

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 4 Diploma in Montessori  
Pedagogy – Birth to Seven (Early Years  
Educator)  
QN: 601/4481/6**

## Contents

Summary of changes.....	3
Section 1: Introduction.....	4
Support handbook.....	4
Qualification Summary .....	4
Qualification Introduction and Purpose .....	6
Achieving this qualification .....	6
Entry Requirements.....	6
Resource requirements .....	6
Work/industry placement experience.....	7
How the qualification is assessed.....	7
Internal assessment .....	7
Section 2: unit content and assessment guidance .....	9
Units.....	10
Unit 01 Study Skills .....	12
Unit 02 The Montessori Philosophy .....	16
Unit 03 Principles of Child Development and Observation in an Early Years Montessori Learning Environment.....	20
Unit 04 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment .....	25
Unit 05 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment.....	31
Unit 06 Activities of Everyday Living in an Early Years Montessori Learning Environment .....	36
Unit 07 Education of the Senses in an Early Years Montessori Learning Environment.....	41
Unit 08 Numeracy and Arithmetic in an Early Years Montessori Learning Environment .....	45
Unit 09 Literacy in an Early Years Montessori Learning Environment.....	50
Unit 10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment.....	55
Unit 11 Creativity in an Early Years Montessori Learning Environment .....	60
Unit 12 Developing Own Montessori Practice in Professional Placement .....	64
Unit 13 Developing Own Montessori Principles in Professional Placement .....	71
Section 3: Assessment and quality assurance information .....	75
Assessment strategies and principles relevant to this qualification.....	76
Section 4: Explanation of terms .....	80
Section 5: Support.....	81
Support materials .....	81
Safeguarding guidance .....	81
Reproduction of this document.....	81
Contact us .....	82
Publication date.....	82

## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	April 2019	<a href="#">Safeguarding guidance</a> added
v6.0	October 2019	<p>Updated logo on front cover. Amend to the following LO/ACs:</p> <ul style="list-style-type: none"> <li>Unit 1 – <a href="#">LO4</a> unit 7 – <a href="#">AC3.3</a></li> <li>unit 13 – <a href="#">LO3 and AC2.2 and 2.3</a></li> </ul> <p>The corresponding delivery and assessment information for each amended LO/AC has also been updated.</p>
v7.0	September 2021	Qualification and delivery guidance updated.
v7.1	June 2022	<p>Further information added to the <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry requirements</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v7.2	November 2022	Information regarding qualification <a href="#">assessment principles</a> has been revised.
v7.3	December 2022	Update made to <a href="#">safeguarding guidance</a> . Minor amend to wording in the <a href="#">assessment principles</a> .

## Section 1: Introduction

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

### Qualification Summary

<b>Title</b>	NCFE CACHE Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
<b>Qualification number</b>	601/4481/6
<b>Aim</b>	The aim of this qualification is to provide the learner with the expertise, skills and professional approach needed to become a facilitator of Montessori education, including preparation to take on a leadership role in a Montessori setting.
<b>Purpose</b> Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required.
<b>Guided Learning</b>	275 hours
<b>Total Qualification Time</b>	950 hours
<b>Minimum age of learner</b>	18
<b>Age ranges covered by the qualification</b>	Birth to Seven
<b>Real work environment (RWE) requirement / recommendation</b>	A minimum of 400 hours Professional Placement in an approved Montessori early years setting is required. Some of the assessment criteria in this qualification must be assessed on the Professional Placement (in a Real Work Environment). Evidence from the Professional Placement will contribute to the learner's portfolio of evidence.
<b>Rules of Combination</b>	Learners must successfully complete all 13 mandatory units.
<b>Progression</b> including Job Roles (where applicable)	Learners may progress directly into work in a Montessori early years setting or may wish to progress into higher education in the Level 5 Foundation Degree in Montessori Early Childhood Practice.
<b>Recommended assessment methods</b>	All units will be internally assessed using a range of assessment methods evidencing knowledge, understanding and skills. These contribute to a portfolio of evidence which includes assessment in the Professional Placement (Real Work Environment).

<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	To complete all aspects of the qualification including the professional placement will take a learner approximately <b>950</b> hours. It should be possible to complete the qualification in one year, though if pursued part-time the time to complete will be longer.
<b>Developed with</b>	These unique qualifications were developed collaboratively with Crossfields Institute, including specialist input from Montessori Centre International as a lead development partner.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/4481/6.

## Qualification Introduction and Purpose

*“The real preparation for education is the study of one’s self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit”<sup>1</sup>*

If we take this vision of Maria Montessori seriously, then the training of Montessori teachers must involve a unique approach. One which values not only the challenge and demand of understanding child development and the Montessori curriculum, the development of skills needed for managing the dynamics of a Montessori classroom, but also values the development of the individual who is in training.

The **Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)**, therefore recognises that a training in Montessori pedagogy requires a breadth of understanding and varied set of skills as well as specific attitudes to children and to on-going development.

The objective of this qualification is to provide the learner with the expertise, skills and professional approach needed to become a Montessori educator, acting as a key person in a Montessori classroom. This includes preparation of the environment, preparation of oneself, observation of children’s development and skills in using an integrated understanding of children and the Montessori materials to guide children’s learning and development.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **13 mandatory units**.

Please refer to the list of units in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## Entry Requirements

This qualification is designed for learners who wish to develop their expertise, skills and professional approach to become a facilitator of Montessori education, including preparation to take on a leadership role in a Montessori setting.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged over 18 to undertake this qualification.

## Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to the materials that are listed in the resource sections of the unit guidance. Library facilities with the full range of Montessori-Pierson primary texts by Maria Montessori and all significant secondary sources. Any other recommended resources, such as videos or recommended reading must be available to learners.

---

<sup>1</sup> Montessori, M. (2007) *The Absorbent Mind*. Amsterdam, Montessori Pierson

## **Work/industry placement experience**

Centres must have access to Professional Placement Settings for their learners.

A minimum of **400 hours** Professional Placement in an approved Montessori early years setting is required. Some of the assessment criteria in this qualification must be assessed on the Professional Placement (in a Real Work Environment). Evidence from the Professional Placement will contribute to the learner's portfolio of evidence.

## **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (IQA must still be completed by the centre as per usual)

This qualification must be assessed in line with the Early Years Educator qualifications assessment principles.

This is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers. Please see the guidance document for creation of internal assessment tasks on our website

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.



## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.


The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.


## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.



The regulated unit number is indicated in brackets for each unit (e.g. M/100/7116) within section 2.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Theory theme

	Regulated unit number	Unit no.	Unit title	Level	GLH
	M/506/4585	Unit 01	Study Skills	4	15
	T/506/4586	Unit 02	The Montessori Philosophy	4	20
	A/506/4587	Unit 03	Principles of Child Development and Observation in an Early Years Montessori Learning Environment	4	35

## Early Years Best Practice Theme

	Regulated unit number	Unit no.	Unit title	Level	GLH
	Y/506/6752	Unit 04	Contemporary Early Childhood practice in an early years Montessori learning environment	4	20
	D/506/6753	Unit 05	Promoting children’s health and wellbeing in an early years Montessori learning environment	4	15

**Montessori Curriculum Theme**

Regulated unit number	Unit no.	Unit title	Level	GLH
F/506/4588	Unit 06	Activities of Everyday Living in an Early Years Montessori Learning Environment	4	20
J/506/4589	Unit 07	Education of the Senses in an Early Years Montessori Learning Environment	4	20
A/506/4590	Unit 08	Numeracy and Arithmetic in an Early Years Montessori Learning Environment	4	30
J/506/4592	Unit 09	Literacy in an Early Years Montessori Learning Environment	4	30
R/506/4594	Unit 10	Knowledge and Understanding of the World in an Early Years Montessori Learning Environment	4	20
Y/506/4595	Unit 11	Creativity in an Early Years Montessori Learning Environment	4	15

**Professional Placement Theme**

Regulated unit number	Unit no.	Unit title	Level	GLH
H/506/4597	Unit 12	Developing own Montessori Practice in Professional Placement	4	25
D/506/4596	Unit 13	Developing own Montessori Principles in Professional Placement	4	10

### Unit 01 Study Skills

<b>Unit reference</b>	M/506/4585	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	15		
<b>Unit aim</b>	This unit introduces both principles of effective study and practical ways to improve learners' study skills. It includes how to source, organise, reference and present researched information as well as engage with self-reflective practice. The qualification relies on the learners' capacity to organise their own effective study, and their capacity to source and use information.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to organise own learning process.	1.1. Assess factors which may impact upon own learning processes.		
	1.2. Evaluate how to organise own positive learning processes.		
2. Understand how to source information for study.	2.1. Discuss a range of sources of information for study.		
	2.2. Demonstrate how to organise sourced information for study.		
3. Be able to use sourced information in the context of training.	3.1. Use sourced information to support own training.		
	3.2. Show how to reference sourced information.		
	3.3. Present sourced information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to use peer feedback in professional practice.	4.1. Participate in the peer feedback process.		
	4.2. Reflect on how the peer feedback process contributes to professional practice.		
5. Be able to use reflective practice.	5.1. Reflect on own personal engagement in developing study skills.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: Unit 01**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 01 Study Skills: Delivery and Assessment Requirements

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### Additional delivery information for the unit:

#### Learning Outcome 1: Understand how to organise own learning process

Learners should consider how they learn best, manage their time and can plan their learning. As adult learners, they will need to consider how they can create their own positive learning environment, and what needs to be taken into consideration in engaging with the qualification.

#### Learning Outcome 2: Understand how to source information for study

The Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator) is reliant on both original material and material which provides a context for the Montessori approach to education, so it will be vital for learners to consider how to source information.

