori approach to education. This should contain a minimum of **two (2)** sources from each member of the group and must include:

- written books
- internet resources
- journal resources.

For each entry, identify the strengths and weaknesses of both the content and the source.

Note: This task should include consideration of different approaches to reading, researching and note-taking and could be used to support other units; for example:

- the Montessori philosophy (Unit 02)
- principles of child development and observation in an early years Montessori learning environment (Unit 03).

(AC2.1, 2.2)

Task 3

Use your portfolio to:

- demonstrate how to use sourced information to support own training; this will include analysing and evaluating, structuring, editing and proofing
- demonstrate how to reference sourced information; this will include awareness of plagiarism, as well as how to reference different materials
- demonstrate the ability to present sourced information; this will include the possibility for a variety of presentations of materials, with awareness of audience.

(AC3.1, 3.2, 3.3)

Task 4

Write a summary of an activity you have planned and carried out in placement, including:

- a brief description of the activity
- how many children were involved
- the aim of the activity
- the outcome of the activity.

Discuss your planned activity with a peer, considering:

- what went well during the activity
- what did not go to plan during the activity.

Give peer feedback on each other's planned activity, considering:

- aspects of the activity that worked well and reasons for these judgements
- aspects of the activity that could be changed or adapted and reasons why.

Complete the following table:

<p>Reflect on one piece of feedback you received and identify how it could support your own professional practice. How could this support career development goals?</p>	
<p>Reflect on one piece of feedback you gave and identify how it could support the professional practice of others.</p>	

(AC4.1, 4.2)

L3MP 2 The Montessori philosophy

Task 1

Write a journal article to explain Montessori's principles of the early child development phases from birth to seven years. The article should include a glossary of key Montessori terms that relate to early childhood development.

The article should reflect the following topics:

- a historical overview of the biographical experiences that informed Dr Maria Montessori's philosophy and pedagogical approach
- characteristics of the planes of development, with a focus on the absorbent mind
- six main sensitive periods, for example, how they support children's cognitive and social skills and associated language, including how best to support children and maintain relationships with speech and language difficulties
- principle of 'normalisation', including the conditions for allowing a natural path of development, which allows for a balance between the mental and physical energies of children
- how self-regulation changes according to a child's age and development, appreciating that children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years
- how co-regulation can support children to help them understand, express and regulate their feelings and is a vital building block towards the ability to self-regulate.

The glossary should include a minimum of the following Montessori terms:

- curve of work
- non-interference
- transference of activity
- 'normalisation'
- 'spiritual preparation of the teacher'.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

Produce a recorded slideshow presentation to explain:

- the concept of the 'favourable environment' in a Montessori classroom, including the qualities, materials and atmosphere and how these qualities change from birth to 5 years
- how to create a 'favourable environment' in a Montessori classroom to promote independence and freedom in line with statutory and non-statutory frameworks and guidance for provision in early years, including Special Educational Needs and Disabilities (SEND)
- the Montessori approach to fostering a positive learning environment, including the role of Montessori materials and how the organisation's approach and values underpin the environment
- communication and language as the cornerstone of an early years curriculum, providing all children with an equal chance of success
- the importance of respecting pace of language development in individual babies and children and recognising some may experience speech and language difficulties.

(AC2.1, 2.2, 2.3, 2.4, 3.3)

Task 3

Prepare a poster to describe essential qualities and responsibilities of the Montessori educator, including providing supervision to staff, that comprises of:

- 'spiritual preparation of the teacher'
- reflective practice

- co-regulation and self-regulation
- preparation
- attitude
- observation and reflection
- preparing the environment and presenting activities
- the principles of teacher non-interference and transference of activity
- fostering positive behaviour.

(AC3.1, 3.2)

Task 4

Case study

Little Stars Nursery caters to children aged 2 to 5 years. The nursery emphasises the importance of developing and maintaining good relationships and partnerships with parents and carers.

Emma, a 4-year-old girl, joined Little Stars Nursery. Initially shy and struggling to interact, her parents, Mr and Mrs Johnson, were involved in her transition.

The nursery organised a welcome meeting with Emma's parents to discuss her needs and establish trust.

Write a short report that explains the following:

- how could an initial meeting between the nursery staff and the child's parents help to develop a strong partnership?
- what strategies could the nursery staff use to maintain the partnership with the child's parents?
- why is parental and carer engagement important for a child's academic success?

(AC3.4)

Task 5

Explain why it is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment and their roles in early learning.

(AC3.5)

Task 6

Write a series of **five (5)** reflective journal / diary entries to identify and explain ways you have seen the Montessori educational philosophy inform practice of teaching (pedagogy) at professional placement.

You must reflect on different pedagogical approaches such as:

- play
- direct teaching
- adult explanations
- adult modelling
- learning from peers
- guided learning.

Within reflections, you must also consider:

- freedom
- self-discipline and obedience
- interconnected nature of work and play for the child

- work cycles
- cycles of activity
- curve of work
- real experiences
- objects and tasks when considering links between teaching (pedagogy)
- Montessori philosophy
- how you support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate
- how you use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.

(AC4.1, 4.2, 5.1, 5.2)

L3MP 3 Principles of child development and observation in an early years Montessori learning environment

Task 1

Produce a table to identify the key developmental stages of child development in children from birth to 7 years of age, to include:

- physiological development
- neurological and brain development
- biological development
- psychological development
- cognitive development
- emotional and social development
- speech, language and communication development
- physical development.

