



# Qualification Specification

**NCFE CACHE Level 3 Diploma in Early Years  
Montessori Pedagogy from Birth to Seven (Early  
Years Educator)  
QN: 610/4159/2**

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator)</b>		
<b>Ofqual qualification number (QN)</b>	610/4159/2	<b>Aim reference</b>	61041592
<b>Guided learning hours (GLH)</b>	Total: 690 GLH (includes 400 work/placement hours)		
<b>Total qualification time (TQT)</b>	760		
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<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 confirms competence in an occupational role and learners are required to demonstrate the full application of knowledge and understanding over a period of time in the workplace.</p> <p>This qualification will support learners who are seeking a career within the early years sector and who may also want to progress further to level 4.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education (DfE) early years educator (EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard in England.</p>		
<b>Grading</b>	Achieved/not yet achieved.		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence, which includes assessment in the professional placement (real work environment (RWE)).		
<b>Work placement experience</b>	<p>This qualification requires learners to complete <b>400</b> hours of mandatory work placement experience throughout the duration of the qualification before certification.</p> <p>This will need to be in the form of a professional placement in an approved Montessori early years setting for a minimum of 400 hours.</p> <p>Some of the assessment criteria (AC) in this qualification must be assessed on the professional placement in an RWE. Evidence from the professional placement will contribute to the learner's portfolio of evidence.</p> <p>The skills-based learning outcomes (LOs) associated with work placement experience have been included as part of GLH within each unit (where relevant). The GLH has been allocated as knowledge and work placement experience to support with delivery.</p>		

<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4159/2.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>6</b>
Aims and objectives	6
Support Handbook	7
Guidance for entry and registration	7
Early years educator (EYE): GCSE English and mathematics requirement	7
Achieving this qualification	7
Delivery and guided learning hours (GLH)	8
Progression including job roles	8
Progression to higher level studies	8
Staffing requirements	9
Resource requirements	9
Real work environment (RWE) requirement	9
Work placement experience	9
Age range covered by the qualification	9
How the qualification is assessed	10
Internal assessment	11
Mapping to the Department for Education (DfE) early years educator (EYE) qualification criteria	11
<b>Section 2: unit content and assessment guidance</b>	<b>12</b>
EYE L3 MP 1 Study skills (J/651/1340)	13
EYE L3 MP 2 The Montessori philosophy (K/651/1341)	16
EYE L3 MP 3 Principles of child development and observation in an early years Montessori learning environment (L/651/1342)	20
EYE L3 MP 4 Contemporary early childhood practice in an early years Montessori learning environment (M/651/1343)	27
EYE L3 MP 5 Promoting children's health and wellbeing in an early years Montessori learning environment (R/651/1344)	35
EYE L3 MP 6 Activities of everyday living in an early years Montessori learning environment (T/651/1345)	43
EYE L3 MP 7 Education of the senses in an early years Montessori learning environment (Y/651/1346)	48
EYE L3 MP 8 Numeracy and arithmetic in an early years Montessori learning environment (A/651/1347)	52
EYE L3 MP 9 Literacy in an early years Montessori learning environment (D/651/1348)	56
EYE L3 MP 10 Knowledge and understanding of the world in an early years Montessori learning environment (F/651/1349)	61
EYE L3 MP 11 Creativity in an early years Montessori learning environment (K/651/1350)	66
EYE L3 MP 12 Developing own Montessori practice in professional placement (L/651/1351)	70
EYE L3 MP 13 Developing own Montessori principles in professional placement (M/651/1352)	79
Recommended assessment methods	83
Assessment strategies and principles relevant to this qualification	84
Assessment principles for early years educator (EYE) qualifications	85
<b>Section 3: explanation of terms</b>	<b>89</b>
<b>Section 4: support</b>	<b>91</b>
Support materials	91
Other support materials	91

Reproduction of this document	91
<b>Contact us</b>	<b>92</b>
<b>Appendix A: units</b>	<b>93</b>
Mandatory units	93
<b>Appendix B: mapping to the Department for Education (DfE) early years educator (EYE) qualification criteria</b>	<b>96</b>

## 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.

'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.' (Maria Montessori).

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

Therefore, this qualification recognises that training in Montessori pedagogy requires a breadth of understanding, a varied set of skills, and specific attitudes to children and to ongoing development.

### 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 (DfE), 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 that 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

## 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 Montessori educator, acting as a key person in a Montessori classroom.

It may also be useful to learners studying qualifications in 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 16 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 the 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 (EYE): GCSE English and mathematics requirement

The requirement for level 3 early years educators to hold GCSE or Functional Skills in mathematics at level 2 has been removed from ratio requirements in the early years workforce. Learners will still need to hold a suitable level 2 English qualification in order to count within the staff:child ratios at level 3. In addition, from January 2024, a manager or a learner that starts in a manager role will also need to hold a suitable level 2 mathematics qualification. International qualifications can be checked in liaison with the DfE.

## 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 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.

All assessment criteria (AC) must be achieved for learners to pass all units. All assessments are carried out internally by tutor assessors on a pass or refer basis.

## **Delivery and guided learning hours (GLH)**

The NCFE CACHE Level 3 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator) 610/4159/2 has been arranged to combine practical skills supervision as part of the guided learning hours (GLH). This appears as a larger total than the previous qualification (NCFE CACHE Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator) (601/4573/0)), which kept these two components separate. Please be assured that models of delivery and duration of study programmes that you have followed for the previous qualification can be maintained moving forward. The newly revised DfE early years educator (EYE) criteria have also contributed to an increase in skills-based competencies and these too attribute to the size of the qualification.

## **Progression including job roles**

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:
  - NCFE CACHE Level 4 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator) (610/4160/9)
- 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 LOs 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

Where the assessment requirements for a unit allows, 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 placement experience

This qualification requires learners to complete a mandatory work 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 Office for Standards in Education, Children's Services and Skills (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 learners for reflection and improved practice.

## Age range covered by the qualification

This qualification covers babies and children between the ages of birth to seven 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 must still be completed by the centre as usual)
- Learners must be successful in this component to gain this qualification.

This qualification 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 an 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 visits are required.

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

This qualification includes both knowledge and skills that meet the DfE early years educator (EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the EYE occupational standards in England.

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 testimony (EWT) (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 an RWE 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.

This qualification must be assessed in line with the assessment principles for early years educator (EYE) qualifications, which can be found in section 2 of this specification.

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.

## Internal assessment

We have created a sample task for this qualification, which can be found within a separate document in the member's area of our website. This task is not mandatory. You can contextualise the task to suit the needs of your learners to help them build up their portfolio of evidence. The task has been designed to cover some knowledge and skill LOs for all unit 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. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four 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 AC
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

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

## 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 five in the EYFS.

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 3 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator) (610/4159/2).

## **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 (EQA).

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.

The units have been split into themes, see appendix A for further information.

## EYE L3 MP 1 Study skills (J/651/1340)

<b>Unit summary</b>			
<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>This qualification relies on the learner's capacity to organise their own effective study, and their capacity to source and use information. There is also opportunity to introduce research through digital technology as well as consider the role and responsibilities of the early years educator.</p>			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>20 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand how to organise own learning process	1.1 Describe factors that may impact upon own learning processes		
	1.2 Describe how to organise own positive learning processes		
2. Be able 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 to identify and support career development goals, for example through mentoring and/or supervised observations		

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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>

### **Delivery and assessment guidance**

#### **Additional delivery information for this unit**

##### LO1

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

##### LO2

This qualification is reliant on both original material and material that provides a context for the Montessori approach to education, so it will be vital for learners to consider how to source information.

##### LO3

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 where 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.

##### LO4

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 that will enhance their learning and professional practice. This is an essential stage in establishing continuing professional development (CPD).

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

##### LO1

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 unit.

##### LO2

2.1 This includes a minimum of one of each of the following:

- written books
- digital technology
- journal resources

2.2 This includes different approaches to reading, researching and note-taking.

##### LO3

3.1 This includes analysing and evaluating, structuring, editing and proofing.

### **Delivery and assessment guidance**

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.

LO4

4.1 Engaging in the peer feedback process includes discussing own areas for CPD 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 effective study and practical ways that 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 CPD.

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

Recommended assessment methods include:

- reflective journal entry
- professional discussion
- written assignment

### **Resources**

A full range of Montessori resources or equivalent must be available.

