

NCFE

CACHE

Qualification Specification

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



Qualification summary

Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in Montessori Pedagogy – Birth to Seven (Early Years Educator) (Diploma)		
Ofqual qualification number (QN)	610/3983/4	Aim reference	61039834
Guided learning hours (GLH)	290	Total qualification time (TQT)	365
Minimum age	19		
Qualification purpose	<p>This qualification is designed to provide learners with the expertise, skills and professional approach needed to become a Montessori educator, acting as a key person in a Montessori classroom.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard in England.</p>		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence, which includes assessment in the professional placement (real work environment).		
Occupational standards	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0135: Early Years Educator Level 3 Version 1.2</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>		
Work/industry placement experience	This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.		
Rules of combination	To be awarded this qualification, learners are required to successfully achieve 13 mandatory units.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/3983/4.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification is designed to provide learners with the expertise, skills and professional approach needed to become a Montessori educator, acting as a key person in a Montessori classroom.

Upon achievement of this qualification, it is intended that learners will be able to enter the workforce as early years educators.

In response to the Department for Education, we have built a qualification to meet the criteria required for those wishing to become early years educators.

We have surpassed the minimum requirements set out in the ‘full and relevant criteria’ to develop a qualification which reflects the priorities of educators and employers to meet the needs of babies and children.

This qualification aims to:

- focus on the study of Montessori pedagogy
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide learners with the expertise, skills and professional approach needed to become a Montessori educator
- develop the following skills:
 - 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
- confirm competence in a Montessori occupational role to the standards required

“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”¹

If we take this vision of Maria Montessori seriously, then the training of Montessori teachers must involve a unique approach, one which values the challenge and demand of understanding child development and the Montessori curriculum, the development of skills needed for managing the dynamics of a

¹ Montessori, M. (2007) *The Absorbent Mind*. Amsterdam, Montessori Pierson.

Montessori classroom, and 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.

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 planning, delivery and assessment.

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

Guidance for entry and registration

This qualification is designed for learners who wish to become a facilitator of Montessori education, acting as a key person in a Montessori classroom.

It may also be useful to learners studying qualifications in the following sector:

- early years and childcare

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 19 or over to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a NCFE CACHE Level 2 Diploma for the Early Years Practitioner 603/3723/0, or a previous level 2 qualification that is full and relevant or holds transferable skills preparing learners to study at level 3.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Early Years Educator: GCSE English and Mathematics requirement

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and Mathematics A*-C, has been broadened to Level 2 qualifications, including Functional Skills.

This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.

Please refer to the Early Years Workforce Strategy (March 2017) for further details. International qualifications can be checked through NARIC.

Achieving this qualification

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

Please refer to the list of units/themes in appendix A or the unit/theme summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - educator in day nurseries
 - educator in nursery schools
 - educator in reception classes in primary schools
 - pre-school worker
- further education:
 - Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
- higher education – personal statements may be accepted by universities

Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Staffing requirements

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.

Please see the **Assessment principles for early years educator (EYE) qualifications** in this specification for further information on staffing requirements.

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, such as 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.

Real work environment (RWE) requirement/recommendation

Where the assessment requirements for a unit/qualification allow, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification. The placement must be in an approved Montessori early years setting and be a minimum of 400 hours.

Placements must be chosen carefully and all necessary risk assessments undertaken, giving attention to:

- location
- accessibility
- suitability

Wherever possible learner placements will be at centres with a good or outstanding Ofsted rating. Those accessing placements that require improvement would benefit from wider experience during their training if possible.

Observations of learners on placement should provide holistic evidence in line with requirements and be undertaken throughout the qualification journey and feedback offered to students for reflection and improved practice.

Placement in a RWE

The minimum required placement hours are:

- 400

Age range covered by the qualification

The age range of babies and children that learners will be working with for this qualification is birth to 7 years.

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 one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator apprenticeship standard.

The assessment methods for the skills-based criteria should include:

- **direct observation** of learner in work placement/employment (*it is essential to include observations*)
- **professional discussions**
- **reflective accounts**
- **expert witness testimonies** (must be accompanied by professional discussion to triangulate the evidence)
- **work products**, for example, policies, reports and records that can be used to underpin or move a professional discussion forward

Skills based outcomes must be achieved in a real work environment and in accordance with assessment principles, they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice.

Internal assessment

We have created some sample tasks for the internally assessed 13 units, which can be found within a separate document in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes (LOs) for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs 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, LOs, 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.

All 13 units are mandatory to achieve this qualification.

Learners must be successful in this component to gain the NCFE CACHE Level 3 Technical Occupational Entry in Montessori Pedagogy – Birth to Seven (Early Years Educator) (Diploma) (610/3983/4).

The NCFE CACHE Level 3 Technical Occupational Entry in Montessori Pedagogy – Birth to Seven (Early Years Educator) (Diploma) is a competence-based qualification (CBQ).

A CBQ may be based on an occupational standard as identified in the qualification summary table at the beginning of this specification. A CBQ must be assessed in the workplace or in a RWE in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualification's page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

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

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.

Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria

It is the role of the DfE to define the content of the level 3 qualifications that practitioners must hold to be included in the ratios specified in the early years foundation stage (EYFS) statutory framework. DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support babies and children from birth to age 5 in the early years foundation stage.

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 3 Technical Occupational Entry in Montessori Pedagogy – Birth to Seven (Early Years Educator) (Diploma) (610/3983/4).

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 (LOs) 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 can be found in section 3.

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L3MP 1 Study skills (R/651/0869)

Unit summary			
<p>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.</p> <p>The qualification relies on the learner's capacity to organise their own effective study, and their capacity to source and use information. Opportunity to introduce research through digital technology here as well as consider the role and responsibilities of the Early Years Educator.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand how to organise own learning process	1.1 Describe factors which may impact upon own learning processes		
	1.2 Describe 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 Demonstrate how to use sourced information to support own training		
	3.2 Demonstrate how to reference sourced information		
	3.3 Demonstrate the ability to present sourced information		
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		

Delivery and assessment guidance
<p>Mandatory tutor and centre information has been prepared for this unit.</p> <p>This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Learning Outcome 1: Understand how to organise own learning process Learners should consider how they learn best, manage their time and 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 when engaging with the qualification.</p> <p>Learning Outcome 2: Understand how to source information for study</p>

Delivery and assessment guidance

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 take into account the medium of presentation, the sources themselves and also the audience for 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.

Resources

Full range of Montessori resources or equivalent.

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 of each of the following: written books, internet and journal resources.
- 2.2. This includes different approaches to reading and researching and 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.

Unit assessment guidance

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

Delivery and assessment guidance

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 of 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.