The table must identify the sequence of development in each area noted above and incorporate the following age ranges:

- birth to 6 months
- 6 months to 12 months
- 12 to 24 months
- 2 to 3 years
- 3 to 5 years
- 5 to 7 years.

(AC1.1, 1.2)

Task 2

Produce a slideshow presentation to briefly introduce others to the differing theoretical frameworks / perspectives of child development, including:

- the cognitive constructivist theory
- the social constructivist theory
- behaviourism
- attachment theory
- psychosocial and psychosexual theories – development of personality
- theories of language acquisition, including multilingualism
- biological development
- physiological development.

The presentation should demonstrate:

- each theoretical framework / perspective on how children learn and note any stages of neurological and brain development from birth to 7 years referred to in each theoretical framework / perspective—references can be made to individual theorists' ideas within each theoretical framework / perspective
- how practice can be influenced by an understanding of each theoretical framework / perspective.

(AC1.2)

Task 3 (a)

Case study

Mia, aged 2 years 6 months lives with her mother and father. When Mia's mother works part-time hours, Mia attends a childminder setting for 2 days each week.

Observations by the childminder show that Mia is developing as expected. Mia uses repetitive language; she can be mostly understood by her parents / childminder and can listen for short periods of time. Mia plays alongside other children and is sometimes aware of children playing nearby. Mia enjoys playing with dough and using imaginative play props at the childminder setting. Mia wants to be independent and at mealtimes is keen to feed herself. She is developing physical skills to control a spoon to self-feed.

In 2 months' time, Mia's mother will work full-time hours and transfer Mia to a nursery that she will attend every day. In the time before Mia's mother begins full-time working hours at short notice, Mia's father unexpectedly temporarily moves out of the family home to care for his elderly mother.

Write a short report based on the case study that responds to the following:

- what is the impact of the child's individual stage of development and individual circumstances on their learning?
- analyse how children's learning and development can be affected by their stage of development and individual circumstances, including the impact of biological and environmental factors such as the needs of EAL children, and cultural expectations
- how to use child development theory to appreciate the significance of attachment in order to support the wellbeing of a child through transitions and significant events, appreciating the important attachments that shape children's social world underpinning babies' and children's personal development
- how, when and why early years educators should conduct ongoing formative assessment integral to the learning and development process through the planning, observation and assessment cycle to analyse and respond to children's learning and development.

(AC1.3, 1.4, 1.5)

Task 3 (b)

Consider the experiences of Mia transitioning to nursery in the case study above and write a response to the following:

- discuss the significance of adaptive pedagogical approaches to teaching for children's different levels of prior experience and starting points in knowledge
- consider how utilising and resourcing the learning environment could help babies and children progress against the planned curriculum.

(AC1.6)

Task 4

Create a document that:

- describes the importance of different ways to communicate with children, appropriate for their stages of development. This may include those who have speech or language differences, such as some special educational needs and disabilities (SEND) or neurodivergent children and those who have EAL
- discusses how to collaborate and work with colleagues and other relevant professionals within and beyond own setting to ensure babies and children progress well in their learning.

(AC1.7, 1.8)

Task 5

Plan participation in a small group professional discussion.

Prepare flash card notes in advance of the discussion to summarise:

- what play is and what its fundamental role is in developing effective characteristics for learning and development in children

- how play can support children's holistic development
- two theories on play
- implication for practice, including the role of the adult / Montessori educator in supporting children's play
- significance of the 'favourable environment' in supporting play
- how different observation methods can be used to observe play.

Engage in a professional discussion with your tutor to:

- discuss **two (2)** theories on play
- describe how play supports speech, language and communication, personal, social and emotional and physical development
- explain the significance of the role of the Montessori educator and the 'favourable environment' in supporting play
- identify how different methods of observation can be used to support play
- summarise a range of evidence-based theories, philosophical approaches and research that underpin early years development, appreciating that some approaches are not evidence-based and do not support child development.

(AC2.1, 2.2, 2.3, 2.4)

Task 6

Choose a child aged between birth and 7 years from your professional placement setting.

Plan, carry out and evaluate a child observation on the chosen child in the Professional Placement setting.

Select an appropriate observation method and produce a child observation to demonstrate:

- an appropriate aim
- use of appropriate approaches / methods to record the child observation – checklist, Montessori curve of work, narrative, time or event sample
- evidence of the child's speech, language and communication; personal, social and emotional development; physical development either separately or holistically
- use of child development theory to analyse results of the child observation and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests
- assessment of the observed child using child development theory and the Leuven involvement scale
- analysis of the assessment to make suggestions for the child's continued development.

(AC3.1, 3.2, 3.3)

Task 7

There are different assessment methods and techniques that inform what we know about children's progress and the planning cycle. These should be based on the age and stage of babies' and children's development.

With reference to formative and summative assessment, the key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment and the early years foundation stage (EYFS) profile, create a written assignment to explain:

- how assessment plays an important part in helping engage parents / carers and practitioners to recognise children's progress, understand their needs and to plan and provide activities and support
- the value of assessment on the baby or child, the parents or carers, curriculum adaptation, the early years setting and key stakeholders in planning the next steps.

(AC3.4)

Task 8

Create a document that:

- Explains roles and responsibilities of other agencies and professionals that work with and support early years settings and children, including local authorities and other relevant agencies and bodies.

(AC3.5)

Task 9

Using experiences from your own studies and work placements, write a reflective journal entry that includes the following:

- how you choose, plan and sequence what all children need to learn
- how you respond to the needs and interests of the child to support intended learning, including:
 - giving encouragement
 - introducing the child to new interests
 - applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking.