## EYE L3 MP 2 The Montessori philosophy (K/651/1341)

<b>Unit summary</b>			
This unit introduces key principles and practices of the Montessori approach to early years education including the historical context of 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.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>55 GLH (includes 30 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> 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		
	1.4 Explain how self-regulation changes according to a child's age and development, appreciating that children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years		
	1.5 Discuss how co-regulation can support children to help them understand, express and regulate their feelings and is a vital building block towards the ability to self-regulate		
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 why communication and language is the cornerstone of an early years curriculum, providing all children with an equal chance of success		
	2.4 Explain the importance of respecting pace of language development in individual babies and children and recognise some may experience speech and language difficulties		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
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		
	3.4 Explain the importance of developing and maintaining good relationships and partnerships in an early years setting to ensure the needs of all children are met with an appreciation that parent and/or carer engagement is consistently associated with their child's subsequent academic success		
	3.5 Explain why it is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning		
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"> <li>• play</li> <li>• direct teaching</li> <li>• adult explanations</li> <li>• adult modelling</li> <li>• learning from peers</li> <li>• guided learning</li> </ul>		
	4.2 Reflect on ways that the Montessori educational philosophy informs the pedagogy		
5. Be able to provide opportunities for self-regulation in children	5.1 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		
	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**

Mandatory tutor and centre delivery and assessment guidance has been prepared for this unit.

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

### **Delivery and assessment guidance**

#### **Additional delivery information for this unit**

##### **LO1**

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 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).

Learners will be introduced to the principles that inform the Montessori approach. Learners will consider the key characteristics of the planes of development, with a specific focus on the absorbent mind.

With the absorbent mind as the context, the six main sensitive periods will be considered including how they support children's cognitive and social skills required to maintain relationships and associated language, such as how best to support children with speech and language difficulties.

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

##### **LO2**

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 that 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 seven and practical skills application from birth to five in line with the Department for Education (DfE) early years educator (EYE) criteria.

##### **LO3**

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 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. 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. 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. Learners should also recognise that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.

### Delivery and assessment guidance

#### LO4

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.

#### LO5

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.

### Additional assessment information for this unit

#### LO1

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
- 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
- reflective journal entry

### Resources

A full range of Montessori resources or equivalent must be available.

## EYE L3 MP 3 Principles of child development and observation in an early years Montessori learning environment (L/651/1342)

Unit summary			
This unit explores the holistic nature of child development incorporating physical, cognitive, social and emotional, speech, language and communication, neurological and brain development. Stages of development are considered alongside key frameworks for assessing development including the early years foundation stage (EYFS). 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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 3	80 GLH (includes 50 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, page number and method	Assessor Initial and date
1. Know about and understand the expected patterns of babies' and children's development from birth to seven years old	1.1 Outline key developmental stages of child development in children from birth to seven years of age, including: <ul style="list-style-type: none"> <li>cognitive development</li> <li>speech, language and communication</li> <li>physical development</li> <li>emotional development</li> <li>neurological and brain development</li> <li>social development</li> </ul>		
	1.2 Outline key theories of child development to include: <ul style="list-style-type: none"> <li>developmental cognitive stages</li> <li>neurological and brain development</li> <li>biological development</li> <li>psychological development</li> </ul>		
	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 <b>child development theory</b> to appreciate the significance of attachment in order to support the wellbeing of a child through transitions and significant events, appreciating the important attachments that shape children's social world underpinning babies' and children's personal development		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	1.5 Explain how, when and why early years educators conduct ongoing formative assessment integral to the learning and development process through the planning, observation and assessment cycle to analyse and respond to children’s learning and development  1.6 Discuss the significance of adaptive pedagogical approaches to teaching for children’s different levels of <b>prior experience</b> and starting points in knowledge utilising and resourcing the learning environment to help babies and children progress against the planned curriculum  1.7 Describe the importance of different ways to communicate with children, appropriate for their stages of development. This may include those who have speech or language differences, such as some special educational needs and disabilities (SEND) or neurodivergent children, and those who have EAL  1.8 Collaborate and work with colleagues and other relevant professionals within and beyond own setting to ensure babies and children progress well in their learning		
2. Understand evidence-based theories, philosophical approaches and research of child development and play	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  2.4 Summarise a range of evidence-based theories, philosophical approaches and research that underpin early years development, appreciating that some approaches are not evidence-based and do not support childhood development		
3. Be able to apply child development theory in child observation including purposeful assessment	3.1 Work with colleagues when selecting an appropriate method and aim to carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting’s requirements to plan an educational programme that reflects the child’s: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> </ul>		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	<ul style="list-style-type: none"> <li>entitlement to new, important and interesting knowledge</li> </ul>		
	3.2 Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science to inform child observation		
	3.3 Use child development theories and philosophical approaches 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		
	3.5 Explain roles and responsibilities of other agencies and professionals that work and support early years settings and children including local authorities and other relevant agencies and bodies		
	3.6 Choose, plan and sequence what all children need to learn		
	3.7 Respond to the needs and interests of the child to support intended learning, including: <ul style="list-style-type: none"> <li>giving encouragement</li> <li>introducing the child to new interests</li> <li>applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking</li> </ul>		

<b>Range</b>
1. Know about and understand the expected patterns of babies' and children's development from birth to seven years old
1.4 <b>Child development theory</b> includes: <ul style="list-style-type: none"> <li>development</li> <li>learning</li> <li>social learning</li> <li>attachment theory</li> </ul> 1.6 <b>Prior experience:</b>  Why the curriculum should take account of this prior experience and be planned accordingly ensuring that it goes beyond their existing interests and gives them the best chance of success now and later.

### **Delivery and assessment guidance**

Mandatory tutor and centre delivery and assessment guidance has been prepared for this unit.

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

Tutors to ensure learners are familiar with the requirements of the EYFS, the statutory framework for under fives. This includes areas of learning, safeguarding and welfare, guiding principles and main aims and the purpose of the curriculum.

### **Additional delivery information for this unit**

LO1

#### **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.

#### **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
- sequences of physical development

They will be required to consider the implications for practice and approaches to supporting physical development in the child. Learners will develop their skills in observation and will be introduced to the checklist approach to observation.

#### **Cognitive development – thinking and learning**

Learners will be introduced to basic concepts of cognition, thinking, concentrating, being engaged and being involved. Key theoretical frameworks will be considered including cognitive constructivist theory, social constructivist theory and behaviourism. Learners will be required to consider how theory relates to practice and their role as an early years professional 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.

## **Delivery and assessment guidance**

### **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 SEND or neurodivergent children, and those who have EAL.

### **Additional assessment information for this unit**

#### **LO1**

1.1 Stages of child development from birth to seven. Development includes:

- attachment
- theories of stages of speech, language and communication
- stages of physical development
- personal, social and emotional development
- cognitive development

1.2 This includes developmental stages from birth to seven.

1.3 Individual child's development must include an appreciation of children's stages, their experiences and opportunities that make up their 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.

1.5 Learning and development includes, what children can and cannot do and their interests to shape teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress. Learners will appreciate that there are benefits and limitations of assessment. This must include coherent record keeping and reporting in line with policy and procedure for planning, observation and assessment.

#### **LO2**

### **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.



### **Delivery and assessment guidance**

2.2 This includes consideration of:

speech, language and communication

- personal, social and emotional development
- physical development

LO3

#### **Introducing observation**

Learners will be introduced to ethical issues relating to child observation including:

- gaining permission to observe
- anonymity
- confidentiality
- use of photographs

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

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 with key stages in assessment of children including the progress check at age 2, the reception baseline assessment, the EYFS 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

#### **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.

### **Delivery and assessment guidance**

Integrating theories of child development in relation to the EYFS curriculum provides a context for observation skills that 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. 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
- reflective journal entry

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 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 that 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.

