

NCFE

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Qualification Specification

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

Qualification summary

Qualification title	NCFE CACHE Level 4 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator)		
Ofqual qualification number (QN)	610/4160/9	Aim reference	61041609
Guided learning hours (GLH)	630	Total qualification time (TQT)	690
Minimum age	18		
Qualification purpose	<p>This qualification is designed for learners to develop an increased understanding of Montessori pedagogy in early years. It covers a number of topics exploring Montessori in a learning environment. It also provides an opportunity for learners to acquire a number of practical and technical skills.</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 in higher education.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education (DfE) Early Years Educator (EYE) criteria in full, please see appendix B for more details.</p>		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work placement experience	<p>This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification before certification.</p> <p>A minimum of 400 hours professional placement in an approved Montessori early years setting is required. Some of the assessment criteria (AC) in this qualification must be assessed on the professional placement in a real work environment (RWE). Evidence from the professional placement will contribute to the learner's portfolio of evidence.</p> <p>The skills-based learning outcomes associated with work placement experience have been included as part of guided learning (GL) hours within each unit (where relevant). The GL has been allocated as knowledge and work placement experience to support with delivery. The total number of mandatory work placement hours is a minimum of 400 hours.</p>		

Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4160/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

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'. (Montessori, 2007).

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.

This qualification, therefore, 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 aims to:

- provide the learner with the expertise, skills and professional approach needed to become a facilitator of Montessori education, including preparation to take on a leadership role in a Montessori setting
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- provide the learner with the expertise, skills and professional approach needed to become a Montessori educator, acting as a key person in a Montessori classroom, this includes:
 - preparation of the environment
 - preparation of oneself
 - observation of children's development and skills in using an integrated understanding of children
 - Montessori materials to guide children's learning and development

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

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

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

- early years education

Learners having a level 3 qualification in early years would also be beneficial. If learners are wanting to work in a Montessori setting but already have a Level 3 EYE qualification that isn't Montessori focused, can study for this qualification.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

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

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

Early Years Educator: GCSE English and Mathematics requirement

The requirement for level 3 early years educators (EYE) to hold GCSE 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 Maths qualification. International qualifications can be checked in liaison with the DfE.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all **11 mandatory units**.

Please refer to the list of units 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 assessment is carried out internally by tutor assessors on a pass or refer basis.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
 - early years educator
 - leadership positions
- higher education:
 - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (603/3907/X)
 - foundation and full degree programmes

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) requirement

This is a knowledge and skills qualification. Experience in the real work environment (RWE) is required to meet AC associated with LOs beginning with 'be able to'.

Work placement experience

This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification before certification.

Age ranges covered by the qualification

This qualification covers children between the ages of birth to 7 years.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

This qualification includes both knowledge and skills that meet the Department for Education (DfE) early years educator (EYE) criteria in full.

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

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

Skills-based outcomes must be achieved in 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 early years educator qualification's assessment principles.

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

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

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)

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

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

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 4 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator) (610/4160/9).

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.

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EYE L4 MP 1 Study skills (R/651/1353)

Unit summary				
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. This qualification relies on the learners' capacity to organise their own effective study, and their capacity to source and use information.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 4	15 GLH	10 work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to organise own learning process	1.1 Assess factors that may impact upon own learning processes
	1.2 Evaluate how to organise own positive learning processes
2. Understand how to source information for study	2.1 Discuss a range of sources of information for study
	2.2 Demonstrate how to organise sourced information for study
3. Be able to use sourced information in the context of training	3.1 Use sourced information to support own training
	3.2 Show how to reference sourced information
	3.3 Present sourced information
4. Be able to use peer feedback in professional practice	4.1 Participate in the peer feedback process
	4.2 Reflect on how the peer feedback process contributes to professional practice
5. Be able to use reflective practice	5.1 Reflect on own personal engagement in developing study skills
	5.2 Describe how engaging in reflective practice and evidence-based continuous professional development (CPD) can improve: <ul style="list-style-type: none"> • own skills • practice • subject knowledge • increase career opportunities • help children's academic outcomes, especially in areas of disadvantage
6. Be able to use feedback to develop goals	6.1 Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations

Range
5. Be able to use reflective practice
5.2 Evidence-based:
The learner should use relevant factual and reliable research, data and information.