#### Learning Outcome 3: Be able to use sourced information in the context of training

Learners should be encouraged to engage with sources of information to support their own learning process. This should not be a mechanical reproduction of materials but a process by which the learners organise sourced information and allow it to inspire and inform their own understanding and practice. Part of this is presenting sourced material in ways that takes into account the medium of presentation, the sources themselves and also the audience of the presentation.

**Learning Outcome 4: Be able to use peer feedback in professional practice** In the professional placement there is, for some learners, the first opportunity to reflect on their direct practical engagement with Montessori practice. Learners will have the opportunity to discuss and exchange ideas for development which will enhance their learning and professional practice. This is an essential stage in establishing continuing professional development.

#### Learning Outcome 5: Be able to use reflective practice

In outlining her vision for the Montessori teacher, Montessori states “The real preparation for education is the study of one’s self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit”<sup>2</sup>

As a way of undertaking this preparation, learners should be introduced to reflective practice as a process, and be encouraged to develop the habit of reflective journaling early on in the qualification so that it can act as a supportive tool throughout the qualification and their careers as early years educators.

### Resources

Full Range of Montessori resources or equivalent which should include:

- *Montessori Series Volumes 1-18*. London: Montessori-Pierson Publishing Company CV
- *Two year olds outdoors* [DVD], Newcastle upon Tyne: Siren Films.

---

<sup>2</sup> Montessori, M. (2007) *The Absorbent Mind*. Amsterdam, Montessori Pierson

### **Additional assessment information for the unit:**

#### **Learning Outcome 1: Understand how to organise own learning process**

- 1.1. This includes attitude and approach to learning and learning styles, time management and planning.
- 1.2. This includes a learning plan for the module.

#### **Learning Outcome 2: Understand how to source information for study**

- 2.1. This includes a minimum of one each of the following: written books, internet and journal resources.
- 2.2. This includes different approaches to reading and researching, note-taking.

#### **Learning Outcome 3: Be able to use sourced information in the context of training**

- 3.1. This includes analysing and evaluating, structuring, editing and proofing.
- 3.2. This includes awareness of plagiarism, as well as how to reference different materials.
- 3.3. This includes the possibility for a variety of presentations of material, with an awareness of audience.

#### **Learning Outcome 4: Be able to use peer feedback in professional practice**

- 4.1 Engaging in the peer feedback process includes discussing own areas for professional development with colleagues and supporting colleagues to do the same
- 4.2. This includes examples from professional practice

#### **Learning outcome 5: Be able to use reflective practice**

- 5.1. This includes the initial phases of a reflective journal.

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. It should focus on the principles of effective study and practical ways in which learners can improve their study skills. Learners should therefore be able to examine their own learning process, reflect on their own approach and challenges; and give details of sources and factors that have impacted their own learning process. This should allow learners to further develop identified strengths and make improvements in their approach to study. This process is key to their professional development.

Assessors will provide developmental feedback, referenced to the assessment criteria, which will encourage learners to develop a reflective and analytical view on their work.

Recommended assessment methods include: reflective journal entry, professional discussion and written assignment.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

## Unit 02 The Montessori Philosophy



<b>Unit reference</b>	T/506/4586	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	20		
<b>Unit aim</b>	The unit introduces key principles and practices of the Montessori approach to early years education including the historical context of Doctor Maria Montessori. Focus is placed on the principles of how Montessori's theories are applied in the Montessori classroom by exploring stages of development; the favourable environment; the role of the Montessori educator and additional key elements of the Montessori philosophy and pedagogy.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles of Montessori early child development.	1.1. Analyse Montessori's principles of the early child development phases.		
	1.2. Explain key Montessori terms relating to early child development.		
2. Understand what constitutes a favourable environment in the Montessori classroom.	2.1. Critically analyse the concept of the favourable environment in the Montessori classroom.		
	2.2. Explain how to create a favourable environment in the Montessori classroom.		
3. Understand the role of the Montessori educator.	3.1. Describe the qualities of the Montessori educator.		
	3.2. Evaluate the role of the Montessori teacher in the light of the principles of teacher non- interference and observation		
	3.3. Evaluate the Montessori approach to fostering a positive learning environment.		
4. Understand how the Montessori educational philosophy informs the pedagogy.	4.1. Critically reflect on ways in which the Montessori educational philosophy informs the pedagogy.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 02**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 02 The Montessori Philosophy: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

### **Additional delivery information for the unit:**

In order to provide an overview and introduction to the work of Maria Montessori, learners will be introduced to a historical overview of the biographical experiences that informed Doctor Maria Montessori's philosophy and pedagogical approach. This will be contextualised with consideration of other educational theorists and the influence they had on her work. This will include: Itard (1774-1838), Seguin (1812- 1880) and Froebel (1782-1852).

### **Learning Outcome 1: Understand principles of Montessori early child development**

Learners will be introduced to the principles that inform the Montessori approach. Learners will consider the key characteristics of the planes of development, with a specific focus on the absorbent mind. With the absorbent mind as the context, the six main sensitive periods will be considered including how they support children's cognitive and social skills, and associated language.

The principle of 'normalisation' will be introduced, including the conditions for allowing children a natural path of development which allows for a balance between the mental and physical energies of children.

### **Learning Outcome 2: Understand what constitutes a favourable environment in the Montessori classroom**

Learners will be introduced to the principle of the 'favourable environment', including the qualities, materials and atmosphere that allow for natural development and how these qualities change from birth to teenage years. Specific attention will be paid to the development of independence and freedom as qualities which can be supported by a favourable environment. Learners will be introduced to the role of Montessori materials in the favourable environment.

### **Learning Outcome 3: Understand the role of the Montessori educator**

The role of the Montessori educator will be introduced including what was termed the 'spiritual preparation of the teacher'. Learners will explore the role of the reflective practitioner and how this concept relates to the Montessori educator. This will include qualitative consideration of preparation, attitude, observation and reflection. Learners will be encouraged to consider the educator in relation to preparing the environment and presenting activities. The principles of non-interference and the transference of activity will also be considered, as well as how to foster positive behaviour in a Montessori classroom.

### **Learning Outcome 4: Understand how Montessori educational philosophy informs the pedagogy.**

Learners will be introduced to the pedagogical principles that are informed by the Montessori philosophy. This will include consideration of freedom, self-discipline and obedience, specifically in relation to the development of the child's will and how this development can be practically supported in the Montessori classroom. Learners will explore the interconnected nature of work and play for the child, including work cycles, cycles of activity and curve of work as instances of these rhythms. Learners will also consider the importance of real experience and the opportunity for the child to engage with objects and tasks.

## **Resources**

Full range of Montessori resources or equivalent.

## **Additional assessment information for the unit:**

### **Learning Outcome 1: Understand principles of Montessori early child development**

1.1. This includes children's development from birth to seven and must include the child's path to self-discipline.

## **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. It should focus on the Montessori philosophy of education.

Learners will be assessed through a reflection of their personal preparation for working with children. The evidence should summarise key principles relating to Montessori philosophy and pedagogy, specifically regarding the child's path to self discipline.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, witness observation and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

### Unit 03 Principles of Child Development and Observation in an Early Years Montessori Learning Environment

<b>Unit reference</b>	A/506/4587	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	35		
<b>Unit aim</b>	This unit explores the holistic nature of child development incorporating physical, cognitive, social and emotional, language and communication development. Stages of development are considered alongside key frameworks for assessing development including the Early Years Foundation Stage. The role of play as an active domain of integrated development will also be examined. The unit explores the core Montessori philosophy of ‘following the child’ through observation, developing the practitioner’s ability to tune in sensitively to the unique potential of every child.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand theories of child development.	1.1. Define developmental stages of child development.		
	1.2. Define theories of child development to include: <ul style="list-style-type: none"> <li>• developmental cognitive stages</li> <li>• neurological and brain development</li> </ul>		
	1.3. Analyse the impact of an individual child’s development on their learning.		
	1.4. Describe how to use child development theory to support the well-being of a child through transitions and significant events.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand theories of child development in the context of play in the Montessori setting.	2.1. Critically analyse a range of theories on play.		
	2.2. Evaluate how play can support children’s holistic development.		
	2.3. Critically analyse the role of the Montessori educator and the favourable environment in supporting play.		
3. Be able to apply child development theory in child observation.	3.1. Select an appropriate method and aim for child observation.		
	3.2. Apply child development theory in child observation.		
	3.3. Evaluate child observation using child development theory.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 03**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

### **Unit 03 Principles of Child Development and Observation in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

#### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Understand theories of child development**

##### **Explaining Child Development**

Included in this section of the unit are the holistic nature of child development and an exploration of perspectives on brain development, attachment and perspectives on the nature/nurture debate.

##### **The Importance of Physical Skills and Movement**

Learners will be introduced to key aspects of physical development; these will include: reflexes, patterns of maturation and growth, gross and fine motor skill development and sequences of physical development. They will be required to consider the implications for practice and approaches to supporting physical development in the child. Learners will develop their skills in observation and will be introduced to the checklist approach to observation.

##### **Cognitive Development – Thinking and Learning**

Learners will be introduced to basic concepts of cognition, thinking, concentrating, being engaged and being involved. Key theoretical frameworks will be considered including cognitive constructivist theory, social constructivist theory and behaviourism. Learners will be required to consider how theory relates to practice and their role as an adult in a child's learning environment. Learners will be introduced to observation of the Montessori curve of work against the Leuven Involvement scale.

##### **Children's Personal, Social and Emotional Development**

This section of the unit will introduce learners to theories on the development of attachment and the effects of attachment over time. Learners will consider the implications of these theories for their practice, looking at the key person approach, transitions and settling in. Learners will also consider psychosocial and psychosexual theories on the development of personality. Learners will be introduced to time and event sample methods of observation.