L3MP 2 The Montessori philosophy (A/651/0870)

Unit summary			
<p>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 whilst being mindful of sustainability in practice.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand principles of Montessori early child development	1.1 Summarise the principles and ethos of the Montessori philosophy from a historical perspective		
	1.2 Explain Montessori’s principles of the early child development phases		
	1.3 Explain key Montessori terms relating to early child development		
2. Understand what constitutes a favourable environment in the Montessori classroom	2.1 Explain the concept of the favourable environment in the Montessori classroom		
	2.2 Explain how to create a favourable environment in the Montessori classroom in line with statutory and non-statutory frameworks and guidance for provision in early years including special educational needs and disability (SEND)		
	2.3 Explain communication and language as the cornerstone of an early years curriculum, providing all children with an equal chance of success		
3. Understand the role of the Montessori educator	3.1 Describe essential qualities and responsibilities of the Montessori educator, including providing supervision to staff		
	3.2 Explain principles of teacher non-interference and observation in the Montessori classroom		
	3.3 Explain the Montessori approach to fostering a positive learning environment and how the organisation’s approach and values underpin the environment		
4. Understand how the Montessori educational philosophy informs pedagogy	4.1 Use examples to describe different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	<ul style="list-style-type: none"> • guided learning 		
5. Be able to provide opportunities for self-regulation in children	4.2 Reflect on ways in which the Montessori educational philosophy informs the pedagogy		
	5.1 Support children to understand and respond to their emotions and make considered choices about their behaviours		
	5.2 Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation		

Delivery and assessment guidance
<p>Mandatory tutor and centre information has been prepared for this unit.</p> <p>This additional delivery and assessment information is integral to the unit and must be referred to by tutors and assessors.</p> <p>Learning Outcome 1: Understand principles of Montessori early child development. 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 to 1838), Seguin (1812 to 1880) and Froebel (1782 to 1852).</p> <p>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.</p> <p>With the absorbent mind as the context, the 6 main sensitive periods will be considered including how they support children’s cognitive and social skills required to maintain relationships and associated language, such as how best to support children with speech and language difficulties.</p> <p>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.</p> <p>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. Learners will be required to have the knowledge of babies and children from birth to 7 and practical skills application from birth to 5 in line with the early years educator criteria.</p> <p>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 educator and how this</p>

Delivery and assessment guidance

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. Learners must be introduced to the terms co-regulation and self-regulation and appreciate that this changes according to a child's age and development. Learners must be aware that children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.

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.

Learning Outcome 5: Be able to provide opportunities for self-regulation in children.

Quality interactions with babies and children in the Montessori learning environment should take account of their individual circumstances and be responsive to their emotional needs. Co-regulation should be provided through opportunities and experiences that help children to self-regulate as part of daily practice.

Resources

Full range of Montessori resources or equivalent.

Learning Outcome 1: Understand principles of Montessori early child development.

1.1. This includes children's development from birth to seven.

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 on evidence that summarises key principles relating to Montessori philosophy and pedagogy across four areas: the child, the educator, the favourable environment and freedom. This forms part of the learner's preparation for working with children.

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.

L3MP 3 Principles of child development and observation in an early years Montessori learning environment (D/651/0871)

Unit summary			
<p>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 educator’s ability to tune in sensitively to the unique potential of every child.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand child development and learning	1.1 Outline key developmental stages of child development in children from birth to 7 years of age, including: <ul style="list-style-type: none"> • physiological development • neurological and brain development • biological development • psychological development • cognitive development • emotional and social development • speech, language and communication development • physical development 		
	1.2 Outline key theories of child development to include: <ul style="list-style-type: none"> • developmental cognitive stages • neurological and brain development 		
	1.3 Analyse how children's learning and development can be affected by their stage of development and individual circumstances, including the impact of biological and environmental factors such as the needs of children with English as an additional language (EAL), and cultural expectations		
	1.4 Describe how to use child development theory to appreciate the significance of attachment in order to support the wellbeing of a child through transitions and significant events		
	1.5 Explain how, when and why to conduct the observation and assessment cycle to analyse and respond to children’s learning, development and interests		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
2. Understand theories of child development in the context of play in the Montessori setting	2.1 Discuss a range of theories on play and its fundamental role in developing effective characteristics for learning and development in children		
	2.2. Describe how play can support children’s holistic development		
	2.3. Explain the significance of the role of the Montessori educator and the favourable environment in supporting play		
3. Be able to apply child development theory in child observation including purposeful assessment	3.1. Select an appropriate method and aim for child observation		
	3.2. Use child development theory to inform child observation		
	3.3. Use child development theory to analyse results of child observation and plan holistic individual learning based on a comprehensive understanding of the child’s needs and interests		
	3.4. Explain how assessment plays an important part in helping parents, carers and educators to recognise children’s progress, understand their needs, and to plan and provide activities and support		

Delivery and assessment guidance
<p>Mandatory tutor and centre information has been prepared for this unit.</p> <p>This additional delivery and assessment information is integral to the unit and must be referred to by tutors and assessors.</p> <p>Tutors to ensure learners are familiar with the requirements of the Early Years Foundation Stage, the statutory framework for under 5s. This includes areas of learning, safeguarding and welfare, guiding principles and main aims and the purpose of the curriculum.</p> <p>Learning Outcome 1: Understand child development and learning</p> <p>Explaining child development Included in this section of the unit is the holistic nature of child development and an exploration of perspectives on brain development, attachment and perspectives on the nature/nurture debate.</p> <p>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.</p> <p>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,</p>

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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, including the impact to social skills development and maintaining relationships. 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. Learners must be aware that some children are at an earlier stage of language development and can experience speech and language difficulties.

Educators must understand that there are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some special educational needs and disabilities (SEND) or neurodivergent children, and those for whom English is an additional language (EAL).

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 an understanding of the individual child's stage of development and individual circumstances including the interaction and impact of biological and environmental factors. **Child development theories** include development, learning, social learning and attachment theory.

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 play is and how it supports 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.

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.

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

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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.

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.

3.4 Learners must be aware of how formative and summative assessment can engage parents and carers.

Resources

Full range of Montessori resources or equivalent. For example:
The Documentary Series [DVD], Newcastle upon Tyne: Siren Films.
The Observation Series [DVD], Newcastle upon Tyne: Siren Films.

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 of 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.

Learners must understand that ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves educators knowing what children can and cannot do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.

An effective early years educator considers when and why to carry out accurate and proportionate

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assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.