Delivery and assessment guidance

All AC in LO3 to LO6 may be assessed in a classroom environment, making use of the learner's own experience in a Montessori learning environment and identifying learning needs as appropriate.

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

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

Additional delivery information for this unit

LO1

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

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 by which the learners organise sourced information and allow it to inspire and inform their own understanding and practice. Part of this is presenting sourced material in ways that take into account the medium of presentation, the sources themselves and also the audience of 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, which will enhance their learning and professional practice. This is an essential stage in establishing CPD.

LO5

In outlining her vision for the Montessori teacher, Montessori states 'The real preparation for education is the study of one's self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit'. (Montessori, 2007).

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

Delivery and assessment guidance

LO6

Learners should seek feedback from colleagues, tutors/assessors, mentors and other professionals, as well as parents and carers. This could be through discussion or written and where possible should include any learning from supervision activities.

Additional assessment information for this 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 module.

LO2

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

- written books
- internet
- journal resources

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

LO3

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

LO4

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

LO5

- 5.1 This includes the initial phases of a reflective journal.
- 5.2 This includes an understanding of how children benefit from highly trained, professionally qualified staff and the significant positive outcomes this may have on those that are disadvantaged.

Unit assessment guidance

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

Delivery and assessment guidance

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

Recommended assessment methods include:

- reflective journal entry
- professional discussion
- written assignment

Resources

Full range of Montessori resources or equivalent, which should include:

- Two year olds outdoors [DVD], Newcastle upon Tyne: Siren Films

EYE L4 MP 2 The Montessori philosophy (T/651/1354)

Unit summary				
This unit introduces key principles and practices of the Montessori approach to early years education including the historical context of Doctor Maria Montessori. Focus is placed on the principles of how Montessori's theories are applied in the Montessori classroom by exploring stages of development; the favourable environment; the role of the Montessori educator and additional key elements of the Montessori philosophy and pedagogy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 4	15 GLH	40 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of Montessori early child development	1.1 Analyse Montessori's principles of the early child development phases
	1.2 Explain key Montessori terms relating to early child development
2. Understand what constitutes a favourable environment in the Montessori classroom	2.1 Critically analyse the concept of the favourable environment in the Montessori classroom and the role of co-regulation as a vital building block towards the ability to self-regulate
	2.2 Explain how a child's ability to self-regulate changes according to a child's age and development
	2.3 Explain how to create a favourable environment in the Montessori classroom
	2.4 Explain that there are different pedagogical approaches
3. Understand the role of the Montessori educator	3.1 Describe the qualities of the Montessori educator appreciating that a level 3 early years educator may be expected to supervise staff or lead a setting
	3.2 Summarise procedures that must be adhered to in the work setting and the importance of these
	3.3 Explain the professional role and responsibilities of an early years educator regarding knowledge, skills and behaviours
	3.4 Evaluate the role of the Montessori teacher in the light of the principles of teacher non-interference and observation
	3.5 Evaluate the Montessori approach to fostering a positive learning environment
	3.6 Explain the role of supervision for staff
4. Understand how the Montessori educational philosophy informs the pedagogy	4.1 Critically reflect on ways in which the Montessori educational philosophy informs the pedagogy
5. Be able to demonstrate key principles underpinning professional practice when working with babies and children in a Montessori learning environment	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 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:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<ul style="list-style-type: none"> • role modelling and supporting children’s group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics
	<p>5.3 Use and model good communication skills, including a good command of the English language in spoken and written form, for example when working with children, emails, in meetings and discussions</p>
	<p>5.4 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</p>
	<p>5.5 Follow procedures in the work setting, including where appropriate updating and developing policies and procedures for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support
	<p>5.6 Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team</p>

Range
<p>2. Understand what constitutes a favourable environment in the Montessori classroom</p>
<p>2.4 Pedagogical approaches:</p> <p>Such as:</p> <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning
<p>3. Understand the role of the Montessori educator</p>
<p>3.2 Procedures:</p> <p>Examples should include:</p> <ul style="list-style-type: none"> • reporting

Range

- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting practitioners, for example media and online presence
- staff health and safety, including mental health and wellbeing support

3.6 Supervision:

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.