### **Resources**

A full range of Montessori resources or equivalent, which could include:

- Development Matters – Non-statutory curriculum guidance for the early years foundation stage

## EYE L3 MP 4 Contemporary early childhood practice in an early years Montessori learning environment (M/651/1343)

Unit summary			
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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>75 GLH (includes 50 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Be able to apply the current early education curriculum requirements in the context of the Montessori early years setting	1.1 Discuss how the <b>early education curriculum</b> 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		
	1.3 Explain how the content of the curriculum is planned for all children through a carefully planned and sequenced curriculum that recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching		
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) with reference to the SEND code of practice, four areas of need		
	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 as set out in the Equality Act 2010		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	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, recognising that social and cultural background differences and family circumstances can impact babies and children’s learning and development		
3. Be able 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 to support children with additional needs in the Montessori 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 <b>others</b> to support children with additional needs in the Montessori early years setting		
	3.7 Explain how difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND		
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, <b>transitions and significant events</b> in children’s lives		
	4.3 Reflect on ways that the Montessori approach supports children through transitions and significant events		
	4.4 Explain that personal, social and emotional development is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
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 <b>others</b> in the Montessori early years setting to support the child		
	5.2 Identify <b>opportunities</b> for working in partnership with <b>others</b> to promote the learning and development of the child in the Montessori early years setting, being mindful of the influence of all key individuals in children's lives on children's learning and development		
	5.3 Reflect on <b>good practice</b> in communicating with <b>others</b> in promoting the learning and development of children		
6. Be able to prepare and support babies and children through transitions and significant life events	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, <b>transitions and significant life events</b> including daily micro-transitions		
	6.2 Reflect on how early years educators prepare babies and children for planned transitions and significant life events		
	6.3 Summarise processes used in an early years setting to support individual children through micro-transitions making reference to the role of the key person		
	6.4 Identify strategies to support individual children through unplanned transitions 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: <ul style="list-style-type: none"> <li>• the initial assessment</li> <li>• implementation and ongoing review</li> </ul>		
	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 routines for children from birth to five years, and be able to explain how to plan and carry out: <ul style="list-style-type: none"> <li>• supervision of children whilst eating (feeding and weaning and complementary feeding)</li> </ul>		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	<ul style="list-style-type: none"> <li>• nappy changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>		
8. Be able to promote and encourage a respectful baby- and child-centred inclusive environment	8.1 Identify, help and work appropriately with others to support the individual needs of babies and children with any additional needs 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 avoiding stereotypes such as those based on gender, culture or race, 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		
	8.5 Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries		
	8.6 Analyse how cultural background and family circumstances can impact on babies' and children's learning and development		
	8.7 Interact with babies and children with confidence to positively impact their health and wellbeing		
	8.8 Explain and apply the early years foundation stage (EYFS) statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach		

Range
<p><b>1.</b> Be able to apply the current early education curriculum requirements in the context of the Montessori early years setting</p>
<p><b>1.1 Early education curriculum</b> includes:</p> <p>Familiarity with the EYFS guide to Montessori settings.</p>
<p><b>3.</b> Be able to support children with additional needs in the Montessori early years setting</p>
<p><b>3.6 Others</b> include:</p> <p>Key person, colleagues, parents and/or carers and other professionals.</p>
<p><b>4.</b> Understand how to support children through transitions in the Montessori early years setting</p>
<p><b>4.2 Transitions and significant events</b> include:</p> <ul style="list-style-type: none"> <li>• starting school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people</li> <li>• moving between settings and carers</li> </ul>
<p><b>5.</b> Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting</p>
<p><b>5.1 Others</b> include:</p> <p>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.</p> <p><b>5.2 Opportunities</b> includes:</p> <p>Ways to encourage parents and carers to recognise and develop their role in supporting children's learning and development.</p> <p><b>5.2 Others</b> include:</p> <p>Key person, colleagues, parents and/or carers, families, other professionals and multi-agency working.</p> <p><b>5.3 Good practice</b> includes:</p> <p>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.</p> <p><b>5.3 Others</b> include:</p> <p>Children, key person, colleagues, parents and/or carers, families, other professionals and multi-agency working.</p>

Range
<p><b>6.</b> Be able to prepare and support babies and children through transitions and significant events in their lives</p>
<p><b>6.1 Transitions and significant life events</b> must include:</p> <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• family breakdown</li> <li>• living outside of the home</li> <li>• loss of significant people or bereavement</li> <li>• social events that impact their lives, such as COVID-19</li> <li>• adoption and care</li> <li>• the significance of adverse childhood experiences (ACEs) and trauma</li> </ul>

Delivery and assessment guidance
<p>Mandatory tutor and centre delivery and assessment guidance 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><b>Additional delivery information about the unit</b></p> <p>LO1</p> <p>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 EYFS, including the role and responsibilities of the key person. The areas of the early years curriculum to include:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional development</li> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul> <p>LO2</p> <p>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 (UNCRC), 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.</p>



### Delivery and assessment guidance

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

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

#### LO3

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 Can be met through simulation.

#### LO4

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

#### LO5

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 co-operatively with colleagues, parents, carers and other professionals to support children's development and learning in every environment.

### Additional assessment information for the unit

#### LO2

2.1 to 2.3 Must include reference to different levels of promotion of diversity, equality and inclusion through:

- UNCRC

### Delivery and assessment guidance

- national policy
- centre policy
- classroom environment

Reference must be made to the Equality Act 2010.

LO4

4.1 This includes links between attachment theory and the role of the key person. Attachment theories to include:

- Bowlby
- Ainsworth
- Rutter
- Schaffer and Emerson (sequence of attachments)

### 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. When assessing LO8, 8.2 assessors should ask learners to explain how stereotypes can cause damage and potentially encourage prejudice.

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
- written assignment

Recommended assessment methods include:

- written assignment
- question and answer
- professional discussion
- presentation
- case study
- work product
- reflective journal entry

### Resources

A full range of Montessori resources or equivalent, which could include:

- Early years foundation stage (EYFS) statutory framework
- Development Matters – Non-statutory curriculum guidance for the early years foundation stage

## EYE L3 MP 5 Promoting children’s health and wellbeing in an early years Montessori learning environment (R/651/1344)

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			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>50 GLH (includes 30 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand principles of supporting health and wellbeing in early childhood	1.1 Explain health and wellbeing in early childhood		
	1.2 Describe factors that affect children’s health and wellbeing and ways to promote this in a Montessori learning environment		
	1.3 Consider the effects of poor health and wellbeing on young children		
	1.4 Describe different stages of weaning and its importance to keep knowledge up to date, including knowledge of food allergies and anaphylaxis		
	1.5 Explain the importance of a healthy, balanced and nutritious diet, physical activity and good oral health for babies and 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 that 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		
	2.6 Explain why it is important to ensure equipment, furniture and materials are used safely and the dangers of not doing so		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
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, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to, in order to support the welfare and safety of children in the context of the Montessori early years setting, to include: <ul style="list-style-type: none"> <li>• health and safety, being aware of personal safety and the safety of others</li> <li>• security</li> <li>• confidentiality of information</li> <li>• safeguarding</li> </ul>		
	3.2 Describe the <b>responsibilities</b> of the Montessori early years educator in supporting the welfare and safeguarding of children in the context of the Montessori early years setting and how to act upon own responsibilities in relation to and including coherent record keeping and reporting in line with procedure: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs including close supervision of babies and children when they are eating</li> <li>• health, safety and security</li> <li>• accidents and near misses</li> <li>• daily registers</li> <li>• confidentiality of information</li> <li>• promoting the welfare of babies and children</li> </ul>		
	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 appreciating the role and responsibilities of the early years educator including: <ul style="list-style-type: none"> <li>• appropriate supervision of others</li> <li>• reporting and confidentiality of information sharing</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding and security</li> <li>• child protection</li> <li>• duty of care</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting practitioners, for example media and online presence</li> </ul>		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	<ul style="list-style-type: none"> <li>staff health and safety, including mental health and wellbeing support</li> </ul>		
	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		
	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: <ul style="list-style-type: none"> <li>neglect</li> <li>physical</li> <li>emotional</li> <li>online cyber bullying, radicalisation and exploitation</li> <li>domestic</li> <li>sexual</li> </ul>		
	3.6 Describe principles of risk assessment and management, and how to balance risks and benefits of activities for children		
	3.7 Explain that safeguarding and security systems are an important part of keeping babies and children safe		
	3.8 Discuss the importance of knowing about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation		
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 procedures	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 procedures		
	4.2 Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to: <ul style="list-style-type: none"> <li>reporting and confidentiality of information sharing</li> <li>whistleblowing</li> <li>protecting and promoting the welfare of children</li> <li>safeguarding and security</li> <li>child protection</li> <li>duty of care</li> <li>use of technology</li> <li>referring development concerns</li> <li>protecting practitioners, for example media and online presence</li> <li>staff health and safety, including mental health</li> </ul>		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	and wellbeing support		
	4.3 Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance ensuring all policies and procedures are reviewed and updated as appropriate		
	4.4 Follow Office for Standards in Education, Children's Services and Skills' (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, including: <ul style="list-style-type: none"> <li>• activity that is illegal</li> <li>• risks others' health and safety</li> <li>• is about poor practice or fails to meet statutory requirements</li> </ul>		
	4.5 Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> <li>• handwashing</li> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment (PPE)</li> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases</li> </ul>		

<b>Range</b>
<p><b>3.</b> Know responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting</p>
<p><b>3.2 Responsibilities</b> must include:</p> <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> <li>• safeguarding</li> <li>• record keeping and reporting</li> <li>• confidentiality of information</li> </ul>

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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>

### **Delivery and assessment guidance**

#### **Additional delivery information for this unit**

##### LO1

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.

##### LO2

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

##### LO3

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 special educational needs and disabilities (SEND)

### Delivery and assessment guidance

#### LO4

Learners will be introduced to policies and procedures throughout this unit and specific to this LO 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.