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

Learners must understand the key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for:

- the baby or child
- the parents or carers
- curriculum adaptation
- the early years setting and key stakeholders in planning the next steps

L3MP 4 Contemporary early childhood practice in an early years Montessori learning environment (F/651/0872)

Unit summary			
<p>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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand the current early education curriculum requirements in the context of the Montessori early years setting	1.1 Discuss how the early education curriculum requirements are met in Montessori early years education, including the role and responsibilities of the key person to create experiences and opportunities for children informed by the setting's curriculum and pedagogy		
	1.2 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements		
2. Understand the Montessori approach to promoting diversity, equality and inclusion	2.1 Give reasons for promoting diversity, equality and inclusion in the context of Montessori early years education, including babies and children with special educational needs and disabilities (SEND)		
	2.2 Describe how Montessori education aims to maintain the legal rights of each individual child according to their current and future needs, promoting diversity, equality and inclusion at all levels to ensure children and young people are entitled to a quality education appropriate to their needs that promotes high standards and the fulfilment of potential		
	2.3 Reflect on own role in promoting diversity, equality and inclusion through adaptive pedagogy to promote learning for all children, respecting and promoting diversity and inclusion, social and cultural differences and family circumstances		
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 Give examples of ways in which to support children with additional needs in the Montessori		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	early years setting in line with statutory and non-statutory frameworks and guidance for provision in early years		
	3.4 Describe appropriate strategies for supporting a baby or child with SEND		
	3.5 Use specialist aids, resources and equipment available to support babies and children with SEND		
	3.6 Discuss how to work in partnership with others 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 Describe the role of the key person in the Montessori early years setting during transitions in relation to attachment		
	4.2 Describe the potential effects of change, transitions and significant events in children's lives		
	4.3 Reflect on 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 Discuss the role of the educator in the context of professional relationships, partnerships and collaboration with others in the Montessori early years setting to support the child		
	5.2 Identify opportunities for working in partnership with others to promote the learning and development of the child in the Montessori early years setting, being mindful of the influence of all key individuals in children's lives on children's learning and development		
	5.3 Reflect on good practice in communicating with others in promoting the learning and development of children		
6. Be able to prepare and support babies and children through transitions and significant events in their lives	6.1 Develop effective strategies to support and reflect all children's needs and ability (for example, those children with SEND, English as an additional language (EAL), communication difficulties, and the most able) in order to support them to manage change, transition and significant life events including daily microtransitions		
	6.2 Reflect on how early years educators prepare babies and children for planned transitions		
	6.3 Summarise processes used in an early years setting to support individual children through microtransitions making reference to the role of the key person		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	6.4 Identify strategies to support individual children through unplanned and significant life events		
7. Be able to effectively carry out or shadow a care plan alongside parents/carers including any agreed plans for development and learning	7.1 Explain how to effectively carry out a child’s care plan (or shadow a colleague) alongside parents and carers in an early years setting to include the initial assessment: <ul style="list-style-type: none"> • implementation and ongoing review 		
	7.2 Explain the importance of carrying out a child’s care plan in a sensitive and respectful manner, with consideration of children’s different cultures, race, religion and belief system		
	7.3 Provide sensitive and respectful personal care for children from birth to 5 years, and be able to explain how to plan and carry out: <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy changing procedures • potty and toilet training • care of skin, teeth and hair • rest and sleep provision 		
8. Be able to promote and encourage a respectful baby- and child-centred inclusive environment	8.1 Meet the individual needs of children in their own setting demonstrating child-centred and empathetic approaches to value equality, diversity and inclusion respecting the uniqueness of each child		
	8.2 Nurture an inclusive environment through adaptive pedagogy to promote learning for all children, respecting and promoting diversity and inclusion, cultural differences and family circumstances in order to support children to develop a positive sense of their own identity and culture		
	8.3 Create an effective, inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing, maintaining and prioritising the individual child’s voice		
	8.4 Model inclusive practice to ensure children have equal access to opportunities to learn, develop and reach their potential		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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 about the unit:

Learning Outcome 1: Understand 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 with a clear understanding of the requirements of the Early Years Foundation Stage, including the role and responsibilities of the key person.

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.

When teaching LO2, reference must be made to the Equality Act 2010 and ensure learners are aware there are 4 general areas of need and how to balance these against a detailed understanding of an individual baby or child's needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory needs

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. Learners must understand that a delay in a baby or child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.

Learners must further appreciate that difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.

LO3 3.5 To be met through simulation.

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

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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 early years foundation stage (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. Reference must be made to the Equality Act 2010.

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. Attachment theories to include Bowlby, Ainsworth, Rutter and Schaffer and Emerson (sequence of attachments)

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

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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, families, other professionals and multi-agency working. The role of the educator 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, families, other professionals and multi-agency working. **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, families, other professionals and multi-agency working. **Good practice** includes developing regular co-operation 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.

Learning Outcome 6: Be able to prepare and support babies and children through transitions and significant events in their lives

6. Transitions and significant events must include:

- moving school
- starting and moving through or between early years settings
- birth of a sibling
- moving home
- family breakdown
- living outside of the home
- loss of significant people or bereavement
- social events that impact their lives, such as COVID-19
- adoption and care
- the significance of adverse childhood experiences and trauma

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.

L3MP 5 Promoting children’s health and wellbeing in an early years Montessori learning environment (H/651/0873)

Unit summary			
This unit considers the health and wellbeing of young children in the Montessori early years setting and explores the role of the Montessori early years educator in supporting health and wellbeing.			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand principles of supporting health and wellbeing in early childhood	1.1 Reflect on the definition of health and wellbeing in early childhood		
	1.2 Describe factors that affect children’s health and wellbeing		
	1.3 Consider the effects of poor health and wellbeing on young children		
2. Understand practicalities of supporting health and wellbeing in early childhood	2.1 Discuss how children’s health and wellbeing can be supported		
	2.2 Outline the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention		
	2.3 Describe how to carry out physical care routines suitable to the age, stage, culture, race, religion, belief system and needs of the child in an early years setting		
	2.4 Explain the measures that can be taken to prevent and control infection		
	2.5 Describe how to respond to accidents and emergency situations in the early years setting		
3. Know responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting	3.1 Identify legal requirements and guidance that support the welfare and safety of children in the context of the Montessori early years setting, to include: <ul style="list-style-type: none"> • health and safety • security • confidentiality of information • safeguarding 		
	3.2 Describe the responsibilities of the Montessori early years educator in supporting the welfare and safeguarding of children in the context of the Montessori early years setting		
	3.3 Describe the role of the Montessori early years educator in relation to safeguarding and child protection policies and procedures to protect children at risk of abuse and how such policies also protect colleagues		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	<p>3.4 Identify ways to recognise if a child is at risk of abuse and the impact of safeguarding concerns to a child's wellbeing</p> <p>3.5 Describe signs of harm and the different types of abuse and what these are, including actions to take to safeguard children, self and other colleagues. Types of abuse to include but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online cyber bullying, radicalisation and exploitation • domestic • sexual abuse <p>3.6 Describe principles of risk assessment and management, and how to balance risks and benefits of activities for children</p>		
4. Be able to explain protocol to follow when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure	4.1 Explain protocol to follow when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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

Learning Outcome 1: Understand principles of supporting health and wellbeing in early childhood.

Learners should develop a rounded understanding of children's health and wellbeing including both physical and emotional health (such as, nutrition and healthy balanced diets, oral health, environment, healthy lifestyles and routines including opportunities to be physically active). This should be followed by an exploration of how children's health and wellbeing can be best supported by the early years educator. It should also include a consideration of the consequences of poor health on learning and development. Learners must know how to ensure equipment, furniture and materials are used safely and the dangers of not doing so. Simulation and reflection will be useful methods of teaching and learning to meet this learning requirement.