Delivery and assessment guidance

AC5.1 to AC5.6 in LO5 must be achieved in a Montessori learning environment.

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

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

Additional delivery information for this unit

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

LO1

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

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

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 impacting the child's ability to

Delivery and assessment guidance

self-regulate. Learners will be introduced to the role of Montessori materials in the favourable environment.

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

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.

Additional assessment information for this unit

LO1

1.1 This includes children's development from birth to 7 and must include the child's path to self-discipline.

Unit assessment guidance

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

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

Recommended assessment methods include:

- written assignment
- question and answer
- professional discussion
- presentation
- witness observation
- reflective journal entry

Resources

Full range of Montessori resources or equivalent.

EYE L4 MP 3 Principles of child development and observation in an early years Montessori learning environment (Y/651/1355)

Unit summary				
This unit explores the holistic nature of child development incorporating physical, cognitive, social and emotional, language and communication development. Stages of development are considered alongside key frameworks for assessing development including the early years foundation stage (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 practitioner'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 4	35 GLH	90 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand theories of child development	1.1 Define developmental stages and expected patterns of child development in babies and children from birth to 5 years old, with an understanding of further development from 5 to 7 years
	1.2 Identify a range of evidence-based theories, philosophical approaches and research that underpin early years development
	1.3 Define theories of child development to include: <ul style="list-style-type: none"> • developmental cognitive stages • neurological and brain development
	1.4 Analyse how different cultural backgrounds, family circumstances and significant events in babies' and children's lives can affect their learning and development
	1.5 Describe how to use child development theory to support the wellbeing of a child through transitions and significant events
	1.6 Explain how the important attachments that babies and children have, shape their social world underpinning their personal, social and emotional development (PSED) and are crucial for babies and children to lead healthy and happy lives, fundamental to their cognitive development
2. Understand theories of child development in the context of play in the Montessori setting	2.1 Critically analyse a range of theories on play
	2.2 Evaluate how play can support children's holistic development
	2.3 Critically analyse the role of the Montessori educator and the favourable environment in supporting play
3. Be able to demonstrate child-centred approaches for effective pedagogical practice in a Montessori learning environment	3.1 Identify, help and work appropriately with others to provide children and babies with any additional support they may need
	3.2 Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science
	3.3 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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries
	3.5 Avoid stereotypes, for example those based on gender, culture or race, and explain how they can cause damage, for example how they might encourage prejudice
	3.6 Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> • moving school • starting and moving through and/or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people/bereavement • social events that impact their lives, such as Covid-19 • adoption and care, including the significance of adverse childhood experiences (ACEs) and trauma
	3.7 Develop, support and promote babies' and children's speech, language and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures • supporting awareness of sounds through rhymes and songs

Range
1. Understand theories of child development
1.1 Developmental stages To include: <ul style="list-style-type: none"> • cognitive • speech, language and communication: <ul style="list-style-type: none"> ○ recognising that language and communication are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success • physical • emotional • neurological and brain development

Delivery and assessment guidance
AC3.1 to AC3.7 in LO3 must be achieved in a Montessori learning environment.
The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.

Delivery and assessment guidance

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

Additional delivery information for this unit

LO1

Explaining child development

This LO focuses on the holistic nature of child development and an exploration of perspectives on brain development, attachment and perspectives on the nature/nurture debate are considered.

Learners will appreciate that some approaches are not evidence based and do not support childhood development.

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 adult in a child's learning environment. Learners will be introduced to observation of the Montessori curve of work against the Leuven involvement scale.

Children's personal, social and emotional development (PSED)

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

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.

Understanding and supporting children's communication

Delivery and assessment guidance

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.

LO2

Play and children's holistic development

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

In order to be able 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, learners must be introduced to observation.

Introducing observation

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

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

Additional assessment information for this unit

LO1

1.1 Child includes stages from birth to 7. Development includes:

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

1.3 This includes developmental stages from birth to 7.

1.4 Individual child's development includes their stage of development and individual circumstances.

This includes consideration of the social aspects of activities of everyday living (ADL) in supporting transition.