##### **Understanding and Supporting Children's Communication**

Learners will explore features of language and communication, consider sequences of language development and will be introduced to theories of language acquisition including multilingualism. Learners will be required to consider the implications for practice through supporting children's language development.

#### **Learning Outcome 2: Understand theories of child development in the context of play in the Montessori setting**

##### **Play and Children's Holistic Development**

Learners will consider what is play? How does it support children's holistic development? They will look at a range of theories of play and will consider the implications for practice including the role of the adult in supporting children's play. Learners will explore methods for the observation of play including the narrative observation method.

### **Learning Outcome 3: Be able to apply child development theory in child observation**

#### **Introducing Observation**

Learners will be introduced to ethical issues relating to child observation including: gaining permission to observe, anonymity, confidentiality and use of photographs. They will be introduced to the language of observation, objectivity, description, and interpretation, as well as an overview of observation methods and techniques.

Learners will explore how to utilise appropriate preparations ahead of observations and consider why Montessori early years educators observe, what to observe, who to observe and when to observe. Learners will examine how to use observation as a tool to develop and enhance early years' practice. They will explore how to match provision to the needs and interests of the child, developing their ability to identify possible lines of development and associated provision of materials. Key to this will be the ability to share insights with parents/carers and other professionals.

#### **Resources**

Full Range of Montessori resources or equivalent which could include:

- *The Documentary Series* [DVD], Newcastle upon Tyne: Siren Films
- *The Observation Series* [DVD], Newcastle upon Tyne: Siren Films.

#### **Additional assessment information for the unit:**

### **Learning Outcome 1: Understand theories of child development**

- 1.1. **Child** includes stages from birth to seven. **Development** includes attachment, theories of stages of speech, language and communication, stages of physical development and personal, social, emotional and cognitive development.
- 1.2. This includes developmental stages from birth to seven.
- 1.3. Individual child's development includes their stage of development and individual circumstances.
- 1.4. This includes consideration of the social aspects of Activities of Everyday Living in supporting transition.

### **Learning Outcome 2: Understand theories of child development in the context of play in the Montessori setting**

- 2.1. Minimum of two theories of play.
- 2.2. This includes consideration of: speech, language and communication, personal, social and emotional development and physical development.

### **Learning Outcome 3: Be able to apply child development theory in child observation**

- 3.1 This must include an event sample and a curve of work.
- 3.2. Learner must be able to draw on their own understanding of child development theory to inform their own observations of a child. This includes: speech, language and communication; personal, social and emotional development; physical development.
- 3.3. This includes use of observational assessment in evaluation and must take into consideration speech, language and communication; personal, social and emotional development; physical development.

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. It should focus on developing the learner's knowledge and understanding of a range of theories on child development.

Integrating theories of child development in relation to the Early Years Foundation Stage curriculum provides a context for observation skills which prepare the learner for the professional placement. Therefore the observation skills that are introduced in this unit may be assessed during the professional placement.

Learners will therefore be required to gain an understanding of the principles of child development and observation including any ethical issues relating to child observation, and they will be required to demonstrate their ability to carry out child observations and assessments, supporting these observations with other evidence and evaluating the outcomes.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study and reflective journal.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.



**Unit 04 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment**



<b>Unit reference</b>	Y/506/6752	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	20		
<b>Unit aim</b>	This unit explores the relationship of the Montessori early years approach with current curriculum and statutory requirements of early years education. This includes the roles and relationships that support children in and out of the classroom and the promotion of inclusive practice to support the needs of the individual child, including those who require additional support.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the current early education curriculum requirements in the context of the Montessori early years setting.	1.1. Analyse how the early education curriculum requirements are met in Montessori early years education.		
2. Understand the Montessori approach to promoting diversity, equality and inclusion.	2.1. Describe reasons for promoting diversity, equality and inclusion in the context of Montessori early years education.		
	2.2. Evaluate how Montessori education aims to work with promotion of diversity, equality and inclusion at all levels.		
	2.3. Reflect on own role in promoting diversity, equality and inclusion.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to support children with additional needs in the Montessori early years setting.	3.1. Identify when a child is in need of additional support		
	3.2. Identify reasons for a child in an early years setting requiring additional support.		
	3.3. Assess how to support children with additional needs in the Montessori early years setting.		
	3.4. Evaluate approaches to working in partnership with <b>others</b> to support children with additional needs in the Montessori early years setting.		
4. Understand how to support children through transitions in the Montessori early years setting.	4.1. Reflect on the role of the key person in the Montessori early years setting during transitions in relation to attachment.		
	4.2. Analyse the potential effects of <b>transitions</b> and <b>significant events</b> in children's lives.		
	4.3. Explain ways in which the Montessori approach supports children through transitions and significant events.		
5. Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting.	5.1. Explain the role of the educator in the context of partnerships with <b>others</b> in the Montessori early years setting.		
	5.2. Evaluate <b>opportunities</b> for working in partnership with <b>others</b> to promote the learning and development of the child in the Montessori early years setting.		
	5.3. Reflect on <b>good practice</b> in communicating with <b>others</b> in promoting the learning and development of children.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 04**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 04 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information about the unit:

### **Learning Outcome 1: Understand the current early education curriculum requirements in the context of the Montessori early years setting**

Learners should develop an understanding of how Montessori early years education meets current early years education requirements.

### **Learning Outcome 2: Understand the Montessori approach to promoting diversity, equality and inclusion**

This should include an exploration of the Montessori approach to valuing the uniqueness of each child. From the international perspective of the United Nations Convention on the Rights of the Child, through national and local policy down to the individual centre policy, the learner should develop an integrated view of how the approach of valuing the uniqueness of the child translates into practice. From this the learner should be encouraged to develop a personal sense of responsibility in meeting the needs of every child with this approach.

### **Learning Outcome 3: Understand how to support children with additional needs in the Montessori early years setting**

As the Montessori approach to early years education has a particular emphasis on the individual learning of each child, there are great possibilities for differentiation within the Montessori early years setting. Learners should understand how observation can contribute to the identification of a child in need of additional support, what may be prompting this need for additional support and how that support may best be given. Learners should also explore the opportunities for working with others (colleagues, parents, carers and other professionals) in supporting children with additional needs.

### **Learning Outcome 4: Understand how to support children through transitions in the Montessori early years setting**

Learners should be encouraged to consider how the Montessori curriculum, philosophy and environment support children through transitions and significant events in their lives. Specific attention should be paid to the role of the key person, attachment and the effects of such transitions on children's lives.

### **Learning Outcome 5: Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting**

The Montessori approach to early years education recognises that the educational environment is not alone in providing opportunities for children to learn. Therefore it is important that learners can recognise other opportunities and work cooperatively with colleagues, parents, carers and other professionals to support children's development and learning in every environment.

## **Resources**

No specific resources.

**Additional assessment information for the unit:**

**Learning Outcome 1: Understand the current early education curriculum requirements in the context of the Montessori early years setting**

1.1. This includes familiarity with the EYFS guide to Montessori settings.

**Learning Outcome 2: Understand the Montessori approach to promoting diversity, equality and inclusion**

2.1., 2.2., 2.3. Must include reference to different levels of promotion of diversity, equality and inclusion: United Nations Convention on the rights of the Child, national policy, centre policy and classroom environment.

**Learning Outcome 3: Understand how to support children with additional needs in the Montessori early years setting**

3.4. **Others** includes key person, colleagues, parents and/or carers and other professionals.

**Learning Outcome 4: Understand how to support children through transitions in the Montessori early years setting**

4.1. This includes links between attachment theory and the role of key person.

4.2., 4.3. **Transitions** and **significant events** include:

- 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

**Learning Outcome 5: Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting**

5.1. **Others** includes key person, colleagues, parents and/or carers and other professionals. The role of the practitioner includes working with parents and/or carers, sharing assessment of children and planning next steps.

5.2. **Others** includes key person, colleagues, parents and/or carers and other professionals.

**Opportunities** includes ways to encourage parents and carers to recognise and develop their role in supporting children's learning and development.

5.3. **Others** includes children, key person, colleagues, parents and/or carers and other professionals.

**Good practice** includes developing regular cooperation in sharing assessments of children and the planning of children's next steps between the key person and colleagues, parents and/or carers to promote the learning and development of children.

## **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. It should explore the relationship of the Montessori early years approach with current curriculum and statutory requirements of early years education, including roles and relationships, inclusion, transition and additional support. It aims to make learners aware of opportunities to work collaboratively with others in supporting learning.

Learners will be assessed on a balance of their knowledge, skills and understanding of best practice through a variety of assessment methods including; tutor observed group discussion, reflective journal and written assignment.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

**Unit 05 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment**



<b>Unit reference</b>	D/506/6753	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	15		
<b>Unit aim</b>	This unit considers the health and well-being of young children in the Montessori early years setting and explores the role of the Montessori early years educator in supporting health and well- being.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles of supporting health and well-being in early childhood.	1.1. Reflect on the definition of health and well-being in early childhood.		
	1.2. Assess factors that affect children’s health and well-being.		
	1.3. Analyse the effects of poor health and well- being on young children.		
2. Understand practicalities of supporting health and well-being in early childhood.	2.1. Explain how children’s health and well being can be supported.		
	2.2. Describe how to carry out physical care routines suitable to the age, stage and needs of the child in an early years setting.		
	2.3. Evaluate measures that can be taken to prevent and control infection.		
	2.4. Describe how to respond to accidents and emergency situations in the early years setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.	3.1. Explain legal requirements that support the welfare and safety of children in the context of the Montessori early years setting.		
	3.2. Analyse the responsibilities of a Montessori early years practitioner in supporting the welfare and safety of children.		
	3.3. Describe safeguarding policies and procedures to protect children at risk of abuse.		
	3.4. Identify ways to recognise if a child is at risk of abuse.		
	3.5. Evaluate risk management in the Montessori early years setting.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## **Unit 05 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Understand principles of supporting health and well- being in early childhood**

Learners should develop a rounded understanding of children’s health and well-being including both physical and emotional health (should include nutrition, environment, healthy lifestyles and routines). This should be followed by an exploration of how children’s health and well-being can be best supported by the early years practitioner. It should also include a consideration of the consequences of poor health on learning and development.