Learning Outcome 2: Understand practicalities of supporting health and wellbeing in early childhood.

Learners should become familiar with the practicalities of supporting health and wellbeing in the

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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 and emergencies.

Learning Outcome 3: Know 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 educator. 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 wellbeing. This should include familiarity with health and safety, risk assessment and risk management, security, record keeping and reporting, confidentiality and risk of abuse. Specific knowledge must be challenged to satisfy the following aspects:

- legal requirements, statutory guidance and other non-statutory guidance on health and safety, security and confidentiality of information that must be adhered to
- safeguarding and security systems as they are an important part of keeping babies and children safe
- own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information
- employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation
- the statutory and non-statutory frameworks and guidance for provision in early years including SEND

Learning Outcome 4: Be able to explain protocol to follow when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.

Learners will be introduced to policy and procedure throughout this unit and specific to this learning outcome the learner will appreciate the significance of keeping themselves safe and how policies protect colleagues.

Learners must understand there are procedures that must be adhered to in the work setting and the importance of these for:

- reporting
- whistleblowing (challenging the practice of colleagues in the best interest of babies and children)
- protecting and promoting the welfare of babies and children
- safeguarding
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting educators, for example media and online presence
- staff health and safety, including mental health and wellbeing support

Learners must become aware of their personal role and responsibilities in these areas.

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Resources

No specific resources.

Additional assessment information for the unit:

Learning Outcome 1: Understand principles of supporting health and wellbeing in early childhood.

1.1. Early childhood includes babies and children up to the age of seven.

1.2. This includes activities, nutrition, environment, healthy lifestyles and routines. Learners must have an appreciation of:

- different stages of weaning
- up-to-date knowledge of food allergies and anaphylaxis for own professional practice and individual care needs
- how mealtimes can be a high-risk environment for babies and children with regard to choking and how to recognise the signs of choking; being aware that choking can be completely silent, and the importance of close supervision of babies and children when eating

Learning Outcome 2: Understand practicalities of supporting health and wellbeing 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 wellbeing.

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 immunization
- exclusion periods for infectious diseases

Learning Outcome 3: Know 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. Learners must understand the safeguarding and welfare requirements of the early years statutory framework and Early Years Foundation Stage.

3.2. **Responsibilities** of the Montessori early years educator 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

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- neglect
- physical
- emotional
- sexual abuse

Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. It should consider the health and wellbeing of young children, exploring the role of the early years educator in supporting health and wellbeing, 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.

L3MP 6 Activities of everyday living in an early years Montessori learning environment (J/651/0874)

Unit summary			
<p>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. There are opportunities to reflect on the significant role of sustainability in practice within this unit.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor 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 Examine how the objectives of the activities of everyday living work with the principals of the Montessori approach		
	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 Give examples of how activities of everyday living establish a foundation for other areas of learning		
	2.2 Discuss how activities of everyday living contribute to the development of the whole child and promote elements and characteristics of a wide range of enabling environments		
	2.3 Reflect on how the activities of everyday living contribute to a favourable learning environment		
3. Be able to apply the Montessori approach in activities of everyday living	3.1 Demonstrate how to introduce activities of everyday living		
	3.2 Demonstrate how to design activities of everyday living		
	3.3 Demonstrate how to design activities of everyday living for a child who is in need of additional support		
4. Be able to maintain a healthy and safe learning environment in the activities of everyday living	4.1 Demonstrate approaches to managing risk in the activities of everyday living to develop skills to manage risk and maintain their own and others safety		
	4.2 Demonstrate approaches to encourage children to actively contribute to a healthy environment using the activities of everyday living		
5. Be able to evaluate own provision in relation to activities of everyday living in a Montessori learning environment	5.1 Reflect on own practice and provision to make recommendations for improved practice of everyday living in a Montessori learning environment		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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

The following sustainability resource may be helpful for students as they explore sustainability for practice: www.ncfe.org.uk/media/xbcbjrfj/early-years-sustainability-resource.pdf

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, including sensitive inclusion of different cultures, race, religions and belief systems.

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.

Delivery and assessment guidance

Learning Outcome 5: Be able to evaluate own provision in relation to activities of everyday living in a Montessori learning environment.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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 and 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 and 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 and 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.

1.3. 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 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

Delivery and 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.

L3MP 7 Education of the senses in an early years Montessori learning environment (K/651/0875)

Unit summary			
<p>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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Understand the principles of the Montessori approach to sensorial education	1.1 Discuss 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 Reflect on the connection between sensorial education and the sensitive periods in the Montessori understanding of the child		
2. Understand the Montessori approach to sensorial education	2.1 Examine the range of activities that support education of the senses		
	2.2 Describe how sensorial education supports other areas of learning		
	2.3 Discuss how sensorial education contributes to the development of the whole child		
3. Be able to apply the Montessori approach to sensorial education	3.1 Demonstrate how to introduce activities in sensorial education		
	3.2 Demonstrate how to design activities in sensorial education		
	3.3 Demonstrate how to plan sensorial education for babies and young children under the age of three		
4. Be able to reflect on own practice to promote sensorial approaches in a Montessori early years setting	4.1 Reflect on own practice to make recommendations for improved sensorial approaches in a Montessori early years setting		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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 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.

Delivery and assessment guidance

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’.

Learning Outcome 4: Be able to reflect on own practice to promote sensorial approaches in a Montessori early years setting.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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, knob-less 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 2: Understand the Montessori approach to sensorial education.

2.2. Other areas of learning include: cognitive, physical, neurological and brain development as well as speech, language and communication.

2.3. Development of the whole child includes development from birth to age 7.

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.

L3MP 8 Numeracy and arithmetic in an early years Montessori learning environment (L/651/0876)

Unit summary			
<p>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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor 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 Describe the principle of the ‘mathematical mind’ in the context of Montessori education		
	1.2 Discuss the process by which the Montessori approach works to develop understanding in numeracy and arithmetic		
	1.3 Examine 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 aspects of the sequential process by which the child develops their understanding of numeracy and arithmetic.		
	2.2 Discuss how the numeracy and arithmetic activities contribute to children’s learning		
3. Be able to apply Montessori approaches in developing the child’s understanding of numeracy and arithmetic	3.1 Demonstrate how to introduce activities which develop the child’s understanding of numeracy and arithmetic		
	3.2 Demonstrate how to design activities that develop the child’s understanding of numeracy and arithmetic		
	3.3 Demonstrate how to plan activities which develop understanding of numeracy and arithmetic in a child who is in need of additional support		
4. Be able to evaluate numeracy provision in a Montessori early years setting	4.1 Evaluate practice for numeracy provision in a Montessori early years setting		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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

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

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.