Delivery and assessment guidance

LO2

2.1 Minimum of two theories of play.

2.2 This includes consideration of:

- speech
- language
- communication
- personal, social and emotional development
- physical development

Unit assessment guidance

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

Integrating theories of child development in relation to the 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, and they will be required to demonstrate their ability to carry out child observations and assessments, supporting these observations with other evidence and evaluating the outcomes.

Recommended assessment methods include:

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

Resources

Full range of Montessori resources or equivalent, which could include:

- EYFS statutory framework
- Development Matters – non-statutory curriculum guidance for the EYFS

EYE L4 MP 4 Contemporary early childhood practice in an early years Montessori learning environment (A/651/1356)

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.				
Mandatory	Achieved/not yet achieved	Level 4	20 GLH	90 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the current early education curriculum requirements in the context of the Montessori early years setting	1.1 Analyse how the early education curriculum requirements are met in Montessori early years education, to include: <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design
	1.2 Explain how the learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum
2. Understand the Montessori approach to promoting diversity, equality and inclusion	2.1 Describe reasons for promoting diversity, equality and inclusion in the context of Montessori early years education
	2.2 Evaluate how Montessori education aims to work with promotion of diversity, equality and inclusion at all levels
	2.3 Reflect on own role in promoting diversity, equality and inclusion
3. Understand how to support children with additional needs in the Montessori early years setting	3.1 Identify when a child is in need of additional support
	3.2 Identify reasons for a child in an early years setting requiring additional support
	3.3 Assess how to support children with additional needs in the Montessori early years setting
	3.4 Evaluate approaches to working in partnership with others to support children with additional needs in the Montessori early years setting
	3.5 Explain how an effective early years educator makes adaptations to their teaching (adaptive pedagogy), appreciating that these changes promote learning for all
	3.6 Explain that 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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.7 Summarise the 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"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs
4. Understand how to support children through transitions in the Montessori early years setting	4.1 Reflect on the role of the key person in the Montessori early years setting during transitions in relation to attachment 4.2 Analyse the potential effects of transitions and significant events in children's lives 4.3 Explain ways in which the Montessori approach supports children through transitions and significant events 4.4 Explain why respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of an early years educator's role
5. Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting	5.1 Explain the role of the early years educator in the context of developing and maintaining good relationships and partnerships with others to meet the needs of all children and ensure the child's subsequent academic success 5.2 Evaluate opportunities for working in partnership with others to share a range of assessment methods in order to promote children's progress, understand their needs, and to plan and provide activities and support 5.3 Reflect on good practice in communicating with others in promoting the learning and development of children, appreciating that to work and engage effectively in collaboration with parents and carers may be challenging and is likely to require sustained effort and support 5.4 Describe why an effective early years educator considers when and why to carry out accurate and proportionate assessment 5.5 Describe the key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment (RBA), the early years foundation stage (EYFS) statutory framework profile and the value these have for: <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps 5.6 List appropriate strategies for supporting a baby or child with special educational needs and disabilities (SEND) 5.7 Explain how that 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 5.8 Explain how difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND 5.9 Outline specialist aids, resources and equipment available to support babies and children with SEND

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.10 Explain why 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
6. Be able to demonstrate inclusive practice in a Montessori learning environment	6.1 Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND
	6.2 Plan an educational programme, reflecting the child’s: <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge
	6.3 Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance
	6.4 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
	6.5 Utilise and resource the learning environment to help babies and children progress against the planned curriculum
	6.6 Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children’s development, learning and thinking, including sustained shared thinking
	6.7 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 as an additional language (EAL) are supported to catch up
	6.8 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
	6.9 Discuss children’s progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers
	6.10 Work with colleagues to identify efficient approaches to assessment
	6.11 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
	6.12 Explain and apply the 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
	6.13 Work effectively in partnership with others, including parents and/or carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND
	6.14 Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	6.15 Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation and ongoing review
	6.16 Use specialist aids, resources and equipment available to support babies and children with SEND
	6.17 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
	6.18 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
	6.19 Encourage parents and/or carers to take an active role in their baby's/child's care, play, and learning and development
	6.20 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
	6.21 Make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers
	6.22 Explain the responsibility of the Office for Standards in Education, Children's Services and Skills (Ofsted) for the regulation and inspection of early years provision to work effectively and confidently with Ofsted including having confidence in using Ofsted's early years inspection framework
	6.23 Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours
6.24 Be confident in supporting or challenging the practice of colleagues	