(AC3.6, 3.7)

L3MP 4 Contemporary early childhood practice in an early years Montessori learning environment

Task 1

Ayesha is an experienced early years practitioner who is new to a Montessori setting. The manager of the setting has asked you to create a document to help Ayesha settle in. Ayesha will be a key person in the preschool room.

Create a document that shows:

- an understanding of how the current framework requirements are met in Montessori early years education – this must include information on the early years foundation stage (EYFS) guide to Montessori settings and reference to how communication and language are cornerstones of the early years curriculum
- the role and responsibilities of the key person to create experiences and opportunities for children informed by the settings curriculum and pedagogy
- how to assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements
- how the content of the curriculum is planned for all children through a carefully planned and sequenced curriculum that recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching
- legislation, including the Equality Act 2010 and the United Nations Convention of the Rights of the Child national / centre policy and classroom environment / procedure, which gives reasons for promoting equality, diversity, and inclusion in the context of Montessori early years education, including babies and children with special educational needs and disabilities (SEND), with reference to the SEND code of practice four areas of need
- how Montessori education aims to maintain the legal rights of each individual child according to their current and future needs, promoting diversity, equality and inclusion at all levels to ensure children and young people are entitled to a quality education appropriate to their needs that promotes high standards and the fulfilment of potential as set out in the Equality Act 2010
- awareness of the **four (4)** general areas of need, as identified in the Equality Act 2010, and how to balance these against a detailed understanding of an individual baby or child's needs, including: communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory needs
- reflection, with examples of your own role in promoting equality, diversity and inclusion through adaptive pedagogy to promote learning for all children, respecting and promoting diversity and inclusion, and recognising how social and cultural differences and family circumstances can impact babies and children's learning and development
- a description of the role of the key person in the Montessori early years setting in relation to attachment.

(AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1)

Task 2

Create a poster to:

- describe the potential short- and long-term effects of **two (2)** of the following **transitions** and **two (2)** **significant events** in children's lives:
 - moving to school
 - starting and moving through day care
 - birth of a sibling
 - moving home
 - living outside of the home
 - family breakdown

- loss of significant people
- moving between settings and carers.

Include a reflection of the way that the Montessori curriculum, philosophy and environment supports children through change, transitions and significant events above.

Include an explanation of how personal, social and emotional development is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development.

(AC4.2, 4.3, 4.4)

Task 3

Produce a report with **2 (two)** sections. Each section **must** be supported with examples.

Section one

The first section should include how observation, amongst other strategies, can be used to identify a child in need of additional support and what may be prompting the need for additional support. You must include:

- how to support babies / children with additional needs / SEND in the Montessori early years setting in line with statutory and non-statutory frameworks and guidance for provision in early years, and include:
 - a range of ways to identify when a baby / child is in need of short- or long-term additional support connected to communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory needs
 - reasons for a baby / child in an early years setting requiring additional support in the short or long term – examples of ways to support babies / children with additional needs in a Montessori early years setting should be given and an understanding explained that shows delay, difficult or withdrawn behaviours do not always indicate a learning difficulty or disability
 - a description of appropriate strategies for supporting a baby or child with SEND
 - examples of specialist aids, resources and equipment available to support babies and children with SEND
 - a discussion of how to work in partnership with others to support babies / children with additional needs in Montessori early years settings, being mindful of the influence of all key individuals in children's lives on children's learning and development
 - an explanation of how difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.

Section two

The second section should include a recognition of the different opportunities that there are to work collaboratively with others (key person, colleagues, parents and / or carers, and professionals) outside of when a child has additional needs (this is covered in section one). Including:

- the importance of communication / working in partnership with others in promoting the learning and development of the child in the Montessori early years setting, you must include:
 - a discussion on the role of the educator in the context of professional relationships, partnerships and collaboration with **others** in the Montessori early years setting to support the child
 - identification of opportunities for working in partnership with others to promote the learning and development of the child in the Montessori early years setting, including encouraging parents / carers to recognise and develop their role
- a reflection on good practice in working co-operatively and communicating with others (key person, colleagues, parents and / or carers, and professionals) in assessments of children and planning of next steps to promote the learning and development of children.

(AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2, 5.3)

Task 4

Complete the table below to show how you have used effective support strategies to support and reflect all children's needs and abilities (for example, those children with SEND, English as an additional language (EAL), communication difficulties, and the most able) in order to support them to manage change, transition and significant life events, including daily micro transitions.

Types of significant life events	Strategies used to support the child
Moving schools	
Starting and moving through or between early years settings	
Birth of a sibling	
Moving home	
Family breakdown	
Living outside of the home	
Loss of significant people or bereavement	
Social events that impact their lives, such as COVID-19	
Adoption and care	
Significance of adverse childhood experiences and trauma	

(AC6.1)

Task 5

Write a reflective account to show:

- how early years educators at work placement prepare babies and children for planned transitions
- a summary of processes used in a Montessori early years setting to support individual children through micro transitions, making reference to the role of the key person
- an understanding of strategies used to support individual children through unplanned and significant life events.

(AC6.2, 6.3, 6.4)

Task 6

Engage in a professional discussion with your tutor to:

- explain how you have effectively carried out a child's care plan (or shadowed a colleague) alongside parents and carers in a Montessori early years setting to include the initial assessment:
 - implementation, and ongoing review
- explain the importance of carrying out a child's care plan in a sensitive and respectful manner, with consideration of children's different cultures, race, religion and belief system
- explain how to provide sensitive and respectful personal care for children from birth to 5 years, and explain how to plan and carry out:
 - eating (feeding and weaning and complementary feeding)
 - nappy-changing procedures
 - potty and toilet training

- care of skin, teeth and hair
- rest and sleep provision.