Learning Outcome 4: Be able to evaluate numeracy provision in a Montessori early years setting.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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

Delivery and assessment guidance

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 thousand cubes, 48 hundred squares, 48 tens, 150 units, unit cups

- group operations with 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, 1000 bead chain and thousand squares
- 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
- 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.

1.4. Range includes a minimum of three.

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.

L3MP 9 Literacy in an early years Montessori learning environment (R/651/0878)

Unit summary			
<p>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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor 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 Give examples of non-literacy specific activities which support children’s developing literacy skills		
	1.3 Reflect on the role of the educator in developing children’s literacy skills		
2. Understand the Montessori approach to developing children’s literacy	2.1 Describe activities which prepare the child for literacy		
	2.2 Describe aspects of the sequential process by which the child develops their skills in literacy and grammar		
	2.3 Discuss different approaches to introducing literacy to young children		
3. Be able to apply Montessori approaches to developing children’s literacy	3.1 Demonstrate how to introduce activities that develop children’s literacy		
	3.2 Demonstrate how to design activities that develop children’s literacy		
	3.3 Demonstrate how to plan activities to support growing literacy skills in children including for a child who is in need of additional support		
4. Be able to evaluate literacy provision in a Montessori early years setting	4.1 Evaluate practice for literacy provision in a Montessori early years setting		

Delivery and assessment guidance
<p>Mandatory tutor and centre information has been prepared for this unit.</p> <p>This additional delivery and assessment information is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Learning Outcome 1: Understand the principles of the Montessori approach to developing literacy</p>

Delivery and assessment guidance

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.

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.

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 support both the preparation and the development of skills in writing.

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.

Learning Outcome 4: Be able to evaluate literacy provision in a Montessori early years setting.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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
- sandpaper letters

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- 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)
- 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:

There are no amplification assessment requirements for this unit.

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.

L3MP 10 Knowledge and understanding of the world in an early years Montessori learning environment (T/651/0879)

Unit summary			
<p>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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	20 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence records eg page number and method	Assessor 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. Describe the principle of Cosmic Education in the context of Montessori education		
	1.2. Give examples of activities in which 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 the Montessori approach to developing the child’s understanding of the world		
	2.2. Give examples of activities that encourage the development of the child’s knowledge and understanding of the world		
	2.3. Discuss how knowledge and understanding of the world contribute to the development of the whole child		
3. Be able to apply the Montessori approach in developing children’s knowledge and understanding of the world	3.1. Demonstrate how to introduce activities which develop children’s knowledge and understanding of the world		
	3.2. Demonstrate how to design activities to develop children’s knowledge and understanding of the world		
	3.3. Demonstrate how to plan activities to develop knowledge and understanding of the world for a child who is in need of additional support		
4. Be able to evaluate provision in a Montessori early years setting for understanding of the world	4.1 Evaluate practice for understanding of the world provision in a Montessori early years setting		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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: Know the principle of Cosmic Education in the context of a Montessori educational setting

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

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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.

Learning Outcome 4: Be able to evaluate provision in a Montessori early years setting for understanding of the world.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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 leaf 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
- timelines: 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.

2.3. This includes how knowledge and understanding of the world support sustained shared thinking

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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.

3.2. 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.

L3MP 11 Creativity in an early years Montessori learning environment (F/651/0881)

Unit summary			
<p>This unit aims to provide the learner with insights into the vital role creativity and creative thinking plays 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. Stimulating curiosity and providing the freedom for self-expression and discovery supports the development of creativity in the Montessori environment.</p> <p>Creativity plays a vital role in the holistic development of the child, allowing children to make sense of their world by developing their own understanding based on direct experiences in the environment. Opportunity to embrace sustainability here.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	15 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Know how creativity supports the holistic development of the child in the Montessori early years environment	1.1. Give examples of ways in which creativity is supported in the Montessori approach		
	1.2. Discuss how creativity supports other aspects of a child’s development		
2. Understand how the Montessori curriculum supports creativity and creative thinking	2.1. Discuss the role of creativity and creative thinking across the curriculum		
	2.2. Explain the specific areas and aspects of the creative curriculum		
3. Be able to apply the Montessori approach to facilitating the development of the creative potential of the child	3.1. Demonstrate how to organise the learning environment to facilitate creative activities across the curriculum		
	3.2. Discuss the role of the educator in working in a playful and creative manner with children		
	3.3. Demonstrate how to plan activities that develop the creative potential of the child, taking into account individual needs		
4. Be able to evaluate creativity in a Montessori early years setting	4.1 Evaluate practice for creativity provision in a Montessori early years setting		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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

Learning Outcome 1: Know 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 the process in which creativity (rather than the end product) informs 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.

Learning Outcome 4: Be able to evaluate creativity in a Montessori early years setting.

Learners should consider resources and equipment as well as daily practice when evaluating provision and make recommendations for improvement.

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, pinecones 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.

Delivery and assessment guidance

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 (for example, ribbons, balls hoops)

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

Additional assessment information for the unit:

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.

L3MP 12 Developing own Montessori practice in professional placement (J/651/0883)

Unit summary			
<p>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 focusing 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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor 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, including technology with other professionals to meet the individual needs of the child, in a Montessori early years setting		
	1.3 Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team		
	1.4 Shadow the role of a key person and reflect on key features of this role, recognising and applying theories of attachment to develop effective relationships with children		
	1.5 Promote and facilitate children’s interpersonal communication to develop their social interactions and relationships		
2. Be able to facilitate learning and development using appropriate Montessori early years educator skills	2.1 Demonstrate responsiveness to the dynamics of a Montessori early years learning environment by developing and maintaining effective professional, warm and responsive collaborative relationships with others involved in the education and care of the child		
	2.2 Reflect on own practice to design, resource and create inclusive, child-centred, dynamic, innovative and evolving physical environments both indoors and outdoors to explain how a learning environment is a resource that supports the implementation of the curriculum for children’s learning and development		
	2.3 Demonstrate ability to plan, lead and evaluate activities to support children’s learning and development in the areas of the current early years education curriculum requirements working alongside key person,		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	colleagues, parents/carers		
	2.4 Demonstrate ability to facilitate and lead child-centred opportunities, experiences and activities to support children’s learning and development in the areas of the current early years education curriculum and pedagogical requirements		
	2.5 Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child’s health, wellbeing, and learning and development whilst encouraging them to take an active role in their baby’s or child’s care, play and learning		
	2.6 Select and combine the best pedagogical approaches, based on the curriculum and children’s prior knowledge, considering an appropriate balance of adult and child-led activities, for example: <ul style="list-style-type: none"> • role modelling and supporting children’s group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics 		
	2.7 Demonstrate the ability to use child developmental theory to facilitate learning		
	2.8 Demonstrate the ability to 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 the ability 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		
	3.3 Advocate for all children’s needs including children that require support with special educational needs and disabilities (SEND) or English as an additional language (EAL)		
4. Be able to effectively implement policies and procedures in the context of a Montessori early years setting	4.1 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, control of substances hazardous to health (COSHH), and accidents, injuries and emergencies)		
	4.2 Demonstrate implementation of legal responsibilities including health and safety, security and risk management		
	4.3 Apply the principles of risk assessment and risk management within documentation and practice,		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
	including carrying out a risk assessment		
	4.4 Demonstrate accurate recordkeeping 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, reflecting expected behaviours in an early years setting including self-motivation, use of initiative and being proactive		
	5.2 Demonstrate positive role-modelling being vigilant and act with professional curiosity of social awareness in a Montessori early years environment, demonstrating sensitivity, care and compassion		
	5.3 Demonstrate positive, honest, open and respectful role-modelling of social responsibility in a Montessori early years environment		
	5.4 Demonstrate confidence to professionally challenge poor practice in a Montessori early years environment, including challenging conversations		
	5.5 Evaluate Montessori philosophy and ethos as part of own practice		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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:

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 educator in order to support and encourage learning.