#### Additional assessment information for the unit

#### LO1

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

#### LO2

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:

- handwashing
- food hygiene



### **Delivery and assessment guidance**

- dealing with spillages safely
- safe disposal of waste
- using correct PPE
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases

#### LO3

3.1 Legal requirements regarding the welfare of children must include:

- health and safety
- security
- safeguarding
- record keeping and reporting
- confidentiality of information

Learners must understand the safeguarding and welfare requirements of the early years foundation stage (EYFS) statutory framework.

3.3 and 3.4 Possible types of abuse include:

- domestic
- 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
- reflective journal entry

### Resources

A full range of Montessori resources or equivalent, which could include:

- Early years foundation stage (EYFS) statutory framework
- Development Matters – Non-statutory curriculum guidance for the early years foundation stage

## EYE L3 MP 6 Activities of everyday living in an early years Montessori learning environment (T/651/1345)

Unit summary			
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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>45 GLH (includes 20 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand principles of Montessori philosophy that underpin activities of everyday living	1.1 Describe the objectives of activities of everyday living		
	1.2 Examine how the objectives of the activities of everyday living work with the principles 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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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>The following sustainability resource may be helpful for learners as they explore sustainability for practice: <a href="#">Sustainability Resource (NCFE)</a></p> <p><b>Additional delivery information for this unit</b></p> <p>LO1</p> <p>This LO 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.</p> <p>LO2</p> <p>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.</p> <p>This understanding should include all of the following areas:</p> <p><b>Classroom etiquette</b></p> <p>Learners should be introduced to the activities of everyday living that form an introduction to the Montessori learning environment.</p> <p><b>Activities to develop and refine manipulative skills</b></p> <p>Learners should be introduced to the activities that focus on the development and refinement of manipulative skills.</p> <p><b>Activities for care of self</b></p> <p>Learners should be introduced to the activities that give the child opportunities to care for themselves and that enable independence in the child.</p>

## Delivery and assessment guidance

### Activities for care of environment

Learners should be introduced to the importance and range of activities that provide children with the opportunity to care for their environment.

LO3

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.

LO4

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.

LO5

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

### Additional assessment information for the unit

LO1

1.3 This includes how the activities of everyday living support positive social behaviour.

LO2

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

LO4

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

### Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. Learners undertaking this unit should focus on developing their understanding of the relevant materials as well as the ability to introduce, present and design relevant activities in the Montessori classroom that 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

### Delivery and assessment guidance

- work products
- tutor observation
- witness statement
- reflective journal entry

### Resources

Most of the activities of everyday living should make use of resources that are commonplace and readily available in the environment that the child lives. This will reflect cultural, regional and national characteristics, and focus on those resources that 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 and jars
  - nuts and bolts
  - locks and keys
- materials for cutting activities:
  - scissors
  - cutting strips
- materials for threading activities:
  - threading beads
  - sequencing cards
  - threading cards
- materials for sewing activities:
  - sewing cards
  - sewing yarn
  - a variety of fabrics including felt and Binca
  - buttons
  - haberdashery
- materials to support classroom skills:
  - glue stick
  - date stamp
  - hole punch
  - paper clips
  - ruler
  - elastic bands
  - adhesive tape
  - stapler
  - pencil sharpener
- materials to support cooking activities:

### Resources

- pictorial recipes
- materials to support dressing activities:
  - dressing frames
  - Velcro, zip (fixed and open)
  - buttons (large and small)
  - buckles
  - poppers
  - bows
  - laces
- materials to support personal hygiene:
  - plaiting activity
  - cleaning spectacles
- materials to support mealtimes:
  - laying a table activity
- materials to support polishing activities:
  - polishing mirror
  - silver
  - brass
  - wood
- video presentations of a range of activities of everyday living
- video clips of children engaging with activities of everyday living in Montessori learning environments

## EYE L3 MP 7 Education of the senses in an early years Montessori learning environment (Y/651/1346)

Unit summary			
This unit explores the Montessori understanding of the education of the senses as a foundation for learning and development. This includes consideration of the 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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>40 GLH (includes 20 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> 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		
	2.4 Explain why physical, mental and emotional health and wellbeing are important and how they can impact on babies' and children's development		
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 delivery and assessment guidance 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**

##### **LO1**

This LO should provide an introduction to the Montessori approach to learning through the senses, reflecting the initial influences of Itard (1774 to 1838) and Seguin (1812 to 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
- how sensorial education can act as a foundation for further learning in a Montessori classroom, especially in mathematics

##### **LO2**

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 that 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. Activities with fruit, spices, herbs and flowers may be included. Always supervise and always be mindful of any allergy an individual may have.

## Delivery and assessment guidance

### 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 stereognostic and kinaesthetic 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.

LO3

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

LO4

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

### Additional assessment information for the unit

LO2

2.2 Other areas of learning include:

- cognitive
- physical
- neurological and brain development
- speech, language and communication

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

### 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 that 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
- reflective journal entry

## Resources

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

- activities to develop visual discrimination of dimension and colour:
  - knobbed cylinders (4 blocks)
  - pink tower
  - broad stair
  - long rods
  - knobless cylinders (4 boxes)
  - colour boxes 1, 2 and 3
- activities to refine the tactile sense:
  - one touch board
  - two and three touch pairing tablets
  - touch pairing fabrics or papers
- activities to refine the baric and thermic senses:
  - baric tablets
  - thermic tablets
- activities to refine the auditory sense:
  - sound boxes
  - Montessori bells or Montessori chime bars
- exploration of shapes and patterns:
  - activities to refine stereognostic and kinaesthetic senses:
    - geometric solids in basket with bases
    - stereognostic activities
    - feely box (or 2 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
    - 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

## EYE L3 MP 8 Numeracy and arithmetic in an early years Montessori learning environment (A/651/1347)

Unit summary			
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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>40 GLH (includes 20 work/placement hours)</b>

<b>learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic	1.1 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 that 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 that 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 delivery and assessment guidance 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 this unit**

##### **LO1**

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 to develop their understanding of number and operations as one of a range of strategies that support children's understanding of numeracy and arithmetic.

##### **LO2**

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 symbols to 10
- introduction to the decimal system using the golden bead material
- group operations with golden beads
- introduction to counting to 20 and 100:
  - Seguin boards
  - 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.

##### **LO3**

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.

##### **LO4**

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

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

##### **LO1**

1.3 Range includes a minimum of three strategies.

## Delivery and assessment guidance

### 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 that support the holistic development of the child.

Recommended assessment methods include:

- written assignment
- question and answer
- professional discussion
- presentation
- work products
- tutor observation
- expert witness testimony (EWT)
- reflective journal entry

## 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 symbols to 10:
  - large number rods and cards
  - sandpaper numerals
  - spindle box
  - cards
  - counters
  - short bead stair
- golden bead material:
  - hierarchies table mat
- full golden bead material:
  - beads for introducing decimal system
  - introduction to decimal symbols
  - counting through with beads and symbols (large number cards 1 to 9999)
  - full bead bank to include minimum 9 thousand cubes
  - 48 hundred squares
  - 48 tens
  - 150 units
  - unit cups
- group operations with the golden beads:
  - full golden bead material as described above and to include minimum three sets of small number cards 1 to 9999
- Seguin boards and bead chains:
  - Seguin board A
  - box of short bead stair
  - box of 9 ten bead bars
  - Seguin board B

### Resources

- box of 45 ten bead bars
- 100 bead chain and hundred square
- 1000 bead chain and thousand square
- early addition and subtraction exercises:
  - snake game – tray with box containing two sets of short bead stairs
  - box containing 9 ten bead bars
  - 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 three wooden trays, mathematics 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

## EYE L3 MP 9 Literacy in an early years Montessori learning environment (D/651/1348)

Unit summary			
This unit provides the learner with insights into the Montessori approach to literacy (reading and writing) and language skills. This will include specific activities that prepare the child for literacy and grammar. This unit introduces a range of practical activities and explores how these activities can be presented in the classroom.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 3	40 GLH (includes 20 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, page number and method	Assessor Initial and date
1. Understand the principles of the Montessori approach to developing literacy	1.1 Outline the different developmental stages in literacy that are identified in the Montessori methods for literacy		
	1.2 Give examples of non-literacy specific activities that 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 that 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 to show positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds		
3. Be able to apply Montessori approaches to developing children's literacy	3.1 Identify delays in communication development and demonstrate how to introduce activities that develop children's literacy needs when responding to delays in children's communication development		
	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 and helping children to catch up with language development through planned use of pronunciations, words and phrases		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	3.4 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"> <li>• reading aloud stories and talking about them to build familiarity and understanding</li> <li>• 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</li> <li>• supporting awareness of sounds through rhymes and songs</li> </ul>		
	3.5 Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development ensuring children with speech and language difficulties and those who have English as an additional language (EAL) are supported to catch up		
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		
	4.2 Describe appropriate support services for babies and children		

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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><b>Additional delivery information for this unit</b></p> <p>LO1</p> <p>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.</p> <p>LO2</p> <p>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:</p>

## **Delivery and assessment guidance**

### **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 that structured and free play, rhymes and songs can support the development of literacy.