Range
1. Understand the current early education curriculum requirements in the context of the Montessori early years setting.
<p>1.1 Curriculum:</p> <p>The learner should consider the most up-to-date EYFS and the national curriculum at key stage 1.</p>
2. Understand the Montessori approach to promoting diversity, equality and inclusion
<p>2.1 Promoting diversity, equality and inclusion</p> <p>Learners must make reference to the rights of all children and young people to an appropriate education, one that is tailored to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.</p>
3. Understand how to support children with additional needs in the Montessori early years setting
<p>3.4 Others:</p> <p>Includes:</p>

Range
<ul style="list-style-type: none"> • key person • colleagues • parents and/or carers • other professionals <p>3.6 Quality:</p> <p>Meeting the needs of individual children through enabling inclusive environments influenced by trained staff.</p>
<p>4. Understand how to support children through transitions in the Montessori early years setting</p> <p>4.2 Transitions and significant events:</p> <p>To include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers
<p>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</p> <p>5.2 Opportunities:</p> <p>Includes ways to encourage parents and carers to recognise and develop their role in supporting children’s learning and development, this includes:</p> <ul style="list-style-type: none"> • experiences • choices • activities <p>5.3 Good practice:</p> <p>Includes developing regular co-operation in sharing assessments of children and the planning of children’s next steps between the key person and colleagues, parents and/or carers to promote the learning and development of children.</p>
Delivery and assessment guidance
<p>AC6.1 to AC6.24 in LO6 must be achieved in a Montessori learning environment.</p> <p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p>

Delivery and assessment guidance

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

Additional delivery information for this unit

LO1

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

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.

LO2

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.

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 (key person, colleagues, parents, carers and other professionals) in supporting children with additional needs.

Learners to know about the role of Ofsted and that it is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.

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.

Delivery and assessment guidance

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 benefits and limitations of assessment. Learners must be aware that 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.

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.

Additional assessment information for this unit

LO1

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

LO2

AC2.1 to AC2.3 must include reference to different levels of promotion of diversity, equality and inclusion, such as UNCRC national policy, centre policy and classroom environment. Recognising that all children and young people are entitled to an appropriate education, one that is tailored to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010

LO4

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

LO5

The role of the practitioner includes working with parents and/or carers, sharing assessment of children and planning next steps.

5.1 Establishing and maintaining effective partnerships optimises parent/carer engagement to meet the needs of all children and ensure the child's subsequent academic success.

5.2 Assessment methods should 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.

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 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.

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.

Unit assessment guidance

Delivery and 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.

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.

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

EYE L4 MP 5 Promoting children’s health and wellbeing in an early years Montessori learning environment (D/651/1357)

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.				
Mandatory	Achieved/not yet achieved	Level 4	15 GLH	70 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of supporting health and wellbeing in early childhood	1.1 Reflect on the definition of health and wellbeing in early childhood
	1.2 Assess factors that affect children’s health and wellbeing
	1.3 Analyse the effects of poor health and wellbeing on young children
	1.4 Describe how physical, mental and emotional health and wellbeing are important and can impact on babies’ and children’s development
	1.5 Outline the different stages of weaning and why it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis
	1.6 Explain how the early years educator keeps children safe during mealtimes to include recognising the signs of choking and action to take
2. Understand practicalities of supporting health and wellbeing in early childhood	2.1 Explain how children’s health and wellbeing can be supported
	2.2 Describe how to carry out physical care routines suitable to the age, stage and needs of the child in an early years setting, including the importance for babies and children to have a healthy, balanced and nutritious diet, to be physically active, and to have good oral health
	2.3 Evaluate measures that can be taken to prevent and control infection
	2.4 Describe how to respond to accidents and emergency situations in the early years setting, appreciating that it is important to know what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention
3. Understand responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting	3.1 Explain legal requirements that support the welfare and safety of children in the context of the Montessori early years setting
	3.2 Analyse the role and responsibilities of an effective Montessori early years educator in supporting the welfare and safety of children, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information
	3.3 Describe legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information including safeguarding policies and procedures, and security systems to keep babies and children safe and to protect children at risk of abuse