#### **Learning Outcome 2: Understand practicalities of supporting health and well- being in early childhood**

Learners should become familiar with the practicalities of supporting health and well- being in the Montessori early years setting. This should include opportunities of working in partnership with others to recognise, value and support health both in and out of the classroom as well as the details of procedures regarding physical care routines, hygiene and prevention of infection, administration of medication, and childhood illnesses, as well as first aid and how to deal with accidents emergencies.

#### **Learning Outcome 3: Understand responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting**

Policies and procedures in the early years setting reflect the responsibilities of the early years practitioner. Learners should become aware of these policies and procedures as well as legislation and guidance and how they protect children and support their welfare, safety and well-being. This should include understanding the role of the early years educator regarding: health and safety, risk assessment and risk management, security, record keeping and reporting, confidentiality and protection of children at risk of abuse.

Learners must become aware of the responsibilities of their own role in these areas.

### **Resources**

No specific resources.

**Additional assessment information for the unit:**

**Learning Outcome 1: Understand principles of supporting health and well-being in early childhood**

- 1.1. 'Early childhood' includes babies and children to the age of seven.
- 1.2. This includes activities, nutrition, environment, healthy lifestyles and routines.

**Learning Outcome 2: Understand practicalities of supporting health and well-being in early childhood**

- 2.1. This includes working with parents and carers to help them value and improve their role in supporting children's health and well-being.
- 2.2. This includes children from babies to age seven.
- 2.3. Prevention and control of 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
  - Exclusion periods for infectious diseases.
- 2.4. This includes procedures for accidents and emergencies as well as first aid.

**Learning Outcome 3: Understand responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.**

- 3.1. Legal requirements regarding the welfare of children must include: health and safety, security, safeguarding, record keeping and reporting, and confidentiality of information.
- 3.2. Responsibilities of the Montessori early years practitioner in supporting the welfare of children must include: health and safety, security, safeguarding, record keeping and reporting, confidentiality of information.
- 3.3 , 3.4. Possible types of abuse include:
  - Domestic
  - Neglect
  - Physical
  - Emotional
  - Sexual abuse
- 3.5. Risk management includes policies and procedures which relate to risk assessments and health and safety

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. It should consider the health and well-being of young children exploring the role of the early years educator in supporting health and well-being, safeguarding, promoting health, helping children to make informed choices and the range of services that exist and can be accessed for children and their families in need of support. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

### Unit 06 Activities of Everyday Living in an Early Years Montessori Learning Environment

<b>Unit reference</b>	F/506/4588	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	20		
<b>Unit aim</b>	This unit explores the role of the Montessori educator in providing an environment that is favourable to the child's development by drawing on activities of everyday living. This unit introduces a range of practical activities and how these activities may be presented in the classroom.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles of Montessori philosophy that underpin activities of everyday living.	1.1. Describe the objectives of activities of everyday living.		
	1.2. Critically evaluate how the objectives of the activities of everyday living support other areas of the curriculum.		
	1.3. Reflect on role modelling in the activities of everyday living.		
2. Understand the Montessori approach to education in the activities of everyday living.	2.1. Explain how activities of everyday living establish a foundation for other areas of learning.		
	2.2. Discuss how activities of everyday living contribute to children's holistic development and learning.		
	2.3. Critically evaluate how activities of everyday living contribute to a favourable learning environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to apply the Montessori approach in activities of everyday living.	3.1. Introduce activities of everyday living.		
	3.2. Design a progression of activities which scaffolds a child's learning.		
	3.3. Develop strategies for supporting a child with additional needs with the activities of everyday living.		
4. Be able to maintain a healthy and safe learning environment in the activities of everyday living.	4.1. Manage risk in the activities of everyday living.		
	4.2. Encourage children to actively contribute to a healthy environment using the activities of everyday living.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit 06

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 06 Activities of Everyday Living in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

### **Learning Outcome 1: Understand principles of Montessori philosophy that underpin activities of everyday living**

This unit should provide an introduction to the Montessori approach to activities of everyday living in the Montessori learning environment. Learners should be encouraged to explore the indirect objectives of these activities, how they draw on Montessori's understanding of the child and the role of the educator in these activities.

### **Learning Outcome 2: Understand the Montessori approach to education in the activities of everyday living**

Learners should be introduced to the practical application of the range of activities of everyday living, exploring how these activities contribute to the development of the child and the favourable learning environment.

This understanding should include all of the following areas:

- **Classroom Etiquette:** Learners should be introduced to the activities of everyday living that form an introduction to the Montessori learning environment.
- **Activities to Develop and Refine Manipulative Skills:** Learners should be introduced to the activities which focus on the development and refinement of manipulative skills.
- **Activities for Care of Self:** Learners should be introduced to the activities that give the child opportunities to care for themselves and which enable independence in the child.
- **Activities for Care of Environment:** Learners should be introduced to the importance and range of activities which provide children with the opportunity to care for their environment.

### **Learning Outcome 3: Be able to apply the Montessori approach to activities of everyday living**

Learners should be encouraged to consider how to present the activities of everyday living, the possibility of introducing new activities and how these activities may be adapted for children with different needs.

### **Learning Outcome 4: Be able to maintain a healthy and safe learning environment in the activities of everyday living**

Learners should explore how to best manage risk and encourage independence in the activities of everyday living. Learners should also focus on the opportunities for children to contribute to a positive environment in the Montessori classroom.

## Resources

Most of the activities of everyday living should make use of resources that are commonplace and readily available in the environment in which the child lives. This will reflect cultural, regional and national characteristics and focus on those resources which are most relevant to the child.

This will include at a minimum:

- materials for supporting classroom etiquette: floor mats, table mats, activity trays
- materials for pouring and transferring activities: jugs, glasses, bowls, tongs
- materials for opening and closing activity boxes, bottles & jars, nuts & bolts, locks & keys
- materials for cutting activities: scissors & cutting strips
- materials for threading activities: threading beads, sequencing cards, threading cards
- materials for sewing activities: sewing cards, sewing yarn, a variety of fabrics including felt and binca, buttons & haberdashery
- materials to support classroom skills: glue stick, date stamp, hole punch, paper clips, ruler, elastic bands, sellotape, stapler, pencil sharpener
- materials to support cooking activities: pictorial recipes
- materials to support dressing activities: dressing frames – velcro, zip (fixed and open), buttons (large & small), buckles, poppers, bows, laces
- materials to support personal hygiene: plaiting activity, cleaning spectacles
- materials to support mealtimes: laying a table activity
- materials to support polishing activities: polishing mirror, silver, brass, wood video presentations of a range of activities of everyday living.
- video clips of children engaging with activities of everyday living in Montessori learning environments.

### Additional assessment information for the unit:

#### **Learning Outcome 1: Understand principles of Montessori philosophy that underpin activities of everyday living**

- 1.1. This includes indirect and direct objectives.
- 1.3. This includes how the activities of everyday living support positive social behaviour.

#### **Learning Outcome 2: Understand the Montessori approach to education in the activities of everyday living**

- 2.3. This includes how the activities of everyday living support a positive social environment.

#### **Learning Outcome 3: Be able to apply the Montessori approach in activities of everyday living**

- 3.1. This includes activities from each of the three areas of activities of everyday living.
- 3.2. This must indicate possible lines of development for a given scenario.
- 3.3. This may include supporting a child through transitions.

#### **Learning Outcome 4: Be able to maintain a healthy and safe learning environment in the activities of everyday living**

- 4.1. This includes consideration of risk which is specific to these activities.

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. Learners undertaking this unit should focus on developing their understanding of the relevant materials as well as the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child, and the management of risk in the context of these activities.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

Assessment Criteria 3.1., 4.1. Simulation may provide evidence for these criteria.



### Unit 07 Education of the Senses in an Early Years Montessori Learning Environment

<b>Unit reference</b>	J/506/4589	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	20		
<b>Unit aim</b>	This unit explores the Montessori understanding of the education of the senses as a foundation for learning and development. This includes consideration of Montessori philosophy, with specific attention to the principles of the sensitive periods and the absorbent mind. The unit introduces a range of Montessori activities in sensorial education and explores how these activities can be presented in the classroom.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of the Montessori approach to sensorial education.	1.1. Evaluate the influences on Montessori's understanding of sensorial education.		
	1.2. Examine the full range of senses as described in the Montessori approach.		
	1.3. Explain how the Montessori approach to educating the senses works with the sensitive periods in the Montessori understanding of the child.		
2. Understand the Montessori approach to sensorial education.	2.1. Examine the progression of activities within each area of sensorial education.		
	2.2. Explain why sensorial education is considered the foundation of learning.		
	2.3. Discuss how sensorial education contributes to the holistic development of the child.		
3. Be able to apply the Montessori approach to sensorial education.	3.1. Introduce activities in sensorial education.		
	3.2. Design activities to extend a child's development in the area of sensorial education.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Reflect on how sensorial education activities support children under the age of three.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 07**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 07 Education of the Senses in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

### **Learning Outcome 1: Understand the principles of the Montessori approach to sensorial education**

This unit should provide an introduction to the Montessori approach to learning through the senses, reflecting the initial influences of Jean Itard (1774-1838) and Edouard Seguin (1812-1880) and Montessori's own understanding of how children learn. Learners should be encouraged to consider the senses identified by Montessori and how the refinement of each of these can be supported.