(AC7.1, 7.2, 7.3)

Task 7

Choose a child from your work placement and produce an activity plan to show how you would encourage a respectful baby- and child-centred inclusive environment to:

- meet the individual needs of children in own setting, helping and working appropriately with others to support the individual needs of babies and children with any additional needs, demonstrating child-centred and empathetic approaches to value equality, diversity and inclusion, respecting the uniqueness of each child
- nurture an inclusive environment through adaptive pedagogy to promote learning for all children, respecting and promoting diversity and inclusion, cultural differences and family circumstances in order to support children to develop a positive sense of their own identity and culture
- create an effective, inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing, maintaining and prioritising the individual child's voice
- model inclusive practice to ensure children have equal access to opportunities to learn, develop and reach their potential
- support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.

(AC8.1, 8.2, 8.3, 8.4, 8.5)

Task 8

Engage in a professional discussion with your tutor to:

- analyse how cultural backgrounds and family circumstances can impact on babies' and children's learning and development
- reflect on confident interactions in your setting with babies and children to positively impact their health and wellbeing
- explain and apply the early years foundation stage (EYFS) statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.

(AC8.6, 8.7, 8.8)

L3MP 5 Promoting children's health and wellbeing in an early years Montessori learning environment

Task 1

Create an information leaflet to describe health and wellbeing in early childhood, including information on both physical and emotional health for children aged birth to 7 years.

The content of the leaflet should:

- explain health and wellbeing in early childhood
- describe factors that affect children's health and wellbeing and ways to promote this in a Montessori learning environment
- consider the effects / consequences of poor health and wellbeing on young children's learning and development
- describe different stages of weaning and its importance to keep knowledge up to date, including knowledge of food allergies and anaphylaxis
- explain the importance of a healthy, balanced and nutritious diet, physical activity and good oral health for babies and children
- discuss how children's health and wellbeing can be supported; this includes working in partnership with others, including parents and carers, to help them value and improve their role in supporting children's health and wellbeing
- outline the signs and symptoms that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention
- describe how to carry out physical care routines that are safe and suitable to the age, stage, culture, race, religion, belief system and needs of the child in an early years setting, including mealtimes, and how equipment, furniture and materials are used safely
- explain the measures that can be taken to prevent and control infection, including: hand washing, food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment, knowledge of common childhood illnesses and immunisation and exclusion periods for infectious diseases
- describe how to respond to accidents and emergency situations in the early years setting to include choking, allergies and anaphylaxis
- explain why it is important to ensure equipment, furniture and materials are used safely and the dangers of not doing so.

(AC1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

Task 2

Complete the table below to describe factors that affect children's health and wellbeing, from birth to 7 years.

	Factors that affect children's health and wellbeing					
Age range	Activities	Nutrition	Environment	Oral health	Healthy lifestyle	Routines
0-6 Months						
6-12 months						

1-3 years						
4-5 years						
5-7 years						

(AC1.2)

Task 3

Create an induction fact sheet to inform a new member of staff of their responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.

The induction fact sheet should include:

- legal requirements, statutory guidance and other non-statutory guidance on health and safety, security and confidentiality of information that must be adhered to in order to support the welfare and safety of children in the context of the Montessori early years setting
- responsibilities of the Montessori early years educator in supporting the welfare and safeguarding of children and must include health and safety, security, safeguarding, record keeping and reporting, confidentiality of information – detail of how own role including supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information should be referenced and how to act upon own responsibilities in relation to and including coherent record keeping and reporting in line with procedure
- the role of the Montessori early years educator in relation to safeguarding and child protection policies and procedures to protect children at risk of abuse and how such policies also protect colleagues, appreciating the role and responsibilities of the early years educator
- the role of the Montessori early years educator in relation to safeguarding and child protection policies and procedures to protect children at risk of abuse and how such policies also protect colleagues.

(AC3.1, 3.2, 3.3)

Task 4

Complete the table below to identify ways of recognising if a child is at risk of abuse, including signs of harm, and describe how to manage risk and the impact of safeguarding concerns to a child's wellbeing in the Montessori early years setting.

Type of abuse	Ways of recognising if a child is at risk of abuse	How can that risk be managed in the setting to safeguard children	The impact on safeguarding concerns to the child's wellbeing
Domestic			
Neglect			

Physical			
Emotional			
Sexual			
Online cyber bullying, radicalisation and exploitation			

(AC3.4, 3.5)

Task 5

Engage in a professional discussion with your tutor. Consider the following:

- describing principles of risk assessment and management, and how to balance risks and benefits of activities for children
- explaining the importance of safeguarding and security systems for keeping babies and children safe
- explaining protocol to follow when a child or a colleague is in danger or at risk of abuse and acting to protect them in line with safeguarding policy and procedure
- discussing the importance of knowing about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.

(AC3.6, 3.7, 3.8, 4.1)

Task 6

Produce a reflective journal relating to carrying out own role and acting upon responsibilities. Add an entry each week for a period of 8 weeks. Entries should reflect on:

- instances of information sharing and how confidentiality was maintained
- any whistleblowing situations and steps taken
- actions taken to protect and promote the welfare of children
- how technology was used and any issues encountered
- any development concerns identified and the referral process
- measures taken to protect practitioners; for example, media and online presence
- steps taken to ensure health and safety, including mental health and wellbeing support.