### **Literacy**

Learners should be introduced to the Montessori approach 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.

#### **LO3**

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.

#### **LO4**

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

### **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 that support the holistic development of the child.

### Delivery and assessment guidance

Recommended assessment methods include:

- written assignment
- question and answer
- professional discussion
- presentation
- work products
- tutor observation
- expert witness testimony (EWT)
- reflective journal entry

### 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
- 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:
  - noun box 1 and 2
  - nouns singular and plural
  - adjectives box
  - noun and adjective game
  - verb box 1 and 2

## Resources

- preposition box
- theme box (farm box)
- later literacy materials:
  - green series to include:
    - phoneme boxes
    - sets of small moveable alphabets
    - phoneme booklets
    - phoneme phrase strips
    - phoneme sentence strips
    - phoneme envelopes
- later grammar materials:
  - noun box 3
  - nouns singular and plural boxes (irregular plurals)
  - adjective box (green level words)
  - noun and adjective game (green level words)
  - verb box 3
  - adverb box 1
  - noun and adverb game
  - preposition box 2
  - theme box (including green level words and adverbs)
- video presentations of a range of literacy activities
- video clips of children engaging with literacy activities in Montessori learning environments

## EYE L3 MP 10 Knowledge and understanding of the world in an early years Montessori learning environment (F/651/1349)

Unit summary			
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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>40 GLH (includes 20 work/placement hours)</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence records For example, 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 that 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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence records</b> For example, page number and method	<b>Assessor</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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><b>Additional delivery information for the unit</b></p> <p>LO1</p> <p>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.</p> <p>LO2</p> <p>Specific attention should be paid to the application of the principle of Cosmic Education and associated practical activities in all of the following areas:</p> <p><b>Exploration of the environment</b></p> <p>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 that 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.</p> <p><b>Nature (biology and zoology)</b></p> <p>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.</p> <p><b>The world and its communities (geography)</b></p> <p>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.</p>

## Delivery and assessment guidance

### 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.

#### LO3

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

#### LO4

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

### Additional assessment information for the unit

#### LO2

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

#### LO3

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 that support the holistic development of the child.

Recommended assessment methods include:

- written assignment
- question and answer

### Delivery and assessment guidance

- professional discussion
- presentation
- work products
- tutor observation
- expert witness testimony (EWT)
- reflective journal entry

### 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
  - seedlings
  - bucket/cupboard
- animal families:
  - basket containing models of 4 to 6 animal families
  - large felt mat
- pairing activity:
  - 6 to 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
- volcano activity:
  - volcano frieze set of match cards and word cards
  - alternative 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:



### Resources

- 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
  - magnets
- 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

## EYE L3 MP 11 Creativity in an early years Montessori learning environment (K/651/1350)

Unit summary			
This unit aims to provide the learner with insights into the importance of creativity in children's learning and development, and how this is supported in the Montessori approach. It encourages integrating creative thinking throughout the curriculum, allowing freedom for self-expression and hands-on discovery, recognising creativity as vital for holistic child development. This unit also incorporates sustainability into the learning process.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 3	35 GLH (includes 20 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, 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 Describe 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 and adapt activities that develop the creative potential of the child, taking into account individual needs, including an appreciation of children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum		
4. Be able to evaluate creativity in a Montessori early years setting	4.1 Evaluate creativity provision in a Montessori early years setting		

### **Delivery and assessment guidance**

Mandatory tutor and centre delivery and assessment guidance 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 this unit**

##### **LO1**

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.

##### **LO2**

Learners should be introduced to the ways that 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.

##### **LO3**

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

##### **LO4**

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

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

##### **LO3**

3.3 This includes planning that takes into account children with special educational needs and disabilities (SEND) or English as an additional language (EAL).

## Delivery and assessment guidance

### 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 that 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
- reflective journal entry

## Resources

Learners should have access to materials that support creativity in the Montessori early years setting. Traditional creative materials include:

- paints
- brushes
- paper
- scissors
- glue
- clay
- playdough
- wax crayons
- graphite
- coloured pencils
- chalks
- charcoal
- felt-tipped pens
- rubbers
- rulers

Additional materials could include:

- string
- wool
- wire
- pipe cleaners
- ribbons
- wallpaper samples
- paper cups and plates
- newspaper

## Resources

- 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
- lolly sticks
- food colouring
- cotton wool
- needles and threads
- beads
- lightweight tools
- wood

### Musical instruments:

- cymbals
- drums
- tambourine
- chime bars
- triangle
- castanets
- handbells
- 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 and hoops)

### Open-ended props and resources to support imaginative role-play such as:

- scarves
- cardboard boxes
- large construction blocks

## EYE L3 MP 12 Developing own Montessori practice in professional placement (L/651/1351)

Unit summary			
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 babies and children up to the age of seven.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 3	85 GLH (includes 60 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, 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 <b>others</b> in a Montessori early years setting		
	1.2 Demonstrate <b>effective communication</b> skills, including the use of technology and digital skills, 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, and making additional provisions to support babies' and children's education and development where they lack this support from parents/carers		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	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, making use of non-statutory guidance, Development Matters		
	2.3 Demonstrate ability to plan, lead and evaluate activities and educational programmes to support children’s interests, needs, circumstances and stage of learning and development in the areas of the current early years education curriculum requirements appreciating children’s entitlement to new and interesting knowledge, working alongside the key person, colleagues, parents and/or carers to share information appropriately, making use of non-statutory guidance, Development Matters		
	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/or carers to help them recognise and value the significant contributions they make to their child’s health, wellbeing, and learning and development for future academic success		
	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"> <li>• role modelling and supporting children’s group learning and socialisation</li> <li>• reading a story with expression and clarity</li> <li>• explaining new concepts with clarity and precision</li> <li>• using strategies for supporting early literacy and mathematics</li> </ul>		
	2.7 Demonstrate the ability to use child developmental theory to facilitate learning		
	2.8 Demonstrate the ability to facilitate group learning		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
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, in relation to: <ul style="list-style-type: none"> <li>• food safety</li> <li>• diets, using 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</li> <li>• looking after teeth and oral health</li> <li>• being physically active</li> <li>• starting solid food (applying the most up-to-date advice on weaning provided by the NHS to prepare food that is suitable for the age and development of babies and children, and supervision is essential at all times when they are eating)</li> <li>• allergies</li> <li>• control of substances hazardous to health</li> <li>• accidents</li> <li>• injuries including non-medical incidents or emergencies</li> <li>• emergencies requiring urgent medical or dental attention</li> <li>• receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>		
	4.2 Demonstrate implementation of legal responsibilities including health and safety, security and risk management		
	4.3 Follow employer policies and procedures, local and national requirements to apply the principles of risk assessment and risk management within documentation and practice, including carrying out a risk assessment to identify and mitigate hazards and risks		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	4.4 Demonstrate accurate recordkeeping in the context of a Montessori early years setting		
	4.5 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: <ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>		
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 including self-motivation, use of initiative and being proactive		
	5.2 Demonstrate positive role modelling being vigilant and acting 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 having to challenge poor practice in a Montessori early years environment, including challenging conversations		
	5.5 Evaluate Montessori philosophy and ethos as part of own practice		
	5.6 Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND		

<b>Range</b>
<b>1.</b> Be able to work effectively with others in the context of a Montessori early years setting
<b>1.1 Others</b> include:  Children, the key person, colleagues, parents or carers and other professionals.  <b>1.2</b> This includes <b>effective communication</b> with children, key persons, colleagues, parents or carers, and other professionals.

<b>Delivery and assessment guidance</b>
Mandatory tutor and centre delivery and assessment guidance has been prepared for this unit.

### **Delivery and assessment guidance**

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 this qualification is to be able to understand ways to support, encourage and inspire learning in young children, when they are at their most excited by the environment that they live in 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.

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

- understanding of child development and child observation
- knowledge and awareness of childcare and health
- 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 (EYFS) statutory framework

LO1

##### **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 provides opportunities for developing communication

### **Delivery and assessment guidance**

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)

1.3 could be achieved through small peer group discussions.

#### **LO2**

Being a Montessori early years educator requires a child-centred approach so that learning opportunities can be facilitated that 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 that 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.

#### **LO3**

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.