Key principles should include: isolation and gradual progression within each of the senses, how children can work with these progressions in an individual way, and how sensorial education can act as a foundation for further learning in a Montessori classroom, especially in mathematics.

### **Learning Outcome 2: Understand the Montessori approach to sensorial education**

Specific attention should be paid to the application of the principles of sensorial education and how experimentation and exploration are encouraged in all of the following areas:

- activities to refine visual discrimination: learners should be introduced to the importance and range of activities that support the child in refining their visual perception of dimension and colour.
- activities to refine tactile senses: learners should be introduced to the importance and range of activities that engage the child in refining the tactile sense and provide learning experiences that refine the sense of touch.
- activities to refine baric and thermic senses: learners should be introduced to the range of activities that refine sensitivity to weight and temperature.
- activities to refine sense of sound: learners should be introduced to the importance and range of activities which refine listening skills, the refinement of the auditory sense and auditory memory.
- activities to refine sense of smell and taste: learners should be introduced to the importance and range of activities that support the refinement of the senses of smell and taste.

### **Exploration of shapes and patterns**

Learners should be introduced to the importance and range of activities that support the child's understanding of shape using the kinaesthetic and stereognostic senses, and how concrete manipulation in two and three dimensions contributes to conceptual understanding. Specific consideration should be paid to pattern making as an early mathematical concept.

### **Learning Outcome 3: Be able to apply the Montessori approach to sensorial education**

Learners should be encouraged to explore the full range of sensorial activities. This should include how to work with children's own interests and curiosity and their capacity to explore and be creative. They should also consider how to plan activities to support children under the age of three. Specific attention should be paid to the 'three period lesson'.

## Resources

Learners should have access to the specifically designed materials of the Montessori early years setting. This should include at a minimum:

- activities to develop visual discrimination of dimension and colour: knobbed cylinders (4 blocks), pink tower, broad stair, long rods, knobless cylinders (4 boxes), colour boxes 1, 2 and 3
- activities to refine the tactile sense: touch boards 1, 2 and 3; touch pairing tablets; and touch pairing fabrics or papers
- activities to refine the baric and thermic senses: baric and thermic tablets
- activities to refine the auditory sense: sound boxes and montessori bells or montessori chime bars
- exploration of shapes and patterns - activities to refine stereognostic & kinaesthetic sense: geometric solids in basket with bases, stereognostic activities, feely box (or two bags) with pairs of objects, stereognostic sorting activity, mystery bag, geometric presentation tray, geometric cabinet, geometric cards (3 sets) in cabinet, constructive triangles (5 boxes), tessellations, fraction figure, binomial cube and trinomial cube, fraction figures, roman arch
- Video presentations of a range of sensorial activities.
- Video clips of children engaging with sensorial activities in Montessori learning environments.

### Additional assessment information for the unit:

#### Learning Outcome 1: Understand the principles of the Montessori approach to sensorial education

1.1 This must include reference to Seguin and Itard.

#### Learning Outcome 2: Understand the Montessori approach to sensorial education

- 2.2. This includes how sensorial education supports other areas of learning, including: cognitive, physical, neurological and brain development as well as speech, language and communication.
- 2.3. Holistic development of the child includes development from birth to age seven.

#### Learning Outcome 3: Be able to apply the Montessori approach to sensorial education

- 3.1. This includes a minimum of three activities that support the development of different senses. One of these must be an outdoor activity. This must include presentation of the 'three period lesson'. Simulation may provide the evidence for this criterion.
- 3.2. This includes possible lines of development for a given scenario.

### Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

Assessment Criterion 3.1. Simulation may provide evidence for this criterion.

### Unit 08 Numeracy and Arithmetic in an Early Years Montessori Learning Environment

<b>Unit reference</b>	A/506/4590	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	30		
<b>Unit aim</b>	This unit provides the learner with insights into the Montessori approach to developing the child's capacities in mathematics. This will support the child's sensitive period for order and build on the foundations already laid in sensorial education. This unit introduces a range of practical activities in this area and explores how these activities can be introduced in the classroom		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic.	1.1. Assess how the sensorial materials support the development of 'the mathematical mind'.		
	1.2. Critically evaluate a range of strategies that support children's developing understanding of numeracy and arithmetic.		
2. Understand the Montessori approach to developing the child's understanding of numeracy and arithmetic.	2.1. Describe the sequential process by which the child develops their understanding of numeracy and arithmetic in the Montessori approach.		
	2.2. Describe how the numeracy and arithmetic activities contribute to children's holistic development and learning.		
3. Be able to apply Montessori approaches in developing the child's understanding of numeracy and arithmetic.	3.1. Introduce activities which develop the child's understanding of numeracy and arithmetic.		
	3.2. Design a progression of activities to extend an individual child's developing understanding of mathematics.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Plan activities to develop understanding of numeracy and arithmetic in a child who is in need of additional support.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 08 Numeracy and Arithmetic in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

### **Learning Outcome 1: Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic.**

Learners should consider the concept of the 'mathematical mind' and how this supports the child's sensitive period for order in relation to the child's capacity to classify and organise. Learners should be introduced to the sequence of Montessori activities and how they support children's developing understanding of number and operations as one of a range of strategies that supports children's understanding of numeracy and arithmetic.

### **Learning Outcome 2: Understand the Montessori approach to developing the child's understanding of numeracy and arithmetic.**

Learners should be introduced to the materials, activities and sequence within those activities that support the development of the child's understanding of numeracy and arithmetic. This 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: sequin boards and bead chains early addition and subtraction activities
- tables charts
- individual operations with the golden beads fractions

In each set of activities, learners should consider how material manipulation develops understanding of mathematical concepts and how confidence can be developed to scaffold learning. Learners should also explore how each set of activities contributes to the development of mathematical understanding.

### **Learning Outcome 3: Be able to apply Montessori approaches in developing the child's understanding of numeracy and arithmetic**

Learners should consider a range of activities, taking into consideration how they build on the child's previous learning. Attention will also be paid to differentiation of learning to meet a child's individual needs.

## **Resources**

Learners should have access to the specifically designed materials of the Montessori early years setting. This should include at a minimum:

- recognition, counting and sequencing of quantity and symbol to 10: large number rods and cards, sandpaper numerals, spindle box, cards and counters, short bead stair
- golden bead material: hierarchies table mat, full golden bead material to include: beads for introducing decimal system, introduction to decimal symbols, counting through with beads and symbols (large number cards 1 – 9,999), full bead bank to include minimum 9 thousands cubes, 48 hundreds squares, 48 tens, 150 units, unit cups
- group operations with the golden beads: full gold bead material as described above and to include minimum 3 sets of small number cards 1 – 9,999

- sequin boards and bead chains: sequin board a, box of short bead stair, box of 9 ten bead bars, sequin board b, box of 45 ten bead bars, 100 bead chain and hundred square, 1,000 bead chain and thousand square
- early addition and subtraction exercises: snake game – tray with box containing 2 sets of short bead stairs, box containing 9 ten bead bars, 2 sets of small number rods in box, addition strip board, subtraction strip board
- tables exercises: addition tables with short bead stairs, subtraction tables with short bead stairs, multiplication tables with short bead stairs (ten sets of short bead stairs and ten bead bars in a large box with a separate compartment for each value), multiplication tables with multiplication board, division tables with division board, to include cards and summary charts for addition, subtraction, multiplication and division
- charts exercises: addition charts a & b, subtraction charts a & b, multiplication charts a & b, division charts a & b with summary charts and box of equations for each operation
- individual operations with golden beads: golden beads for all hierarchies (bead bank) plus individual operations cards for addition, subtraction, multiplication and division
- fraction exercises: fraction trays (1 - 5 and 6 -10), fraction symbol cards, numerator and denominator cards, equivalent slips, reduction slips
- in addition to the above mathematical hierarchy table mats, operations floor mats, minimum 3 wooden trays, maths exercise cards
- video presentations of a range of numeracy and arithmetic activities.
- video clips of children engaging with numeracy and arithmetic activities in montessori learning environments.

**Additional assessment information for the unit:**

**Learning Outcome 1: Understand the principles of the Montessori philosophy that underpin the development of children’s understanding of numeracy and arithmetic**

1.2. Range includes a minimum of three. One of those three should include other activities in the Montessori environment that support the development of numeracy and arithmetic.

**Learning Outcome 2: Understand the Montessori approach to developing the child’s understanding of numeracy and arithmetic**

2.1. The sequential process should include the full sequence of materials from counting to fractions.

**Learning Outcome 3: Be able to apply Montessori approaches in developing the child’s understanding of numeracy and arithmetic**

3.1. This must include at least three activities from different areas, one must be a group activity and one must be an outdoor activity.

3.2. This must indicate possible lines of development for a given scenario.



### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

Assessment Criterion 3.1. Simulation may provide evidence for this criterion.

### Unit 09 Literacy in an Early Years Montessori Learning Environment

<b>Unit reference</b>	J/506/4592	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	30		
<b>Unit aim</b>	This unit provides the learner with insights into the Montessori approach to literacy and language skills. This will include specific activities that prepare the child for literacy (reading and writing) and grammar. The unit introduces a range of practical activities and explores how these activities can be presented in the classroom.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of the Montessori approach to developing literacy.	1.1. Examine the different developmental stages in literacy that are identified in the Montessori phonic approach to literacy.		
	1.2. Critically evaluate a range of activities that support the development of children's literacy.		
	1.3. Reflect on the role of the educator in developing literacy skills.		
2. Understand the Montessori approach to developing children's literacy.	2.1. Describe the sequential process by which children develop their skills in literacy and grammar in the Montessori approach.		
	2.2. Describe how the Montessori activities that support literacy contribute to children's holistic development and learning.		
	2.3. Discuss different ways of introducing literacy to young children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to apply Montessori approaches to developing children’s literacy.	3.1. Introduce activities that develop children’s literacy.		
	3.2. Design a progression of activities to extend an individual child’s developing understanding of literacy.		
	3.3. Plan activities to support the growing literacy skills including a child who is in need of additional support.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit 09

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 09 Literacy in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Understand the principles of the Montessori approach to developing literacy**

Learners should be introduced to the development of literacy in the Montessori approach, how other subjects and activities contribute to developing literacy and how the Montessori prepared environment contributes to this development. Learners should be introduced to the ideas of sensitive periods in the context of emerging literacy.