Delivery and assessment guidance

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-centered approach to teaching. The learner will be required to draw on their knowledge of the Montessori philosophy, demonstrating combined skill in the following areas:

- understanding of child development and child observation
- knowledge and awareness of childcare 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 in line with the Early Years Foundation Stage and early years statutory framework

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 to 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.

Learners must have sound knowledge of the following aspects and benefits of partnership working:

- how and why early years educators develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met and parent and carer engagement is consistently associated with ensuring their child's subsequent academic success
- effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support
- setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning
- it is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment and their roles in early learning
- there are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies – these all have different roles and responsibilities

Assessment criteria 1.3 could be achieved through small peer group discussions.

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

Delivery and assessment guidance

Being a Montessori early years educator requires a child-centered 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 wellbeing 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. Learners should be made aware of the impact of British values for practice.

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

Delivery and assessment guidance

Montessori early years educator skills.

2.1. The 'dynamics of a Montessori early years setting' include balancing learner-led and tutor-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

2.6. 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. Wellbeing includes both physical and emotional care. Promotion of wellbeing 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.

4.4. This requires an awareness of confidentiality, accuracy and coherency of recordkeeping. At a minimum this includes:

- records and reports
- medication requirements
- special dietary needs
- consideration of culture, race, religion and belief system
- 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., 5.3. Social awareness includes equality of opportunity and anti-discriminatory practice.

Delivery and assessment guidance

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 educator, 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.

L3MP 13 Developing own Montessori principles in professional placement (L/651/0885)

Unit summary			
<p>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 focusing 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.</p>			
Assessment			
Internally assessed			
Mandatory	Achieved/not yet achieved	Level 3	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method	Assessor Initial and date
1. Be able to engage with the Montessori vision and purpose	1.1 Reflect on aspects of Montessori vision and purpose that inspire own practice, appreciating methods of reflective practice, including supervision, and opportunities for continuous professional and personal development		
	1.2 Discuss how an aspect of Montessori educational practice could be developed to further meet Montessori vision and purpose		
	1.3 Consider an aspect of own educational practice which could be developed to further meet Montessori vision and purpose		
	1.4 Explain the role of Ofsted for the regulation and inspection of early years provision and how this may impact own professional development		
	1.5 Work effectively and confidently including appropriate use of the early years inspection framework		
2. Be able to engage in reflective practice	2.1 Use reflective practice to identify goals for personal and professional development		
	2.2 Explain how a commitment to continuing professional development supports own early years practice through reflective and reflexive approaches		
	2.3 Use continuing professional development to improve own skills, practice, and subject knowledge		
3. Be able to use reflective practice	3.1 Use reflective practice to support own learning		
	3.2 Contribute to a culture of mutual support, teamwork and continuous improvement by partaking in supervision		
	3.3 Discuss how effective supervision encourages confidential discussion of sensitive issues at all stages of a career		

Delivery and assessment guidance

Mandatory tutor and centre information has been prepared for this unit.

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

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. Learners must appreciate the role of Ofsted and the responsibility for the regulation and inspection of early years provision regarding inspections and reports on the quality and standards of provision.

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), but in the professional placement there is, for some learners, the first opportunity to reflect on their direct practical engagement with Montessori practice. 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 engaged 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

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".²

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. This can act as a supportive tool throughout the qualification and their careers as early years educators. Learners must be aware of their potential responsibilities including that an early years educator may be expected to supervise staff or lead a setting. Learners must understand that supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the educator and promotes the interests of babies and children. Engaging in reflective practice and evidence-based continuous professional development can improve their own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.

² Montessori, M. (2007) *The Absorbent Mind*. Amsterdam, Montessori Pierson

Delivery and assessment guidance

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

2.3. 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 focused 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.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. 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 (LOs) 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"> by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner reflective log	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of babies and children	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment (RWE)	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Optional task provided by NCFE (for knowledge LOs)	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 educators 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 key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Assessment principles for early years educator (EYE) 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 EWT.

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 LOs:

- 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 LOs:

- 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 is not 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 is not 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 are 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
- they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	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. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.

Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

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Section 4: 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)
- qualification factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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DRAFT/Version 2.0 January 2024

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Appendix A: units

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

 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.

Mandatory units

Theme 1: Theory

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
L3MP 1	R/651/0869	Study skills	3	20	
L3MP 2	A/651/0870	The Montessori philosophy	3	25	
L3MP 3	D/651/0871	Principles of child development and observation in an early years Montessori learning environment	3	30	

Theme 2: Early years best practice

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
L3MP 4	F/651/0872	Contemporary early childhood practice in an early years Montessori learning environment	3	25	
L3MP 5	H/651/0873	Promoting children's health and wellbeing in an early years Montessori learning environment	3	20	

Theme 3: Montessori curriculum

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
L3MP 6	J/651/0874	Activities of everyday living in an early years Montessori learning environment	3	25	
L3MP 7	K/651/0875	Education of the senses in an early years Montessori learning environment	3	20	
L3MP 8	L/651/0876	Numeracy and arithmetic in an early years Montessori learning environment	3	20	
L3MP 9	R/651/0878	Literacy in an early years Montessori learning environment	3	20	
L3MP 10	T/651/0879	Knowledge and understanding of the world in an early years Montessori learning environment	3	20	
L3MP 11	F/651/0881	Creativity in an early years Montessori learning environment	3	15	

Theme 4: Professional placement

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
L3MP 12	J/651/0883	Developing own Montessori practice in professional placement	3	25	
L3MP 13	L/651/0885	Developing own Montessori principles in professional placement	3	25	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Appendix B: Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria

It is the role of the DfE to define the content of the level 3 qualifications that practitioners must hold to be included in the ratios specified in the [early years foundation stage \(EYFS\) statutory framework](#).

DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support young children from birth to age 5 in the early years foundation stage. The following table shows how this qualification maps to the EYE criteria from 1 September 2024.