If you do not encounter examples related to the above in your work, you should discuss how you would carry out your role and fulfil your responsibilities if such issues were to arise.

(AC4.2)

Task 7

Gather all relevant safeguarding policies and procedures from your employer, local authority and from national guidelines. Develop a comprehensive checklist based on statutory and non-statutory guidance.

Using the checklist, carry out a review of your employer's current safeguarding policies and procedures. Identify any gaps, outdated information or areas that need improvement.

Use this information to develop a training plan to educate staff on the updated safeguarding policies and procedures. Include the following:

- objectives of the training session
- key topics to be covered
- training methods.

(AC4.3)

Task 8

You are a senior childcare practitioner at Sunny Days Childcare Centre, which is subject to regular inspections by Ofsted. Recently, you have noticed several concerning issues that you believe need to be reported under Ofsted's whistleblowing policy.

For each scenario below, identify the issue being discussed. Outline the steps you would take to report these issues under Ofsted's whistleblowing policy. Discuss the importance of maintaining confidentiality during the whistleblowing process.

Scenario 1:

During your routine checks, you discover that the centre's management has been falsifying attendance records to claim additional funding from the local authority. This fraudulent activity is illegal and could have serious repercussions for the centre.

Scenario 2:

You observe that the playground equipment is in a state of disrepair, posing significant risks to the children's health and safety. Despite raising this issue with management multiple times, no action has been taken to repair or replace the equipment.

Scenario 3:

You notice that the centre is not adhering to the statutory staff-to-child ratios, often leaving children unsupervised. Additionally, the staff training records are outdated, and several staff members have not completed mandatory safeguarding training.

(AC4.4)

Task 9

Gain witness statements from your mentor and / or receive observation of own practice at professional placement to give evidence for how you implement effective strategies for preventing and controlling infection, including:

- handwashing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment (PPE)
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases.

(AC4.5)

L3MP 6 Activities of everyday living in an early years Montessori learning environment

Task 1

Create a booklet to share with parents to help them understand activities of everyday living in an early years Montessori environment.

Your booklet should have a front cover and contents page and should be supported throughout with examples and images. You should use simple language that parents who are new to the Montessori approach would be able to understand.

Your booklet should include:

- a description of the objectives of activities of everyday living
- an examination of how the objectives of activities of everyday living work with the principles of the Montessori approach
- examples of how activities of everyday living set a foundation for other areas of learning and should discuss how activities of everyday living contribute to the development of the whole child and promote elements and characteristics of a wide range of enabling environments from birth to 7 years
- a reflection on role modelling in the activities of everyday living and how they contribute to a favourable learning environment. This reflection should include how activities of everyday living support positive social behaviour and contribute to a positive social environment.

(AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3)

Task 2

Design and make a resource file to support activities of everyday living.

Your resource file should include:

- **three (3)** activities – **one (1)** for each of the following age ranges:
 - 0-3 years
 - 3-5 years
 - 5-7 years
- an activity plan for each activity to show:
 - the aims of your activity
 - how you will introduce and implement your activity using the principles of the three-period lesson
 - flexible support strategies for a child who is in need of additional support / adaptation to meet children's differing needs and risk assessment to develop skills to manage risk and maintain their own and others' safety and supports children's independence
 - reflection on own practice and provision to make recommendations for improved practice of everyday living in a Montessori learning environment.

Deliver **one (1)** of your activities during an assessor visit and encourage the children to actively contribute to a healthy environment using the activity of everyday living.

(AC3.1, 3.2, 3.3, 4.1, 4.2, 5.1)

L3MP 7 Education of the senses in an early years Montessori learning environment

Task 1

Produce an essay. Your essay should include:

- a discussion of the influences on Montessori's understanding of sensorial education
- an examination of the full range of senses as described in the Montessori approach
- a reflection on the connection between sensorial education and the sensitive periods in the Montessori understanding of the child
- an examination of **three (3)** of the sensorial activities specifically designed for Montessori settings with a description of how each activity supports other areas of learning (cognitive, neurological and brain development, as well as speech, language and communication)
- a discussion of how sensorial education contributes to the development of the whole child from birth to 7 years
- an explanation of why physical, mental and emotional health and wellbeing are important and how they can impact on babies' and children's development.

(AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)

Task 2

Design and make a resource file to support sensorial education.

Your resource file must include:

- **three (3)** activities – **one (1)** for each of the following age ranges:
 - 0-3 years
 - 3-5 years
 - 5-7 years
- an activity plan for each activity to show:
 - the aims of your activity
 - how you will introduce and implement your activity using the principles of the three-period lesson
 - flexible support strategies to meet children's individual needs
 - risk assessments that support children's independence
 - reflection on own practice to make recommendation for improved sensorial approaches in a Montessori early years setting.

Deliver **one (1)** of your **three (3)** activities during an assessor visit.

(AC3.1, 3.2, 3.3, 4.1)

L3MP 8 Numeracy and arithmetic in an early years Montessori learning environment

Case study

Ahmed, aged 38 months, started at your Montessori nursery 4 weeks ago. This is the first early years setting he has attended, having spent his time in the care of his mother and grandparents. You are his key person. Since Ahmed started at the nursery, you have been undertaking routine observations to know how to support his learning and development. Observations show Ahmed is meeting most age-related expectations, but in mathematics, he is not showing much interest in numeracy and still gets the order of counting muddled between 5 and 10. He does not always consistently link numerals to amounts; for example, when playing games and taking part in finger rhymes and songs, Ahmed does not always show the right number of objects or show the correct number of fingers.