Learners should be encouraged to consider the social aspects of developing literacy, including motivation and self-esteem, as well as the development of motor skills and intellectual capacities. Learners should also consider the role of the educator in supporting children's development in this area.

#### **Learning Outcome 2: Understand the Montessori approach to developing children's literacy**

Learners should be introduced to a range of aspects and activities that contribute to the development of literacy in children. This should include consideration of the following aspects:

##### **Introduction to Children's Literature**

Learners should be introduced to the practicalities of the book corner as one aspect of the prepared environment, and how it can contribute to a child's language, communication and literacy skills. Learners should be encouraged to consider the role of storytelling for developing skills in this area.

##### **Language Games**

Learners should be introduced to the way in which structured and free play, rhymes and songs can support the development of literacy.

##### **Writing**

Learners should be encouraged to consider the developments that are required for developing the skill of writing and the range of practical activities that supports both the preparation and the development of skills in writing.

##### **Early and Later Literacy**

Learners should be introduced to the Montessori approach to phonics alongside other recognised approaches to developing literacy. Learners should be introduced to the range of resources available in the Montessori educational setting to support the development of literacy.

##### **Early and Later Grammar**

Learners should be introduced to a range of resources that support grammar in the Montessori approach.

### **Learning Outcome 3: Be able to apply Montessori approaches to developing children's literacy**

Learners should consider the practicalities of introducing a range of activities, taking into consideration their suitability for individual and social engagement and how they build on the child's previous learning. Attention will also be paid to differentiation of learning to meet a child's individual needs.

#### **Resources**

Learners should have access to the specifically designed materials of the Montessori early years setting. This should include at a minimum:

- large moveable alphabet
- sand paper letters
- insets for design
- early literacy materials: pink and blue series to include pink box 1, pink box 2, pink box 3, pink box 4, pink picture card, pink box 5, pink reading lists, sight words, pink phrase strips, capital letters, pink sentence strips, pink reading books, blue box 1, blue box 2, blue box 3, blue box 4, blue picture card, blue box 5, blue reading lists, sight words, blue phrase strips, blue sentence strips, blue reading books,
- early grammar materials: to include noun box 1 & 2, nouns singular and plural, adjectives box, noun and adjective game, verb box 1 & 2, preposition box, theme box (farm box)
- later literacy materials: green series to include phoneme boxes, 2 sets of small moveable alphabets, phoneme booklets, phoneme phrase strips, phoneme sentence strips, phoneme envelopes
- later grammar materials: noun box 3, nouns singular and plural boxes (irregular plurals), adjective box (green level words) noun & adjective game (green level words), verb box 3, adverb box 1, noun & adverb game, preposition box 2, theme box (including green level words & adverbs)
- video presentations of a range of literacy activities
- video clips of children engaging with literacy activities in montessori learning environments

#### **Additional assessment information for the unit:**

### **Learning Outcome 1: Understand the principles of the Montessori approach to developing literacy**

- 1.1. The Montessori phonic approach to literacy includes systematic synthetic phonics as part of a range of approaches to literacy.
- 1.2. Range includes a minimum of three. Should include other activities in the Montessori environment that support the development of literacy.

### **Learning Outcome 3: Be able to apply Montessori approaches to developing children's literacy**

- 3.1. Should include at least three activities from different areas
- 3.2. This must indicate possible lines of development for a given scenario.

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

Assessment Criterion 3.1. Simulation may provide evidence for this criterion.

### Unit 10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment

<b>Unit reference</b>	R/506/4594	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	20		
<b>Unit aim</b>	This unit explores the Montessori approach to developing the child's knowledge and understanding of the world. This includes consideration of the principle of Cosmic Education and how this is embedded in the daily life of children in a Montessori educational setting. It also considers what it means in the context of the lives of children, the Montessori setting and the wider community. The unit introduces a range of practical activities and experiences in this area and explores how these activities can be presented inside and outside the classroom.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the principle of Cosmic Education in the context of a Montessori educational setting and how it underpins this area of learning.	1.1. Explain the principle of Cosmic Education in the context of Montessori education.		
	1.2. Evaluate how the ethos of Cosmic Education is embedded in the daily life of a Montessori educational setting.		
2. Understand the Montessori approach to developing the child's knowledge and understanding of the world.	2.1. Describe a sequence of activities that encourage the development of the child's knowledge and understanding of the world.		
	2.2. Discuss how knowledge and understanding of the world contribute to the development of the whole child.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to apply the Montessori approach in developing children’s knowledge and understanding of the world.	3.1. Introduce activities which develop children’s knowledge and understanding of the world.		
	3.2. Design a sequence of activities that extend a child’s knowledge and understanding of the world.		
	3.3. Plan activities to develop knowledge and understanding of the world for a child who is in need of additional support.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 10**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## **Unit 10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Know the principle of Cosmic Education in the context of a Montessori educational setting and how it underpins this area of learning**

Cosmic Education as a principle should be introduced alongside the child's understanding of their world. Learners should be encouraged to explore how this principle can be embedded in the daily life of the Montessori classroom. Learners should also be introduced to how this area of learning is linked with others.

#### **Learning Outcome 2: Understand the Montessori approach to developing the child's knowledge and understanding of the world**

Specific attention should be paid to the application of the principle of Cosmic Education and associated practical activities in all of the following areas:

- Exploration of the Environment: Learners should be introduced to the importance of opportunities for children to observe, explore and investigate their environment in the Montessori approach. They should also be introduced to practical activities which provide these opportunities and how, given enough time, those activities can provide a foundation for holistic learning to develop. Learners should be introduced to effective practice in engaging in sustained shared thinking, exploring alongside the child to speculate and engage in joint enquiry.
- Nature (Biology & Zoology): Learners should be introduced to the range of Montessori activities that develop the child's immediate relationship to plant and animal life. Specific attention should be paid to sparking the child's curiosity and following individual areas of interest.
- The World and its Communities (Geography): Learners should be introduced to the Montessori approach to learning about the world and its communities. Learners should be introduced to the underlying aims as well as the practical activities offered within this area of learning.
- Time (History): Learners should be introduced to the Montessori approach to developing a child's sense of time and their place in history. A range of activities should be explored in order to develop this sense of time in the child's personal experience as well as to introduce the wider view of natural evolution.
- Natural Sciences: Learners should be introduced to the Montessori approach to observation and experimentation in both physical and life sciences. Learners should explore how methodology can be introduced as a way of working with a child's innate interest through the practical activities and experiences that are associated with this area.

#### **Learning Outcome 3: Be able to apply the Montessori approach in developing children's knowledge and understanding of the world**

Learners should be introduced to the practicalities of developing children's knowledge and understanding of the world. This should include how to design new activities within the Montessori approach, working with children's own interests and curiosity. They should also consider how to plan activities and adjust them to the individual needs of children, including those who require additional support.

## Resources

Learners should have access to the specifically designed materials of the Montessori early years setting. This should include at a minimum:

- sun game: one sun, sets of pictures, 2 seedlings, bucket/cupboard
- animal families: basket containing models of 4 – 6 animal families, large felt mat
- pairing activity: 6-8 pairs of pictures of animals or plants belonging to the same group
- terminology activity: set of terminology cards: set of outline-and-word cards; set of out-only cards; set of name/word cards (similar cards required for animal kingdom)
- life cycle activity: life-cycle cards and set of identical cards, individually mounted on matching colour card
- leaf cabinet and lead cards
- the solar system: set of models representing the sun and the planets of the solar system, with matching picture cards and word cards
- earth; volcano: volcano frieze set of match cards and word cards, alternatively volcano model
- land, air and water jars, sponge, large tray, pictures
- land and water forms – plasticine or polystyrene models of landforms
- montessori globe
- flat puzzle map
- basket containing models of animals from different continents
- mapping game: flat map board with sets of common buildings
- time-lines: squared paper, photographs
- clock with moveable hands
- felt, plastic or fabric timeline divided into sections representing geological eras
- floating and sinking: bowl of water, plastic mat, drying cloth, apron, objects that float, objects that sink, different types of wood, plasticine shapes
- exploring magnets: heading cards, collection of everyday objects – metal and non-metal, magnet
- videos of children exploring activities in the Montessori environment.
- videos demonstrating the use and presentation of a range of Montessori activities within this area of learning.
- video examples of engaging in sustained shared thinking.

### Additional assessment information for the unit:

#### **Learning Outcome 2: Understand the Montessori approach to developing the child's knowledge and understanding of the world**

2.2. This includes how knowledge and understanding of the world support sustained shared thinking and also communication and language (for example in extending vocabulary).

#### **Learning Outcome 3: Be able to apply the Montessori approach in developing children's knowledge and understanding of the world**

3.1. This must include three different activities from three different areas.

3.2. This must indicate possible lines of development for a given scenario. This includes activities that support the development of sustained shared thinking and extending children's vocabulary.

### **Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.

Assessment Criterion 3.1. Simulation may provide evidence for this criterion.