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Explain the importance of the effective early years educator 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
	3.5 Explain the importance of knowing the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse
	3.6 Identify ways to recognise if a child is at risk of abuse
	3.7 Evaluate risk management in the Montessori early years setting including the safe use of equipment, furniture and materials, and the dangers of not doing so
	4. Be able to meet the individual needs of babies and children through safe and sensitive daily practice in line with statutory and non-statutory guidance in a Montessori learning environment
4.2 Interact with babies and children with confidence to positively impact their health and wellbeing	
4.3 Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene 	
4.4 Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them	
4.5 Carry out own role and responsibilities, including: <ul style="list-style-type: none"> • providing appropriate supervision of others • safeguarding and security • child protection • duty of care • reporting and confidentiality of information 	
4.6 Maintain currency in relation to employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance	
4.7 Refer to policy to discuss 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	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.8 Identify and act upon own responsibilities in relation to health and safety, confidentiality of information and promoting the welfare of babies and children
	4.9 Carry out risk assessments and risk management in line with employer, local and national requirements, policies and procedures
	4.10 Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines
	4.11 Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases
	4.12 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"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents and near misses • daily registers
	4.13 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements, comply with procedures for sleep safety, and assist others in the safe use of equipment, furniture and materials
	4.14 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
	4.15 Share information with parents/carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active
	4.16 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"> • supervision of children whilst eating (feeding and weaning/complimentary feeding) • nappy changing procedures • potty/toilet training

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	<ul style="list-style-type: none"> • care of skin, teeth and hair • rest and sleep provision
	4.17 Apply the most up-to-date advice on weaning provided by the NHS
	4.18 Prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance
	4.19 Supervise children effectively when eating

Delivery and assessment guidance
<p>AC4.1 to AC4.19 in LO4 must be achieved in a Montessori learning environment.</p> <p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Additional tutor and centre guidance has been prepared for this unit.</p> <p>Additional delivery information about this unit</p> <p>LO1</p> <p>Learners should develop a rounded understanding of children’s health and wellbeing including both physical and emotional health (this should include nutrition, environment, healthy lifestyles and routines). This should be followed by an exploration of how children’s health and wellbeing can be best supported by the early years practitioner. It should also include a consideration of the consequences of poor health on learning and development.</p> <p>LO2</p> <p>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 emergencies.</p> <p>LO3</p> <p>Policies and procedures in the early years setting reflect the responsibilities of the early years practitioner. Learners should become aware of these policies and procedures as well as legislation and guidance and how they protect children and support their welfare, safety and wellbeing. This should include understanding the role of the early years educator regarding:</p> <ul style="list-style-type: none"> • health and safety • risk assessment and risk management • security • record keeping and reporting • confidentiality • protection of children at risk of abuse <p>Learners must become aware of the responsibilities of their own role in these areas.</p>

Delivery and assessment guidance

Additional assessment information for this unit

LO1

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

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
 - dealing with spillages safely
 - safe disposal of waste
 - using correct personal protective equipment (PPE)
 - knowledge of common childhood illnesses and immunisation
 - exclusion periods for infectious diseases
- 2.4 This includes procedures for accidents and emergencies as well as first aid.

LO3

- 3.1 Legal requirements regarding the welfare of children must include:
 - health and safety
 - security
 - safeguarding
 - record keeping and reporting
 - confidentiality of information
- 3.2 Responsibilities of the Montessori early years practitioner in supporting the welfare of children must include:
 - health and safety
 - security
 - safeguarding
 - record keeping and reporting
 - confidentiality of information
- 3.3 and 3.4 Possible types of abuse include:
 - domestic
 - neglect
 - physical
 - emotional
 - sexual abuse
- 3.7 Risk management includes policies and procedures that relate to risk assessments and health and safety.