#### **LO4**

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.

#### **LO5**

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.

## **Delivery and assessment guidance**

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

#### LO1

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 co-operatively and collaboratively to provide planned and continuous support of children's learning and development. Appropriate communication also includes a good level of English in both spoken and written form, so that communication is understood at all times.

#### LO2

### **Montessori early years educator skills**

2.1 The dynamics of a Montessori early years learning environment 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 to 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.

#### LO3

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

#### LO4

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

### **Delivery and assessment guidance**

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.

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

LO5

5.2 The learner is a positive role model and able to explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours.

5.2 to 5.3 Social awareness includes equality of opportunity and anti-discriminatory practice.

### **Unit assessment guidance**

The professional placement provides an opportunity for the learner to gain experience in a real work environment (RWE) 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 AC. Learners will be encouraged to develop a reflective and analytical attitude towards their work.

Recommended assessment methods include:

- professional discussion
- work products
- tutor observation
- expert witness testimony (EWT)
- reflective journal entry

This unit may also provide evidence to support AC in other units. Opportunities for relevant evidence from the RWE should be given priority whenever possible and practical for the learner and assessor.

### **Delivery and assessment guidance**

AC1.2 may be met with scenarios or role-play as not every learner may have the opportunity to fulfil the complete AC on professional placement. Evidence from tutor observations, group presentations and peer assessment will be used to verify the AC in this instance.

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

All AC 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.

### **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.

## EYE L3 MP 13 Developing own Montessori principles in professional placement (M/651/1352)

Unit summary			
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.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>85 GLH (includes 60 work/placement hours)</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, 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, opportunities for continuing professional and personal development and that an early years educator may supervise others and lead a setting		
	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 that could be developed to further meet Montessori vision and purpose appreciating that engaging in reflective practice and evidence-based continuing professional development (CPD) can improve own skills, practice and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage		
	1.4 Explain the role of the Office for Standards in Education, Children's Services and Skills (Ofsted) for the regulation and inspection of early years provision and how this may impact own professional development		
	1.5 Work effectively and confidently with Ofsted including having confidence in using Ofsted's Early Years Inspection Handbook		
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 CPD supports own early years practice through reflective and reflexive approaches		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	2.3 Use CPD 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 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		

<b>Delivery and assessment guidance</b>
<p>Mandatory tutor and centre delivery and assessment guidance 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><b>Additional delivery information for this unit</b></p> <p>LO1</p> <p><b>Engagement with the Montessori vision</b></p> <p>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.</p> <p>LO2</p> <p>Reflective practice will already have been introduced relatively early in the qualification (in unit EYE L3 MP 1 Study skills), but in the professional placement this 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 where 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.</p>



### **Delivery and assessment guidance**

#### **LO3**

In outlining her vision for the Montessori teacher, Maria 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'.

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 CPD can improve their own skills, practice and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.

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

#### **LO1**

1.1 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.

#### **LO2**

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

#### **LO3**

3.1 This includes the initial phases of a reflective journal.

#### **Unit assessment guidance**

As a part of their learning of EYE L3 MP 1 Study skills, 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 that 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, that will record stages on the journey undertaken by the learner, in much the same way as they are recording the stages of development of the children with whom they work.

### **Delivery and assessment guidance**

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 AC.

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
- reflective journal entry

### **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.

## 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 (EQA) 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 (EWT) and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony (EWT)*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	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"> <li>may include simulation**</li> </ul>	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 (EWT)** 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 EWT must be lead educators with experience of making judgements around competence. The circumstances that may allow for an EWT 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 (AC) 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 the early years educator (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 that require further interpretation and definition, and support sector confidence.

#### 2. Assessment principles

2.1 Assessment decisions for competence/skills-based LOs must relate to experience gained in an RWE.

2.2 Assessment decisions for competence/skills-based LOs 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 LOs 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), that may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an 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 that 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 LOs may take place in or outside of an RWE.

2.7 Assessment decisions for knowledge-based LOs 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 (IQAs) 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
- IQAs 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)

- Diploma in Teaching in the Lifelong Learning Sector (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 EQA 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 AC
- role of the assessor for skills/competence-based AC
- role of the IQA

#### 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 that 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 (CPD) 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).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	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.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.
<b>Test</b>	Complete a series of checks utilising a set procedure.

## 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:

- Qualification Factsheet
- Summary of 'Be able to' Assessment Criteria
- Sample Assessment Task

### 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.

### Reproduction of this document

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

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

## Contact us

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

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2024 All rights reserved worldwide.**

Version 1.0 September 2024

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

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

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

All the material in this publication is protected by copyright.

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

## 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
EYE L3 MP 1	J/651/1340	Study skills	3	20	
EYE L3 MP 2	K/651/1341	The Montessori philosophy	3	55 GLH (includes 30 work/placement hours)	
EYE L3 MP 3	L/651/1342	Principles of child development and observation in an early years Montessori learning environment	3	80 GLH (includes 50 work/placement hours)	

**Theme 2: early years best practice**

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
EYE L3 MP 4	M/651/1343	Contemporary early childhood practice in an early years Montessori learning environment	3	75 GLH (includes 50 work/placement hours)	
EYE L3 MP 5	R/651/1344	Promoting children's health and wellbeing in an early years Montessori learning environment	3	50 GLH (includes 30 work/placement hours)	

**Theme 3: Montessori curriculum**

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
EYE L3 MP 6	T/651/1345	Activities of everyday living in an early years Montessori learning environment	3	45 GLH (includes 20 work/placement hours)	
EYE L3 MP 7	Y/651/1346	Education of the senses in an early years Montessori learning environment	3	40 GLH (includes 20 work/placement hours)	
EYE L3 MP 8	A/651/1347	Numeracy and arithmetic in an early years Montessori learning environment	3	40 GLH (includes 20 work/placement hours)	
EYE L3 MP 9	D/651/1348	Literacy in an early years Montessori learning environment	3	40 GLH (includes 20 work/placement hours)	
EYE L3 MP 10	F/651/1349	Knowledge and understanding of the world in an early years Montessori learning environment	3	40 GLH (includes 20 work/placement hours)	
EYE L3 MP 11	K/651/1350	Creativity in an early years Montessori learning environment	3	35 GLH (includes 20 work/placement hours)	

**Theme 4: professional placement**

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
EYE L3 MP 12	L/651/1351	Developing own Montessori practice in professional placement	3	85 GLH (includes 60 work/placement hours)	
EYE L3 MP 13	M/651/1352	Developing own Montessori principles in professional placement	3	85 GLH (includes 60 work/placement hours)	

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 Department of Education (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 five in the EYFS. The following table shows how this qualification maps to the early years educator (EYE) criteria from 1 September 2024.

\* Where multiple learning outcomes (LOs)/assessment criteria (AC) are cited as evidence, those emboldened fully meet the stated EYE criteria, all other LOs/ACs cited are supplementary evidence towards that EYE criteria)

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>1</b>	<b>Plan and provide effective early years education that enables children to progress and prepares them for school</b>		
<b>A</b>	<b>Child development: what to expect and when</b>		
	<b>Educators will learn that:</b>		
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.	EYE L3 MP 4	LO2, AC2.1, <b>2.2</b> , 2.3 LO2 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.	EYE L3 MP 3	LO1, AC1.1
1.3	An effective early years educator understands babies' and children's development patterns, including:	EYE L3 MP 3	LO1, AC1.1



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"> <li>• cognitive</li> <li>• speech, language, and communication development</li> <li>• physical</li> <li>• emotional</li> <li>• neurological and brain development.</li> </ul>		
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.	EYE L3 MP 2	LO1, AC1.4, 1.5 LO5, AC5.1, 5.2
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.	EYE L3 MP 2	LO4, AC4.1, 4.2
		EYE L3 MP 3	LO1, AC1.2, 1.4 LO3, AC3.2
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.	EYE L3 MP 3	LO1, AC1.1, <b>1.4</b>
		EYE L3 MP 4	LO4, AC4.1, <b>4.4</b>
1.7	The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	EYE L3 MP 3	LO1, AC <b>1.3</b> , 1.4
1.8	Different cultural backgrounds and family circumstances can impact babies and children's learning and development.	EYE L3 MP 4	LO2, AC2.1, <b>2.3</b>
1.9	Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	EYE L3 MP 7	LO2, AC2.2, 2.3, <b>2.4</b>
	<b>Educators will learn how to:</b>		
1a (a)	Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	EYE L3 MP 12	LO5, AC5.1, 5.2, 5.3, <b>5.6</b>