### Unit 11 Creativity in an Early Years Montessori Learning Environment

<b>Unit reference</b>	Y/506/4595	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	15		
<b>Unit aim</b>	This unit aims to provide the learner with insights into the vital role creativity and creative thinking play in children’s learning and development, and how this is supported in the Montessori approach. This will include consideration of creativity and the expressive arts both as a subject area and also as an approach integrated throughout the curriculum.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how creativity supports the holistic development of the child in the Montessori early years environment.	1.1. Analyse ways in which creativity is supported in the Montessori approach.		
	1.2. Evaluate how creativity supports other aspects of a child’s development.		
2. Understand how the Montessori curriculum supports creativity and creative thinking.	2.1. Evaluate the role of creativity and creative thinking across the curriculum.		
	2.2. Analyse how the Montessori early years environment can support creativity.		
3. Be able to apply the Montessori approach to facilitating the development of the creative potential of the child.	3.1. Organise the learning environment to facilitate creative activities across the curriculum.		
	3.2. Evaluate the role of the educator in supporting children’s creative development.		
	3.3. Develop activities that support the creative potential of the child, taking into account individual needs.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 11**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 11 Creativity in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Understand how creativity supports the holistic development of the child in the Montessori environment**

Learners should be introduced to the Montessori approach to creativity as a way in which children can make sense of their world and express themselves. Learners should be encouraged to consider how the Montessori favourable environment physically and emotionally supports creativity.

#### **Learning Outcome 2: Understand how creativity and creative thinking is integrated across the curriculum**

Learners should be introduced to the ways in which creativity can be integrated across the curriculum by providing authentic, meaningful, open-ended, sensory experiences and opportunities to develop creative thinking and imagination.

In terms of the creative curriculum, the following aspects and associated practical activities should be specifically introduced.

#### **Visual Arts: Art, Craft and Design**

Learners should be introduced to how the creative process (rather than the end product) should inform creative activities.

#### **Performing Arts: Dance, Drama, Music and Movement**

Learners should be introduced to the creative potential of the performing arts for young children.

#### **Imaginative Role Play**

Learners should be introduced to the significance and value of role-play in child development.

#### **Learning Outcome 3: Be able to apply the Montessori approach to facilitating the development of the creative potential of the child**

Learners should consider how to prepare a favourable environment that fosters creativity, and facilitates both spontaneous and planned creative activities and experiences to take place. Learners should also consider the role of the educator in facilitating these activities and working creatively with children.

#### **Resources**

Learners should have access to materials that support creativity in the Montessori early years setting. Traditional creative materials include: paints and brushes, paper, scissors, glue, clay and play dough, wax crayons, graphite and coloured pencils, chalks and charcoal, felt-tipped pens, rubbers, and rulers.

Additional materials could include: string, wool, wire, pipe cleaners, ribbons, wallpaper samples, paper cups and plates, newspaper, cardboard boxes and tubes, plastic containers, eggshells, pebbles and sand, fabric scraps, sponges, adhesive tape, twigs and leaves, pine cones and seed pods, flowers, shells, feathers, milk bottle tops, clothes pegs and lolly sticks, food colouring, cotton wool, needles and threads, beads, lightweight tools and wood.

Musical instruments: cymbals, drums, tambourine, chime bars, triangle, castanets, hand bells, claves, Chinese gong, Chilean rain stick, African palm-nut rattle, Australian didgeridoo, Indian ankle bells, music CDs and players, range of simple props (e.g. ribbons, balls hoops...).

Open-ended props and resources to support imaginative role-play such as scarves, cardboard boxes, large construction blocks etc.

**Additional assessment information for the unit:**

**Learning Outcome 2: Understand how the Montessori curriculum supports creativity and creative thinking**

2.2. This should include reflection from the professional placement.

**Learning Outcome 3: Be able to apply the Montessori approach to facilitating the development of the creative potential of the child**

3.3. This includes planning which takes into account children with additional needs.

**Unit assessment guidance**

Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of and ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment carried out internally by tutor assessors on a pass or refer basis.

Assessment Criterion 3.1. Simulation may provide evidence for this criterion.

### Unit 12 Developing Own Montessori Practice in Professional Placement

<b>Unit reference</b>	H/506/4597	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	25		
<b>Unit aim</b>	This unit focuses on the skills needed to work in a Montessori early years educational setting. It brings together knowledge and understanding of the Montessori philosophy by focussing on the application of communication skills, practical skills, role- modelling, and engagement with policies and procedures of an early years setting. This unit sets out the requirements for the learner to be able to demonstrate their understanding of the skills required in the Montessori early years learning environment through working in a practical context with children up to the age of seven.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to work effectively with others in the context of a Montessori early years setting.	1.1. Demonstrate an attitude of respect and sensitivity towards others in a Montessori early years setting.		
	1.2. Demonstrate effective communication skills in a Montessori early years setting.		
2. Be able to facilitate learning and development using appropriate Montessori early years educator skills.	2.1. Engage in the dynamics of a Montessori early years learning environment.		
	2.2. Plan activities to support children’s learning and development in the areas of the current early years education curriculum requirements.		
	2.3. Lead activities to support children’s learning and development in the areas of the current early years education curriculum requirements.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Use child developmental theory to facilitate learning.		
	2.5. Facilitate group learning.		
3. Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children's learning.	3.1. Demonstrate how to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for an individual child's learning.		
	3.2. Demonstrate the ability to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for a child in need of additional support.		
4. Be able to effectively implement policies and procedures in the context of a Montessori early years setting.	4.1. Promote the health and well being of children.		
	4.2. Implement legal responsibilities including health and safety, security and risk management.		
	4.3. Carry out a risk assessment.		
	4.4. Maintain accurate records in the context of a Montessori early years setting.		
5. Be able to be a positive role-model in a Montessori early years setting.	5.1. Demonstrate positive role-modelling of self- awareness in a Montessori early years environment.		
	5.2. Demonstrate positive role-modelling of social awareness in a Montessori early years environment.		
	5.3. Demonstrate positive role-modelling of social responsibility in a Montessori early years environment.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 12**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Unit 12 Developing Own Montessori Practice in Professional Placement: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Professional Placement**

The purpose of studying the Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator) qualification is to be able to understand ways in which to support, encourage and inspire learning in young children – when they are at their most excited by the environment in which they live and most willing to explore. The learning they acquire in their early years should help to build their learning throughout their lives.

As with children, the best way to learn is by direct experience. Therefore a crucial part of the qualification is for the learner to undertake a professional placement in a Montessori early years environment, developing and delivering activities for individual and groups of children up to seven years of age. Placement requirements should be structured – using the same principle of scaffolding that is used with children in order to help develop the skills, knowledge and understanding that can then be applied independently once experience has been gained.

Selected sessions should be observed by an experienced practitioner in order to support and encourage learning.

As a developing educator on placement, the learner will be required to employ a holistic approach to their role, focusing on the integration of knowledge, understanding and skill in developing their child-centred approach to teaching. The learner will be required to draw on their knowledge of the Montessori philosophy, demonstrating combined skill in the following areas:

- in-depth understanding of child development and child observation
- knowledge and awareness of child care and health, including current occupational standards
- working knowledge of how Montessori's principles of a conscious approach to everyday living activities can provide the basis of meaningful and formative experiential learning
- understanding of how the education of the senses provides a framework for holistic learning
- the facilitation of children's key functional skills  
making numeracy, arithmetic and literacy meaningful and enjoyable for each individual child
- supporting the child's development of autonomous, socially aware and responsible action through facilitating development of their knowledge and understanding of the world
- inclusive approaches to creativity, play and learning

### **Learning Outcome 1: Be able to work effectively with others in a Montessori early years setting**

#### **Relationships and Communication**

Communication is key to the role of the Montessori educator and includes the ability to demonstrate respect and sensitivity, good written and verbal skills; the ability to work collaboratively with colleagues and others relevant to the care of the child; dynamic attention of all children and staff in the Montessori learning environment; and the appropriate communication skills for the facilitation of learning. In addition to this the Montessori philosophy encourages the awareness that the child's learning does not cease the moment they are away from the 'learning environment' and that every environment provides opportunities for children's learning. This unit in particular provides opportunities for developing communication skills through working in partnership with key personnel, colleagues, parents and/or carers or other professionals to support these learning opportunities for the child.

### **Learning Outcome 2: Be able to effectively facilitate learning using appropriate Montessori early years educator skills**

Being a Montessori early years educator requires a child-centred approach so that learning opportunities can be facilitated which are appropriate to each child's age and stage of development. At the same time attention should be paid to opportunities for group activities and group learning. This is supported by both well-developed observation skills and developmental awareness which informs a differentiated educational approach.

Dynamic attention to all of these learning opportunities is a vital skill in the role of the Montessori early years educator and the placement offers a practical opportunity for the development of this skill.

### **Learning Outcome 3: Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children's learning**

Skills in observation, planning, assessment and recording are necessary to facilitate learning in the Montessori early years setting. This teaching cycle allows the Montessori early years educator to engage with matching what they provide to a child's current interests and needs.

### **Learning Outcome 4: Be able to effectively implement policies and procedures in the context of a Montessori early years setting**

Caring for young children carries great responsibility and Montessori early years educators must have an up to date awareness of these responsibilities in order to support the well-being of young children. This includes health and safety, security and risk management, accurate recordkeeping, safeguarding and promoting the welfare of children.

### **Learning Outcome 5: Be able to be a positive role-model in a Montessori early years setting**

Positive role modelling, self-awareness and social awareness are key to the success of the Montessori early years educator. Being a positive role model in all of these areas is a vital support to the children in the Montessori early years educational setting.

#### **Resources**

- pro formas for tutor and mentor observation.
- organisation documentation provided by the centre in order to ensure all professional placements are undertaken safely and with the welfare of the children in the Montessori learning environment in mind at all times.
- access to a Montessori Early Years Education setting

**Additional assessment information for the unit:**

**Learning Outcome 1: Be able to work effectively with others in the context of a Montessori early years setting**

1.1. Others include children, the key person, colleagues, parents or carers, and other professionals.  
1.2 This includes effective communication with children, key persons, colleagues, parents or carers, and other professionals. Effective communication skills include an awareness of confidentiality issues, the ability to share the results of assessment, and the ability to work cooperatively and collaboratively to provide planned and continuous support of children’s learning and development. Appropriate communication also includes good command of English in both spoken and written form, so that communication is professional at all times.