Ahmed loves to be outdoors at the nursery. He enjoys the sandpit, waterplay and riding on the trikes. He is fascinated by animals and insects at home and in the nursery garden. He has a large vocabulary and is starting to recognise letters.

At the end of the nursery day, Ahmed's mother asks how Ahmed is getting on since he has started at the nursery, and you explain that he is progressing as expected but would benefit from help to support development of his numeracy skills. You discuss your observations with Ahmed's mother; she tells you she is unsure how to support Ahmed at home. She does not know the Montessori principles of numeracy and arithmetic.

Task 1

Create an information leaflet for Ahmed's mother that:

- describes the principle of the 'mathematical mind' in the context of Montessori education
- discusses the process by which the Montessori approach works to develop understanding in numeracy and arithmetic, including detail of sensitive periods for order in relation to the child's capacity to classify and organise.

(AC1.1, 1.2)

Task 2

Create a support plan detailing how you will develop Ahmed's numeracy and arithmetic skills. Your support plan must:

- examine a minimum of **three (3)** strategies that could support Ahmed's developing understanding of numeracy and arithmetic, including the sequence of Montessori activities as one of the strategies
- describe aspects of the sequential process by which Ahmed will develop his understanding of numeracy and arithmetic
- discuss how the numeracy and arithmetic activities could contribute to Ahmed's learning and how material manipulation will develop concepts and confidence and can be developed to scaffold learning.

Ahmed's support plan should include specific attention to the following areas:

- recognition, counting and sequencing of quantity and symbol to 10
- introduction to the decimal system using the golden bead material
- group operations with golden beads
- introduction to counting to 20 and 100: Seguin boards and bead chains
- early addition and subtraction activities.

(AC1.3, 2.1, 2.2)

Task 3

Using the information included in Ahmed's support plan, design **two (2)** activity plans to develop his understanding of numeracy and arithmetic. Detail how his need for additional support will be met. These plans will be shared with his mother.

The activity plans must introduce activities that develop Ahmed's understanding of numeracy and arithmetic and include how each activity will build on Ahmed's previous learning and must be differentiated to meet individual learning needs.

After you have designed your activity plans, evaluate practice for numeracy provision in a Montessori early years setting.

(AC3.1, 3.2, 3.3, 4.1)

L3MP 9 Literacy in an early years Montessori learning environment

Task 1

You are working as an early years educator at a Montessori nursery. At your last team meeting, staff identified to the managers that they needed more guidance in how to support children with early literacy.

You have been asked to deliver a training session at your next team meeting called 'Supporting Children with Early Literacy'. You must create a presentation that:

- outlines the different developmental stages in literacy that are identified in the Montessori methods for literacy
- reflects on the role of the educator in developing early literacy skills, incorporating social aspects of developing literacy, including motivation and self-esteem, as well as the development of motor skills and intellectual capacities
- describes how other subjects, activities and the prepared environment contributes to developing literacy
- describes aspects of the sequential process by which the child develops their skills in literacy and grammar
- discusses different approaches to introducing literacy to young children to show positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.

Consider the following:

- introduction to children's literature
- language games
- literacy
- writing
- grammar.

(AC1.1, 1.3, 2.2, 2.3)

Task 2

Produce an information sheet to give to staff following your training session. The information sheet should include:

- examples of non-literacy specific activities that support children's developing literacy skills
- a description of activities that prepare the child for early literacy – you should include:
 - introduction to children's literature
 - language games
 - literacy
 - writing
 - grammar.

(AC1.2, 2.1)

Task 3

Choose **two (2)** activities identified in task 2 (information sheet) and create an activity plan for each **one (1)**. Your activity plans must:

- demonstrate how to introduce activities that develop early literacy
- demonstrate how to design activities that develop children's literacy
- demonstrate how to plan activities to support growing literacy skills in children, including for a child who is in need of additional support, and help children to catch up with language development through planned use of pronunciations, words and phrases.

After you have created your activity plans, evaluate practice for literacy provision in a Montessori early years setting.

Conclude by describing appropriate support services for babies and children.

(AC3.1, 3.2, 3.3, 4.1, 4.2)

Task 4

Using experiences from your own studies and work placements, write **two (2)** reflective journal entries.

Reflective journal entry 1

How you developed, supported and promoted babies' and children's speech, language and communication through effective planned adult interactions, such as:

- reading aloud stories and talking about them to build familiarity and understanding
- exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures
- supporting awareness of sounds through rhymes and songs.

Reflective journal entry 2

How you communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development, ensuring children with speech and language difficulties and those who have English as an additional language (EAL) are supported to catch up.

(AC3.4, 3.5)

L3 MP 10 Knowledge and understanding of the world in an early years Montessori learning environment

Task 1

Create an information display board for parents. It must consider the Montessori approach to developing children's knowledge and understanding of the world and how the principle of Cosmic Education is embedded in the daily lives of children. You must include:

- a poster that describes the principle of Cosmic Education
- a description of how the Montessori approach develops children's knowledge and understanding of the world and how this contributes to their whole development
- an infographic that provides examples of activities that encourage the development of knowledge and understanding of the world and reflect sustained shared thinking and communication and language, covering how the principle of Cosmic Education is embedded in the daily lives of children, including:
 - exploration of the environment
 - nature (biology and zoology)
 - the world and its communities (geography)
 - time (history)
 - natural sciences.