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1	1. Plan and provide effective early years education that enables children to progress and prepares them for school		
A	Child development: what to expect and when		
	Educators will learn that:		
1.1	All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	L3MP 4	LO2, 2.1, 2.2, 2.3 Delivery and assessment guidance
1.2	An effective early years educator knows the expected patterns of babies' and children's development from birth to 5 years old, and has an understanding of further development from 5 to 7 years.	L3MP 3	LO1, AC 1.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1.3	<p>An effective early years educator understands babies' and children's development patterns, including:</p> <ul style="list-style-type: none"> • cognitive • speech, language, and communication development • physical • emotional • neurological and brain development 	L3MP 3	LO1, AC 1.1
1.4	Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.	L3MP 2	LO1, all ACs LO2, all ACs LO3, all ACs
		L3MP 3	LO2, AC 2.3
1.5	There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.	L3MP 2	LO3, all ACs LO4, all ACs
		L3MP 3	LO1, ACs 1.2, 1.4 LO2 skills application LO3, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1.6	1.6 Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.	L3MP 3	LO1, AC 1.1
		L3MP 4	LO4, AC 4.1
1.7	1.7 The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	L3MP 3	LO1, AC 1.3, 1.4
1.8	1.8 Different cultural backgrounds and family circumstances can impact babies and children's learning and development.	L3MP 4	LO2, ACs 2.1, 2.3
1.9	1.9 Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	L3MP 7	LO2, ACs 2.2, 2.3
Educators will learn how to:			
1a (a)	Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	L3MP 12	LO5, ACs 5.1,5.2,5.3
1a (b)	Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	L3MP 4	LO7, ACs 7.1
		L3MP 12	LO3, AC 3.3
1a (c)	Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	L3MP 3	LO3, ACs 3.2, 3.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1a (d)	Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.	L3MP 2	LO5, AC 5.1
		L3MP 12	LO1, AC 1.4 LO2, AC 2.1
1a (e)	Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.	L3MP 2	LO5, AC 5.1, 5.2
1a (f)	Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	L3MP 4	LO4, AC 4.1 LO8, all ACs
		L3MP 12	LO1, ACs 1.3, 1.4, 1.5
1a (g)	Avoid stereotypes - for example, those based on gender, culture, or race, and explain how they can cause damage (how they might encourage prejudice).	L3MP 4	LO8, AC 8.2
1a (h)	Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	L3MP 4	LO8, AC 8.2
1a (i)	Interact with babies and children with confidence to positively impact their health and wellbeing.	L3MP 4	LO8, all ACs
		L3MP 12	LO1, AC 1.5 LO4, AC 4.2

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1a (j)	<p>Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> • moving school • starting and moving through or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care; and including the significance of adverse childhood experiences and trauma 	L3MP 4	LO6, ACs 6.1, 6.2, 6.3, 6.4. LO8, all ACs
		L3MP 12	LO1, AC 1.5
1a (k)	<p>Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene 	L3MP 12	LO2, 2.2

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
B	Curriculum: what we want children to learn		
	Educators will learn that:		
1.10	<p>The early years foundation stage sets out the early education curriculum requirements from birth to age 5. These are:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design 	L3MP 4	LO1, AC 1.1
1.11	<p>The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p>	L3MP 4	LO1, all ACs LO3, all ACs
1.12	<p>Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.</p>	L3MP 4	LO1, AC 1.2 LO3, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1.13	Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	L3MP 2	LO2, AC 2.3
1.14	The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.	L3MP 9	LO2, all ACs
1.15	Some children are at an earlier stage of language development and can experience speech and language difficulties.	L3MP 2	LO1, all ACs
		L3MP 3	LO1, all ACs
1.16	There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL).	L3MP 2	LO1, all ACs
		L3MP 3	LO1, all ACs
Educators will learn how to:			
1b (a)	Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge 	L3MP 3	LO3, AC3.1
		L3MP 12	LO3, AC 3.3
1b (b)	Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	L3MP 10	LO3, ACs 3.1, 3.2, 3.3
1b (c)	Choose, plan and sequence what all children need to learn.	L3MP 3	LO3, AC 3.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1b (d)	Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures • supporting awareness of sounds through rhymes and songs 	L3MP 9	LO3, ACs 3.1, 3.2 LO4, AC 4.1
1b (e)	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	L3MP 9	LO3, ACs 3.1, 3.2, 3.3
1b (f)	Help children to catch-up with language development through planned use of pronunciations, words, and phrases.	L3MP 9	LO3, ACs 3.1, 3.2, 3.3 LO4, AC 4.1
1b (g)	Identify delays in communication development and describe appropriate support services for babies and children.	L3MP 9	LO3, ACs 3.1, 3.2, 3.3
C	Pedagogy: helping children to learn		
	Educators will learn that:		
1.17	There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> • play 	L3MP 2	LO4, AC 4.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	<ul style="list-style-type: none"> • direct teaching • adult explanations • adult modelling • learning from peers • guided learning 		
1.18	An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	L3MP 4	LO2, AC 2.4
1.19	The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	L3MP 12	LO2, AC 2.2
Educators will learn how to:			
1c (a)	Select and combine the best pedagogical approaches, based on the curriculum and children’s prior knowledge, considering an appropriate balance of adult and child-led activities, for example: <ul style="list-style-type: none"> • role modelling and supporting children’s group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics 	L3MP 4	LO1, AC 1.2
		L3MP 8	LO4, AC 4.1
		L3MP 9	LO4, AC 4.1
		L3MP 12	LO2, AC 2.6 LO3, AC 3.3
1c (b)	Adapt teaching to suit babies’ and children’s different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later utilise and resource	L3MP 11	LO3, AC 3.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	the learning environment to help babies and children progress against the planned curriculum.		
1c (c)	Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> giving encouragement introducing the child to new interests applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking 	L3MP 11	LO3, ACs 3.1, 3.2, 3.3
		L3MP 12	LO3, AC 3.3
1c (d)	Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those with whom English is an additional language (EAL) are supported to catch up.	L3MP 3	LO3, all ACs
		L3MP 12	LO3, AC 3.3
D	Assessment: checking children's learning and development		
	Educators will learn that:		
1.20	Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.	L3MP 3	LO3, AC 3.4
1.21	Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and can't do, and then shaping teaching and learning so that children develop the broad	L3MP 3	LO1, AC 1.5 Assessment delivery information

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	range of skills, knowledge and attitudes they need as foundations for future progress.		
1.22	An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	L3MP 3	LO1, AC 1.5 Assessment delivery information
1.23	There are different assessment methods and techniques, which inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.	L3MP 3	All LOs and ACs
1.24	The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for: <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps 	L3MP 3	LO1, AC 1.5 Assessment delivery information
	Educators will learn how to:		