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1a (b)	Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	EYE L3 MP 4	LO7, AC7.1 <b>LO8, AC8.1</b>
		EYE L3 MP 12	LO3, AC3.3
1a (c)	Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	EYE L3 MP 3	LO3, AC <b>3.2</b> , 3.3
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	EYE L3 MP 2	LO5, <b>AC5.1</b>
		EYE L3 MP 12	LO1, AC1.4 LO2, AC2.1
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.	EYE L3 MP 2	LO5, AC5.1, <b>5.2</b>
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.	EYE L3 MP 4	LO8, AC8.5
1a (g)	Avoid stereotypes, for example, those based on gender, culture, or race, and explain how they can cause damage (e.g. how they might encourage prejudice)	EYE L3 MP 4	LO8, AC8.2 LO8 Delivery and assessment guidance

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1a (h)	Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• family breakdown</li> <li>• living outside of the home</li> <li>• loss of significant people or bereavement</li> <li>• social events that impact their lives, such as Covid-19</li> <li>• adoption and care; and including the significance of adverse childhood experiences and trauma.</li> </ul>	EYE L3 MP 4	LO6, AC6.1, 6.2, 6.3, 6.4 LO6, AC6.1 Delivery and assessment guidance
1a (i)	Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	EYE L3 MP 4	LO8, AC8.2, <b>8.6</b>
1a (j)	Interact with babies and children with confidence to positively impact their health and wellbeing.	EYE L3 MP 4	LO8, 8.7
1a (k)	Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices, including oral hygiene.</li> </ul>	EYE L3 MP 5	LO1, AC1.5 LO4, AC4.5
		EYE L3 MP 12	LO2, AC2.2 LO4, AC <b>4.1</b>
<b>B</b>	<b>Curriculum: what we want children to learn</b>		
	<b>Educators will learn that:</b>		
1.10	The Early Years Foundation Stage sets out the early education curriculum requirements from birth to <del>age</del> 5. These are:	EYE L3 MP 4	LO1, AC1.1

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"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional development</li> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design.</li> </ul>		
1.11	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.	EYE L3 MP 4	LO1, AC1.1, 1.2, <b>1.3</b> LO3, all AC
1.12	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.	EYE L3 MP 3	<b>LO1, AC1.6</b>
1.13	Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	EYE L3 MP 2	LO2, AC2.3
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.	EYE L3 MP 9	LO2, AC2.1, 2.2, <b>2.3</b>
1.15	Some children are at an earlier stage of language development and can experience speech and language difficulties.	EYE L3 MP 2	LO1, AC2.1, 2.2, 2.3, <b>2.4</b>
		EYE L3 MP 3	LO1, all AC

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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).	EYE L3 MP 3	LO1, <b>AC1.7</b>
	<b>Educators will learn how to:</b>		
1b (a)	Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> <li>• entitlement to new, important and interesting knowledge.</li> </ul>	EYE L3 MP 3	LO3, <b>AC3.1</b>
		EYE L3 MP 12	LO2, <b>AC2.3</b> LO3, AC3.3
1b (b)	Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	EYE L3 MP 12	LO2, AC2.3
1b (c)	Choose, plan and sequence what all children need to learn.	EYE L3 MP 3	LO3, AC3.1, <b>3.6</b>
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"> <li>• reading aloud stories and talking about them to build familiarity and understanding</li> <li>• 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</li> <li>• supporting awareness of sounds through rhymes and songs.</li> </ul>	EYE L3 MP 9	LO3, AC3.1, 3.2, <b>3.4</b> LO4, AC4.1
1b (e)	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	EYE L3 MP 9	LO3, AC3.1, 3.2, 3.3, 3.5
1b (f)	Help children to catch-up with language development through planned use of pronunciations, words, and phrases.	EYE L3 MP 9	LO3, AC3.1, 3.2, <b>3.3</b> LO4, AC4.1
1b (g)	Identify delays in communication development and describe appropriate support services for babies and children.	EYE L3 MP 9	LO3, AC <b>3.1</b> , 3.2, 3.3 <b>LO4, AC4.2</b>

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>C</b>	<b>Pedagogy: helping children to learn</b>		
	<b>Educators will learn that:</b>		
1.17	There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> <li>• play</li> <li>• direct teaching</li> <li>• adult explanations</li> <li>• adult modelling</li> <li>• learning from peers</li> <li>• guided learning.</li> </ul>	EYE L3 MP 2	LO4, AC4.1
1.18	An effective Early Years Educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	EYE L3 MP 3	LO1, AC1.6
		EYE L3 MP 4	<b>LO2, AC2.3</b> <b>LO8, AC8.2</b>
1.19	The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	EYE L3 MP 12	LO2, AC2.2
	<b>Educators will learn how to:</b>		
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"> <li>• role modelling and supporting children’s group learning and socialisation</li> <li>• reading a story with expression and clarity</li> <li>• explaining new concepts with clarity and precision</li> <li>• using strategies for supporting early literacy and mathematics.</li> </ul>	EYE L3 MP 4	LO1, AC1.2
		EYE L3 MP 8	LO4, AC4.1
		EYE L3 MP 9	LO4, AC4.1
		EYE L3 MP 12	<b>LO2, AC2.6</b> LO3, AC3.3
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.	EYE L3 MP 3	LO1, AC1.6
		EYE L3 MP 11	LO3, AC3.3

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1c (c)	Utilise and resource the learning environment to help babies and children progress against the planned curriculum.	EYE L3 MP 3	LO1, AC1.6
		EYE L3 MP 11	LO3, AC3.3
1c (d)	Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> <li>• giving encouragement</li> <li>• introducing the child to new interests</li> <li>• applying strategies to develop and extend children’s development, learning and thinking, including sustained shared thinking.</li> </ul>	EYE L3 MP 3	LO3, AC3.7
		EYE L3 MP 11	LO3, AC3.1, 3.2, 3.3
		EYE L3 MP 12	LO3, AC3.3
1c (e)	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.	EYE L3 MP 3	LO3, all AC
		EYE L3 MP 9 EYE L3 MP 12	LO3, <b>AC3.5</b> LO3, AC3.3
<b>D</b>	<b>Assessment: checking children’s learning and development</b>		
	<b>Educators will learn that:</b>		
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.	EYE L3 MP 3	LO3, AC3.4
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 range of skills, knowledge and attitudes they need as foundations for future progress.	EYE L3 MP 3	LO1, AC1.5 LO1 Delivery and assessment guidance
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	EYE L3 MP 3	LO1, AC1.5 LO1 Delivery and assessment guidance

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	time away from teaching and supporting children or have a disproportionate impact on workload.		
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.	EYE L3 MP 3	All LOs and AC
1.24	<p>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:</p> <ul style="list-style-type: none"> <li>• the baby or child</li> <li>• the parents or carers</li> <li>• curriculum adaptation</li> <li>• the early years setting and key stakeholders in planning the next steps.</li> </ul>	EYE L3 MP 3	LO1, AC1.5 LO1 Delivery and assessment guidance
	<b>Educators will learn how to:</b>		
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.	EYE L3 MP 3	LO1, AC1.5 LO3, AC3.1, 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.	EYE L3 MP 12	LO2, AC2.3
1d (c)	Work with colleagues to identify efficient approaches to assessment.	EYE L3 MP 3	LO3, AC3.1, 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.	EYE L3 MP 3	LO1, AC1.5 LO3, AC3.1, 3.2, 3.3, 3.4
		EYE L3 MP 12	LO3, AC3.3



EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>2</b>	<b>Supporting children with Special Educational Needs and Disability</b>		
	<b>Educators will learn that:</b>		
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.	EYE L3 MP 4	LO2, AC2.2
2.2	There are four 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"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• physical and/or sensory needs.</li> </ul>	EYE L3 MP 4	LO2, AC2.1, 2.2, 2.3
2.3	There are appropriate strategies for supporting a baby or child with SEND.	EYE L3 MP 4	LO2, AC2.2, LO3, AC3.4
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.	EYE L3 MP 4	LO3, AC3.4 LO3 Delivery and assessment guidance
2.5	Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	EYE L3 MP 4	LO3, AC3.7 LO3 Delivery and assessment guidance
2.6	There are specialist aids, resources, and equipment available to support babies and children with SEND.	EYE L3 MP 4	LO3, AC3.4, 3.5
	<b>Educators will learn how to:</b>		
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.	EYE L3 MP 4	LO8, AC8.8
		EYE L3 MP 12	LO3, AC3.3
		EYE L3 MP 4	LO8, all AC