(AC1.1, 1.2, 2.1, 2.2, 2.3)

Task 2

Choose a small group of three to four children and plan **two (2)** activities to develop their knowledge and understanding of the world.

Your plans should cover:

- how you will introduce the activity to children
- how to adapt for a child who is in need of additional support
- how sustained shared thinking and extending children's vocabulary will be facilitated.

When you have planned your activities, evaluate practice for understanding the world provision in a Montessori early years setting.

(AC3.1, 3.2, 3.3, 4.1)

L3MP 11 Creativity in an early years Montessori learning environment

Task 1

Design a floor plan for a Montessori nursery creative learning environment, considering:

- ways to organise the learning environment to facilitate creative activities across the curriculum
- how to prepare a favourable environment that fosters creativity
- how the environment will facilitate both spontaneous and planned creative activities and experiences to take place.

(AC3.1)

Task 2

Using the nursery floor plan created in task 1, produce a written report to:

- give examples of ways in which creativity is supported in the Montessori approach
- discuss how creativity supports other aspects of a child's development
- describe the role of creativity and creative thinking across the curriculum
- explain specific areas and aspects of the creative curriculum:
 - visual arts:
 - art
 - craft
 - design
 - performing arts:
 - dance
 - drama
 - music
 - movement
 - imaginative role-play.

(AC1.1, 1.2, 2.1, 2.2)

Task 3 (a)

Choose **one (1)** child with additional needs from your placement, plan an activity to help develop the creative potential of the child and identify how you will meet their individual needs. Include an appreciation of children's different starting points, experience and knowledge.

(AC3.3)

Task 3 (b)

Complete a journal entry to reflect on an activity plan previously created, discussing:

- your role as the educator and how you worked in a playful and creative manner creatively with children
- how you feel the activity considered the child's individual needs
- how you feel the child's creative potential was developed
- what you would do differently next time you plan an activity
- an evaluation of practice for creativity provision in a Montessori early years setting.

(AC3.2, 4.1)

L3MP 12 Developing own practice in professional placement

Task 1

Write a reflective diary entry **or** gain witness statements from your mentor that reflect the attitude of respect and sensitivity you demonstrate when working collaboratively with **each** of the following people in a Montessori early years setting:

- children
- key person
- colleagues
- parents or carers
- other professionals.

(AC1.1)

Task 2

Gain witness statements from your mentor and / or receive observation of own practice at professional placement to demonstrate effective communication skills, including technology, with other professionals to meet the individual needs of the child you have when working co-operatively and collaboratively to share results of assessment and provide planned and continuous support of children's learning and development.

Witness statements should demonstrate the written **and** verbal communication skills used to communicate with:

- children
- key person
- colleagues to share results of assessment
- parents or carers
- other professionals.

The witness statement / tutor / assessor observation should reflect how you demonstrate awareness of confidentiality during communication in the Montessori early years setting.

(AC1.2)

Task 3 (a)

Shadow the role of a key person in your placement and write a written reflection on key features you have observed of this role, recognising and applying theories of attachment to develop effective relationships with children and how to promote and facilitate children's interpersonal communication to develop their social interactions and relationships.

(AC1.4, 1.5)

Task 3 (b)

Engage in a professional discussion with your tutor to discuss:

- the understanding of your own role, responsibilities and expected behaviours, and the roles of colleagues in the Montessori setting and team
- how you would work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health and wellbeing and learning and development – you could use examples seen in placement to support ideas that you would use if the opportunity has not yet been available

- how to demonstrate positive, honest, open and respectful role-modelling of social responsibility in a Montessori early years environment
- how to demonstrate confidence to professionally challenge poor practice in a Montessori early years environment, including challenging conversations
- how to evaluate Montessori philosophy and ethos as part of own practice.

(AC1.3, 2.5, 5.3, 5.4, 5.5)

Task 4

Plan and lead **two (2)** child-centred learning activities, **one (1)** outdoors and **one (1)** indoors.

Activity plan **one (1)** should include the chosen child observed in Unit 03 task 5. The activity must be appropriate for the observed child's age and stage of development, matched to the child's current interests and needs and be based on formative assessment / recommendations made in the evaluation section of the child observation.

Activity plan **two (2)** should include a child at the professional placement identified by the setting's summative assessment as 'in need of additional support'. The activity must be appropriate for the child's age and stage of development, matched to the child's current interests and needs and detail the additional support the child needs.

Where appropriate, opportunities for group activities, group learning, role modelling and explanation of new concepts by the Montessori early years educator and supporting opportunities for early literacy and mathematics should be incorporated into at least **one (1)** of the **two (2)** activity plans. A description to show how children will be supported to manage own behaviour should be considered in the activity plan.

Learning outcomes for each child must be included in each activity plan, and the two plans combined should include all the following areas of the current early years curriculum:

- communication and language – extending vocabulary, language structure and dialogue
- physical development
- personal, social and emotional development – wellbeing should be reflected
- literacy
- mathematics
- understanding the world
- expressive arts and design.