**Learning Outcome 2: Be able to facilitate learning and development using appropriate Montessori early years educator skills**

2.1. The ‘dynamics of a Montessori early years setting’ include balancing student-led and teacher-led activities, individual learning and group learning, supporting children to manage their own behaviour as well as responsiveness to children with additional needs.

2.2 ., 2.3. Current early years education curriculum requirements include:

- Communication and language (for example, extending vocabulary, language structure, and dialogue)
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.5. Group learning includes supporting children to manage their own behaviour.

**Learning Outcome 3: Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children’s learning**

3.1., 3.2. Planning includes plans for individual children that reflect their individual development. Assessing includes assessment based on a range of assessment techniques: formative, summative and accurate observation are included in this range.

#### **Learning Outcome 4: Be able to effectively implement policies and procedures in the context of a Montessori early years setting.**

4.1. Well-being includes both physical and emotional care. Promotion of well-being includes awareness of health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. It also includes the physical care of children, carrying out physical care routines, awareness, prevention and control of infection.

4.2 This includes evidence from the placement mentor regarding participation in risk assessments/ entries in incident and accident books etc.

4.4 This requires an awareness of confidentiality, accuracy and coherency of recordkeeping. At a minimum records and reports include:

- Medication requirements
- Special dietary needs
- Planning
- Observation and assessment
- Health, safety and security
- Accidents

#### **Learning Outcome 5: Be able to be a positive role-model in a Montessori early years setting**

5.2. Social awareness includes equality of opportunity and anti-discriminatory practice.

5.3. Social responsibility includes equality of opportunity and anti-discriminatory practice.

#### **Unit assessment guidance**

The professional placement provides an opportunity for the learner to gain experience in a real work environment and evidence their skill in practice. As a developing practitioner, the learner will be required to integrate knowledge, understanding and skill in developing their child-centred holistic approach to teaching.

Placement tutors and placement mentors will provide constructive and developmental feedback, referencing the assessment criteria. Learners will be encouraged to develop a reflective and analytical attitude towards their work.

Recommended assessment methods include: professional discussion, work products, tutor observation, witness statement and reflective journal entry.

This unit may also provide evidence to support assessment criteria in other units. Opportunities for relevant evidence from the real work environment should be given priority whenever possible and practical for the learner and assessor.

AC 1.2 may be met with scenarios or role play as not every learner may have the opportunity to fulfil the complete assessment criteria on professional placement. Evidence from tutor observations, group presentations and peer assessment will be used to verify the assessment criteria in this instance.

All other assessment criteria should be met whilst the learner is on their professional placement.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by placement tutor assessors on a pass or refer basis. Witness statements may be contributed as supporting evidence by the placement mentor, however the placement tutor assessor is responsible for overall assessment decisions.

### Unit 13 Developing Own Montessori Principles in Professional Placement

<b>Unit reference</b>	D/506/4596	<b>Unit level</b>	4
<b>Mandatory/Optional</b>	Mandatory		
<b>GL</b>	10		
<b>Unit aim</b>	This unit focuses on the engagement needed to work in a Montessori early years educational setting. It brings together knowledge and understanding of the Montessori philosophy by focussing on the reflective practice, the continuing personal and professional development of the Montessori educator, and the learner's engagement with the Montessori vision, methods and purpose.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to engage with the Montessori vision and purpose.	1.1. Reflect on aspects of Montessori vision and purpose which inspire own practice.		
	1.2. Assess aspects of own understanding of the Montessori vision and values which could benefit from further development.		
	1.3. Evaluate an aspect of own educational practice which could be developed to further meet Montessori vision and purpose.		
2. Be able to engage in reflective practice.	2.1. Reflect on own areas for professional and personal development.		
	2.2. Identify future goals in continuing Montessori professional development.		
	2.3. Analyse how continuing professional development supports own early years practice.		
	2.4. Use continuing professional development to improve own skills, practice, and subject knowledge.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to use reflective practice.	3.1. Use reflective practice to support own learning.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 13**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## **Unit 13 Developing Own Montessori Principles in Professional Placement: Delivery and Assessment Requirements**

This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

### **Additional delivery information for the unit:**

#### **Learning Outcome 1: Be able to engage with the Montessori vision and purpose**

##### **Engagement with the Montessori Vision**

Current learners will inform the future of Montessori education and so their initial engagement with the Montessori vision and values is key to the future of the movement. Learners should be encouraged to develop their own relationship with the Montessori vision, values, method and practice as role-modelled by contemporary good practice. Key to being a successful Montessori early years educator is a continuing and developing affiliation with the founding principles and purpose of Montessori education. Personal and professional development and an awareness of the importance of the individual's contribution to organisational development are therefore key.

#### **Learning Outcome 2: Be able to engage in reflective practice**

Reflective practice will already have been introduced relatively early in the qualification (in the Study Skills unit). Self-reflective practice plays a vital role in identifying areas in which practice can be improved and developed both personally and professionally. Wherever these opportunities occur the learner should identify their need, create their individual goal, use this to negotiate appropriate personal or professional development and record the outcomes in order to continue to improve their own practice or subject knowledge. For each learner the goals for personal and professional development will be individual.

Learners should become familiar with the importance of the reflective practice process and also become practiced in engaging with such developments, as it has a vital role in the continuing development of the Montessori educator.

#### **Learning Outcome 3: Be able to use reflective practice**

Learners will use the reflective practice process throughout the qualification to improve their own practice and subject knowledge. Each learner will have individual personal and professional development goals.

### **Resources**

Access to a Montessori Early Years Education setting.

### **Additional assessment information for the unit:**

#### **Learning Outcome 2: Be able to engage in reflective practice**

2.4. Engaging in continuing professional development includes reflecting on own areas for professional development and identifying future goals in continuing own Montessori professional development.

#### **Learning Outcome 3: Be able to use reflective practice**

3.1. This includes the initial phases of a reflective journal.

### **Unit assessment guidance**

As a part of their initial Study Skills unit of the same qualification, learners will be introduced to the skills required for reflective practice. Reflection on their own learning, as well as the children in their care, is at the heart of all Montessori practice. Therefore it is important to make effective use of this when considering evidence that can be included in a portfolio.

The evidence for assessment of this unit will be produced during the professional placement, though as the previous unit demands an approach which integrates the theory, best practice and curriculum units, this unit also encourages learners to engage with reflective practice in a way that holistically connects these three thematic categories of units.

This engagement is focussed and formalised through an individual, personal reflective journal, which will record stages on the journey undertaken by the learner, in much the same way as they are recording the stages in development of the children with whom they work.

For this particular unit, the professional placement should give opportunities to both reflect on actual practice and also to integrate the learner's relationship to the broader Montessori vision, aims and purpose. Reflective practice relies on the autonomous learner to organise their evidence as appropriate to meet the assessment criteria.

Personal learning and development will be different for each learner and there is no standardised programme for this to take place. Every effort should be made to support each learner to achieve their goals once these have been recognised and appropriate action decided upon.

Recommended assessment methods include: professional discussion and reflective journal entry.

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by placement tutor assessors (placement tutors) on a pass or refer basis.

### Section 3: Assessment and quality assurance information

A recommended range of assessment methods has been identified, which may be used for the units in this qualification/these qualifications. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref.	Assessment method	Assessing competence / skills	Assessing knowledge / understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles

### **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific **assessment strategies or principles** of the National College for Teaching and Leadership (NCTL).

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below.

Centres need to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the NCTL assessment requirements for the **unit** they are assessing or quality assuring.

### **Assessment Principles for Early Years Educator Qualifications**

#### **Assessing knowledge, skills and competence**

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

#### **Practical skills competence**

The Centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be contracted to work directly with the Centre, contributing to all aspects of standardisation. The Centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified Assessors from the Centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

#### **1. Introduction**

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

#### **2. Assessment principles**

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent Assessor, qualified to make assessment decisions.

2.3 Competence/skills based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an Assessor qualification, as a qualified Assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The Centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main Assessor could scribe the expert witness contributions (for example via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, Centres must adapt their internal quality assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The Centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified Assessors from the Centre must use direct observation to assess practical skills-based outcomes.

### **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile

phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWTs.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

#### **Knowledge Learning Outcomes:**

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/Skills Learning Outcomes:**

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each Assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each Assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions.

Although it isn't a specific requirement of these qualifications, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their External Quality Assurer in the first instance

#### **4.4 Qualified to make quality assurance decisions:**

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the Assessor for knowledge based assessment criteria
- role of the Assessor for skills/competence based assessment criteria
- role of the Internal Quality Assurer

#### **4.5 Expert witness:**

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

#### Section 4: Explanation of terms

This table explains how the terms used at level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Critically analyse</b>	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order that is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account that includes contrasting perspectives.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
<b>Critically evaluate</b>	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.



## **Section 5: Support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)

### **Safeguarding guidance**

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

[www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers)

### **Reproduction of this document**

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

## Publication date

Version 1.0	September 2014
Version 2.0	April 2016
Version 3.0	February 2017
Version 4.0	December 2017
Version 5.0	July 2018
Version 5.1	April 2019
Version 6.0	October 2019
Version 7.0	September 2021
Version 7.1	June 2022
Version 7.2	November 2022
Version 7.3	December 2022

## NCFE © Copyright 2022 All rights reserved worldwide.

Version 7.3 December 2022 Year

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***