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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.	EYE L3 MP 12	LO3, AC3.3
2c	Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	EYE L3 MP 4	LO8, all AC
		EYE L3 MP 12	LO3, AC3.3
2d	Effectively carry out a child’s care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	EYE L3 MP 4	LO7, all AC
		EYE L3 MP 12	LO3, AC3.3
2e	Use specialist aids, resources and equipment available to support babies and children with SEND.	EYE L3 MP 4	LO3, AC3.5
		EYE L3 MP 12	LO3, AC3.3
<b>3</b>	<b>Safeguarding</b>		
	<b>Educators will learn that:</b>		
3.1	Safeguarding and security systems are an important part of keeping babies and children safe.	EYE L3 MP 5	LO3, AC3.7 LO3 Delivery and assessment guidance
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.	EYE L3 MP 5	LO3 AC3.3 LO3 Delivery and assessment guidance
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.	EYE L3 MP 5	LO3, AC3.8 LO3 Delivery and assessment guidance
3.4	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: neglect, physical, emotional, online, domestic and sexual abuse.	EYE L3 MP 5	LO3, AC3.5
	<b>Educators will learn how to:</b>		
		EYE L3 MP 5	LO4, AC4.1

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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.	EYE L3 MP 12	LO4, AC4.2
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 and acting upon.	EYE L3 MP 5	LO4, AC4.1, 4.2
		EYE L3 MP 12	LO4, AC4.2
3c	Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	EYE L3 MP 5	LO4, AC4.1, 4.3
		EYE L3 MP 12	LO4, AC4.2
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.	EYE L3 MP 5	LO4, AC4.4
		EYE L3 MP 12	LO4, AC4.2 LO5, AC5.4
<b>4</b>	<b>Health, wellbeing and safety</b>		
	<b>Educators will learn that:</b>		
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.	EYE L3 MP 5	LO3 AC3.1 LO3 Delivery and assessment guidance
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/dental attention.	EYE L3 MP 5	LO2, AC2.2
4.3	It is important to prevent and control infection.	EYE L3 MP 5	LO2, AC2.4
4.4	There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies/anaphylaxis.	EYE L3 MP 5	LO1, AC1.4 LO1 Delivery and assessment guidance
4.5	Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking	EYE L3 MP 5	LO1, AC1.2, 1.4 LO1 Delivery and assessment guidance

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	can be completely silent, therefore children should be supervised closely when eating.		
4.6	It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.	EYE L3 MP 5	LO2, AC2.6 LO2 Delivery and assessment guidance
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.	EYE L3 MP 5	LO1, AC1.5 LO1 Delivery and assessment guidance
	<b>Educators will learn how to:</b>		
4a	Identify and act upon own responsibilities in relation to health and safety, confidentiality of information and promoting the welfare of babies and children.	EYE L3 MP 5 EYE L3 MP 12	LO3, AC3.2 LO4, all AC
4b	Carry out risk assessments and risk management in line with employer, local and national requirements and policies and procedures.	EYE L3 MP 12	LO4, AC4.1, <b>4.2, 4.3, 4.4</b>
4c	Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical or dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> <li>• receiving, storing, recording, administering and the safe disposal of medicines.</li> </ul>	EYE L3 MP 12	LO4, AC <b>4.1, 4.2, 4.3, 4.4, 4.5</b>

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4d	Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> <li>• handwashing</li> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases.</li> </ul>	EYE L3 MP 5	LO5, <b>AC4.5</b>
4e	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: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety, and security</li> <li>• accidents and near misses</li> <li>• daily registers.</li> </ul>	EYE L3 MP 3	LO1, <b>AC1.5</b> (planning, observation and assessment)
		EYE L3 MP 5	<b>LO3, AC3.2</b>
		EYE L3 MP 12	LO4, AC4.1, 4.2, 4.3
4f	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 equipment, furniture and materials.	EYE L3 MP 12	LO4, AC4.1, 4.2, <b>4.5</b>
4g	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.	EYE L3 MP 12	LO4, AC4.1
4h	Share information with parents and carers about: <ul style="list-style-type: none"> <li>• the importance of healthy balanced diets,</li> <li>• looking after teeth and oral health,</li> </ul>	EYE <b>L3 MP 04</b>	<b>LO5, AC5.3</b>
		EYE L3 MP 12	LO4, AC4.1

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"> <li>and being physically active.</li> </ul>		
4i	Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> <li>eating (feeding and weaning/complementary feeding)</li> <li>nappy changing procedures</li> <li>potty/toilet training</li> <li>care of skin, teeth, and hair</li> <li>rest and sleep provision.</li> </ul>	EYE L3 MP 04	LO7, AC7.3
4j	Find and apply the most up-to-date advice on weaning provided by the NHS.	EYE L3 MP 12	LO4, AC4.1, 4.2, 4.3, 4.4
4k	Prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance.	EYE L3 MP 12	LO4, AC4.1, 4.2, 4.3, 4.4
4l	Supervise children effectively when eating	EYE L3 MP 12	LO4, AC4.1, 4.2, 4.3, 4.4
<b>5</b>	<b>Work in partnership with key person, colleague, parents and/or carers or other professionals and agencies</b>		
	<b>Educators will learn that:</b>		
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.	EYE L3 MP 2	LO3, AC3.4
		EYE L3 MP 12	LO1, AC1.1, 1.2 LO1 Delivery and assessment guidance
5.2	Parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success.	EYE L3 MP 2	LO3, AC3.4
		EYE L3 MP 12	LO1 Delivery and assessment guidance
5.3	Effective engagement with parents and/or carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.	EYE L3 MP 2	LO3, AC3.4
		EYE L3 MP 12	LO1 Delivery and assessment guidance
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.	EYE L3 MP 3	LO1, AC1.8
		EYE L3 MP 12	LO1 Delivery and assessment guidance

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
5.5	It is important to be an advocate for the child's learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.	EYE L3 MP 2	LO3, <b>AC3.5</b>
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.	EYE L3 MP 3	LO3, <b>AC3.5</b>
		EYE L3 MP 12	LO1 Delivery and assessment guidance
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.	EYE L3 MP 13	LO1, <b>AC1.4</b> LO1 Delivery and assessment guidance
<b>Educators will learn how to:</b>			
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.	EYE L3 MP 12	LO1, <b>AC1.2</b> , 1.3
5b	Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	EYE L3 MP 12	LO2, <b>AC2.5</b>
5c	Encourage parents and/or carers to take an active role in their baby's/child's care, play, and learning and development.	EYE L3 MP 12	LO2, <b>AC2.5</b>
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.	EYE L3 MP 12	LO1, <b>AC1.2</b> LO2, <b>AC2.1</b> , 2.2, 2.3
5e	Make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers.	EYE L3 MP 12	LO2, <b>AC2.1</b> , 2.2, 2.3, 2.4, 2.5, 2.6 2.7, 2.8
5f	Work effectively and confidently with Ofsted, including having confidence in using Ofsted's Early Years Inspection framework.	EYE L3 MP 13	LO1, <b>AC1.5</b>
<b>6</b>	<b>Own role, practice and development</b>		

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>Educators will learn that:</b>			
6.1	There are expected behaviours in a professional and early years setting.	EYE L3 MP 12	LO5, AC5.1
6.2	A Level 3 Early Years Educator may be expected to supervise staff or lead a setting.	EYE L3 MP 13	LO1, <b>AC1.1</b> LO3 Delivery and assessment guidance
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.	EYE L3 MP 13	LO1, <b>AC1.1</b> LO3, AC3.3 LO3 Delivery and assessment guidance
6.4	There are procedures that must be adhered to in the work setting and the importance of these for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting practitioners, for example media and online presence</li> <li>• staff health and safety, including mental health and wellbeing support.</li> </ul>	EYE L3 MP 5	LO3, AC3.3 LO3 Delivery and assessment guidance
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.	EYE L3 MP 13	LO1, <b>AC1.3</b> LO3 Delivery and assessment guidance



EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6.6	Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	EYE L3 MP 4	LO2, AC2.3
	<b>Educators will learn how to:</b>		
6a	Use and model good communication skills, including a good command of the English language in spoken and written form e.g. when working with children, emails, in meetings and discussions.	EYE L3 MP 12	LO1, <b>AC1,2</b> LO5, AC5.2, 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.	EYE L3 MP 12	LO5, AC5.4
		EYE L3 MP 13	LO3, <b>AC3.3</b>
6c	Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting practitioners, for example, media and online presence</li> <li>• staff health and safety, including mental health and wellbeing support.</li> </ul>	EYE L3 MP 5	LO3, all AC LO4, <b>AC4.2, AC4.3</b>
6d	Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	EYE L3 MP 12	LO1, AC1.3
6e	Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.	EYE L3 MP 1	LO4, AC4.1, 4.2

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6f	Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.	EYE L3 MP 12	LO5, AC5.1, <b>5.2</b> , 5.3
6g	Be confident in supporting or challenging the practice of colleagues.	EYE L3 MP 5	LO3, all AC
		EYE L3 MP 12	LO5, <b>AC5.4</b>