The role of the Montessori early years educator during each activity plan must be shown and incorporate a description of:

- how child development theory will be used to facilitate children's learning
- the ability to facilitate and lead child-centred opportunities, experiences and activities to support children's learning and development in the areas of the current early years education curriculum and pedagogical requirements
- ways to be a positive role model, being vigilant and acting with professional curiosity, self-awareness and social responsibility, reflecting expected behaviours in an early years setting, including self-motivation, use of initiative and being proactive
- responsiveness to the dynamics of a Montessori early years learning environment by developing and maintaining effective professional, warm and responsive collaborative relationships with others involved in the education and care of the child, and making additional provisions to support babies' and children's education and development where they lack this support from parents / carers
- how children will be encouraged to manage their own behaviour
- how student-led and teacher-led direction will be incorporated
- a reflection on own practice to design, resource and create inclusive, child-centred, dynamic, innovative and evolving physical environments both indoors and outdoors to explain how a learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum for children's learning and development.

After carrying out each activity, activity plan one and two must be reflected upon, and an assessment of the children's learning and development made against the activity plans learning outcomes. In addition, an explanation to show how the 'child in need of additional support' could be supported in future activities should also be included in activity plan two's reflection.

The activity plans must be signed by an experienced practitioner to confirm implementation.

(AC2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 5.1, 5.2)

Task 5

Write **two (2)** reflective journal entries of your own practice at professional placement.

Reflective journal entry 1

Include the following:

- demonstrate the ability to use child developmental theory to facilitate learning.

Reflective journal entry 2

Include the following:

- demonstrate the ability to facilitate group learning.

(AC2.7, 2.8)

Task 6 (a)

Applying the principles of risk assessment and risk management, write a risk assessment for **one (1)** of the activities planned in task 3 and for **one (1)** care routine at the professional placement. The risk assessments must include both physical and emotional risks and awareness, prevention, and measures to control identified risks.

Use the setting's paperwork to record risks connected to:

- health and safety – hygiene / infection
- security
- confidentiality of information
- safeguarding
- welfare.

(AC4.1, 4.2, 4.3)

Task 6 (b)

Provide copies of records from professional placement you have completed and / or witness statements to show how you follow legal responsibilities for health and safety, security and risk management at professional placement, and include the following at a minimum:

- records and reports
- medical requirements
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents / incidents.

Documentation used as evidence must be signed by an experienced educator to confirm participation in policy and procedure.

(AC4.4)

Task 7

Using experiences from your own studies and work placements, write **two (2)** reflective journal entries.

Reflective journal entry 1

Include the following:

- discuss how you have used equipment, furniture and materials safely, following the manufacturer's instructions and settings' requirements, with regard to sleep safety
- reflect on how you have assisted others in the safe use of equipment, furniture and materials.

Reflective journal entry 2

Include the following:

- reflect on a time when you have promoted equality of opportunity in the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)
- discuss how you advocate for all children's needs, including children who require SEND or English as an additional language (EAL) support.

(AC3.3, 4.5, 5.6)

L3MP 13 Developing own Montessori principles in professional placement

Task 1

Engage in a professional discussion with your tutor to:

- reflect on aspects of Montessori vision and purpose that inspire own practice, appreciating methods of reflective practice, including supervision, and opportunities for continuous professional and personal development
- discuss how an aspect of Montessori educational practice could be developed to further meet Montessori vision and purpose
- consider an aspect of own educational practice that could be developed to further meet Montessori vision and purpose, appreciating that engaging in reflective practice and evidence-based continuing professional development (CPD) can improve own skills, practice and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage
- explain the role of Ofsted for the regulation and inspection of early years provision and how this may impact own professional development
- explain how to work effectively and confidently, including appropriate use of the early years inspection framework.

Example template for the tutor to complete.

Aspects to discuss with the learner	Learner response	Assessment criteria (AC) covered
Reflect on aspects of Montessori vision and purpose that inspire own practice.		
Discuss how an aspect of Montessori educational practice could be developed to further meet Montessori vision and purpose.		
Consider an aspect of own educational practice that could be developed to further meet Montessori vision and purpose.		
Explain the role of Ofsted for the regulation and inspection of early years provision and how this may impact own professional development.		
Explain how to work effectively and confidently, including appropriate use of the early years inspection framework		

(AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

Using experiences from your own studies and work placements, write **seven (7)** reflective journal entries.

Reflective journal entry 1

Include the following:

- discuss how you use reflective practice to identify goals for personal and professional development
- explain how a commitment to CPD supports your own early years practice through reflective and reflexive approaches
- explain how you use CPD to improve own skills, practice and subject knowledge in college and in placement.

Reflective journal entry 2 and 3

Reflect on **two (2)** pieces of feedback you have received from your tutor for your assessment work in your portfolio. Choose **one (1)** you felt was positive and **one (1)** you felt was negative / constructive, considering:

- how did the feedback make you feel?
- do you agree or disagree with the feedback, and why?
- how do you think feedback could support you to improve your own learning?
- what steps are you taking to improve your assessment work?

Reflective journal entry 4, 5, 6 and 7

Choose **four (4)** activities you have carried out in your professional placement and reflect on own practice. Use the table below to fill out reflective journal entries and consider the following points:

- briefly describe the activity – how many children were involved? What was the aim of the activity?
- what went well during the activity?
- what didn't go to plan during the activity?
- what have you learned and how will you improve your own practice for future activities?

Example table

Activity 1	Reflective journal entry
Briefly describe the activity. How many children were involved? What was the aim of the activity?	
What went well during the activity?	
What didn't go to plan during the activity?	
What have you learned and how will you improve your own practice for future activities?	

(AC2.1, 2.2, 2.3, 3.1)

Task 3

Engage in a professional discussion. Consider how:

- to foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career
- effective supervision encourages confidential discussion of sensitive issues at all stages of a career.

(AC3.2, 3.3)

Change history record

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V1.0	First publication	August 2025