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
1d (a)	Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage statutory framework and setting's requirements.	L3MP 3	LO1, AC 1.5 LO3, ACs 3.1, 3.2, 3.3, 3.4
1d (b)	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers.	L3MP 12	LO2, AC 2.3
1d (c)	Work with colleagues to identify efficient approaches to assessment.	L3MP 3	LO3, ACs 3.1, 3.2, 3.3, 3.4
1d (d)	Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.	L3MP 3	LO1, AC 1.5 LO3, ACs 3.1, 3.2, 3.3, 3.4
		L3MP 12	LO3, AC 3.3
2	Supporting children with special educational needs and disability (SEND)		
	Educators will learn that:		
2.1	All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	L3MP 4	LO2, AC 2.2
2.2	There are 4 general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health 	L3MP 4	LO2, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	<ul style="list-style-type: none"> physical and sensory needs 		
2.3	There are appropriate strategies for supporting a baby or child with SEND.	L3MP 4	LO2, AC 2.2
2.4	A delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.	L3MP 4	LO3 delivery information
2.5	Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	L3MP 4	LO3 delivery information
2.6	There are specialist aids, resources, and equipment available to support babies and children with SEND.	L3MP 4	LO3, AC 3.4
	Educators will learn how to:		
2a	Explain and apply the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	L3MP 4	LO7, all ACs
		L3MP 12	LO3, AC 3.3
2b	Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	L3MP 4	LO8, all ACs
		L3MP 12	LO3, AC 3.3
2c	Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	L3MP 4	LO8, all ACs
		L3MP 12	LO3, AC 3.3
2d	Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	L3MP 4	LO7, all ACs
		L3MP 12	LO3, AC 3.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
2e	Use specialist aids, resources and equipment available to support babies and children with SEND.	L3MP 4	LO3, AC 3.5
		L3MP 12	LO3, AC 3.3
3	Safeguarding		
	Educators will learn that:		
3.1	Safeguarding and security systems are an important part of keeping babies and children safe.	L3MP 5	LO3 delivery information
3.2	An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	L3MP 5	LO3 delivery information
3.3	An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.	L3MP 5	LO3 delivery information
3.4	<p>An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse 	L3MP 5	LO3, AC 3.5

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	Educators will learn how to:		
3a	Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	L3MP 5	LO4, AC 4.1
		L3MP 12	LO4, AC 4.2
3b	Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	L3MP 5	LO4, AC 4.1
		L3MP 12	LO4, AC 4.2
3c	Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	L3MP 5	LO4, AC 4.1
		L3MP 12	LO4, AC 4.2
3d	Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.	L3MP 12	LO4, AC 4.2 LO5, AC 5.4
4	Health, wellbeing and safety		
	Educators will learn that:		
4.1	There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	L3MP 5	LO3 delivery guidance

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
4.2	It is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.	L3MP 5	LO2, AC 2.2
4.3	It is important to prevent and control infection.	L3MP 5	LO2, AC 2.4
4.4	There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.	L3MP 5	LO1, AC 1.2 LO1 delivery information
4.5	Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.	L3MP 5	LO1, AC 1.2 LO1 delivery information
4.6	It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.	L3MP 5	LO1 delivery information
4.7	It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.	L3MP 5	LO1 delivery information
Educators will learn how to:			
4a	Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children 	L3MP 12	LO4, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
4b	Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> • employer, local and national requirements • policies and procedures 	L3MP 12	LO4, ACs 4.1, 4.2, 4.3, 4.4
4c	Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines 	L3MP 12	LO4, all ACs
4d	Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> • handwashing • 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 	L3MP 12	LO4, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
4e	<p>Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers 	L3MP 12	LO4, ACs 4.1, 4.2, 4.3
4f	<p>Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> • equipment • furniture • materials 	L3MP 12	LO4, ACs 4.1, 4.2
4g	<p>Share information with parents and carers about:</p> <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active 	L3MP 12	LO4, AC 4.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
4h	<p>Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision 	L3MP 04	LO7, AC 7.3
		L3MP 12	LO4, ACs 4.1, 4.2, 4.3
4i	<p>Other dietary considerations including:</p> <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS. • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating 	L3MP 12	LO4, ACs 4.1, 4.2, 4.3, 4.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
5	Work in partnership with the key person, colleagues, parents, carers or other professionals and agencies		
	Educators will learn that:		
5.1	It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	L3MP 12	LO1, 1.1,1.2 delivery information
5.2	Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.	L3MP 12	LO1 delivery information
5.3	Effective engagement with parents and carers is important and that working effectively with parents and carers may be F and is likely to require sustained effort and support.	L3MP 12	LO1 delivery information
5.4	Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.	L3MP 12	LO1 delivery information
5.5	It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.	L3MP 12	LO1 delivery information
5.6	There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.	L3MP 12	LO1 delivery information

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
5.7	Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.	L3MP 13	LO1, AC 1.4 LO1 delivery information
Educators will learn how to:			
5a	Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	L3MP 12	LO1, ACs 1.2, 1.3
5b	Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	L3MP 12	LO2, AC 2.5
5c	Encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.	L3MP 12	LO2, AC 2.5
5d	Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.	L3MP 12	LO2, AC 2.1
5e	Make additional provisions to support babies' and children's education and development where they lack this support from parents carers.	L3MP 12	LO2, all ACs
5f	Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.	L3MP 13	LO1, AC 1.5

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
6	Own role, practice and development		
	Educators will learn that:		
6.1	There are expected behaviours in a professional and early years setting.	Unit 12	LO5, AC 5.1
6.2	A level 3 early years educator may be expected to supervise staff or lead a setting.	L3MP 13	LO3 delivery information
6.3	Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.	L3MP 13	LO3 delivery information
6.4	<p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence 	L3MP 5	LO3 delivery information

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	<ul style="list-style-type: none"> staff health and safety, including mental health and wellbeing support 		
6.5	Engaging in reflective practice and evidence-based, continuous professional development can improve own skills, practice, and subject knowledge, increase career opportunities and help children’s academic outcomes, especially in areas of disadvantage.	L3MP 6	LO4, AC 4.1
		L3MP 7	LO4, AC 4.1
		L3MP 13	LO3 delivery information
6.6	Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	L3MP 4	LO2, AC 2.4
	Educators will learn how to:		
6a	Use and model good communication skills, including a good command of the English language in spoken and written form - for example, when working with children, emails, in meetings and discussions.	L3MP 12	LO5, ACs 5.2, 5.3
6b	Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.	L3MP 12	LO5, AC 5.4
		L3MP 13	LO3, AC 3.3
6c	Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> reporting whistleblowing protecting and promoting the welfare of children safeguarding confidentiality 	L3MP 5	LO3, all ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria
	<ul style="list-style-type: none"> • information sharing • use of technology • referring development concerns • protecting practitioners - for example, media and online presence • staff health and safety, including mental health and wellbeing support 		
6d	Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	L3MP 12	LO1, 1.3
6e	Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.	L3MP 1	LO4, ACs 4.1, 4.2
6f	Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.	L3MP 12	LO5, all ACs
6g	Be confident in supporting or challenging the practice of colleagues.	L3MP 5	LO3, all ACs