Delivery and assessment guidance

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

EYE L4 MP 6 Activities of everyday living in an early years Montessori learning environment (F/651/1358)

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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 4	20 GLH	70 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of Montessori philosophy that underpin activities of everyday living	1.1 Describe the objectives of activities of everyday living
	1.2 Critically evaluate how the objectives of the activities of everyday living support other areas of the curriculum
	1.3 Reflect on role modelling in the activities of everyday living
2. Understand the Montessori approach to education in the activities of everyday living	2.1 Explain how activities of everyday living establish a foundation for other areas of learning
	2.2 Discuss how activities of everyday living contribute to children's holistic development and learning
	2.3 Critically evaluate how activities of everyday living contribute to a favourable learning environment
	2.4 Analyse the significance of adapting the curriculum and pedagogical practice to meet the needs and interests of each individual child, taking into account their prior knowledge and experience
3. Be able to provide a child-centred scaffolded educational learning experience for children in a Montessori learning environment	3.1 Choose, plan and sequence what all children need to learn

Delivery and assessment guidance
<p>AC3.1 in LO3 must be achieved in a Montessori learning environment.</p> <p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Additional tutor and centre guidance has been prepared for this unit.</p> <p>Additional delivery information for this unit</p> <p>LO1</p> <p>This unit should provide an introduction to the Montessori approach to activities of everyday living in the Montessori learning environment. Learners should be encouraged to explore the indirect</p>

Delivery and assessment guidance

objectives of these activities, how they draw on Montessori's understanding of the child and the role of the early years educator in these activities.

LO2

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

This understanding should include all of the following areas:

- classroom etiquette:
 - learners should be introduced to the activities of everyday living that form an introduction to the Montessori learning environment
- activities to develop and refine manipulative skills:
 - learners should be introduced to the activities that focus on the development and refinement of manipulative skills
- activities for care of self:
 - learners should be introduced to the activities that give the child opportunities to care for themselves and that enable independence in the child
- 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

To be able to plan educational programmes that reflect the needs and interests of the children when applying the Montessori approach in activities of everyday living learners must 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.

To be able to carry out risk assessments and risk management to maintain a healthy and safe learning environment in line with:

- employer, local and national requirements
- policies and procedures

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.

Additional assessment information for this unit

LO1

1.1 This includes indirect and direct objectives.

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.

Delivery and assessment guidance

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
- case study
- work product
- 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 in which 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

Resources

- buttons
- haberdashery
- materials to support classroom skills:
 - glue stick
 - date stamp
 - hole punch
 - paper clips
 - ruler
 - elastic bands
 - sellotape
 - stapler
 - pencil sharpener
- materials to support cooking activities:
 - pictorial recipes
- materials to support dressing activities:
 - dressing frames
 - velcro, zip (fixed and open)
 - buttons (large 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 L4 MP 7 Education of the senses in an early years Montessori learning environment (H/651/1359)



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 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.			
Mandatory	Achieved/not yet achieved	Level 4	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of the Montessori approach to sensorial education	1.1 Evaluate the influences on Montessori's understanding of sensorial education
	1.2 Examine the full range of senses as described in the Montessori approach
	1.3 Explain how the Montessori approach to educating the senses works with the sensitive periods in the Montessori understanding of the child
2. Understand the Montessori approach to sensorial education	2.1 Examine the progression of activities within each area of sensorial education
	2.2 Explain why sensorial education is considered the foundation of learning
	2.3 Discuss how sensorial education contributes to the holistic development of the child

Delivery and assessment guidance
<p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Additional tutor and centre guidance has been prepared for this unit.</p> <p>Additional delivery information for this unit</p> <p>LO1</p> <p>This unit 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.</p> <p>Key principles should include:</p> <ul style="list-style-type: none"> isolation and gradual progression within each of the senses how children can work with these progressions in an individual way

Delivery and assessment guidance

- 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

Exploration of shapes and patterns

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

In preparation for skills application learners must learn how to be able to plan, lead and evaluate play opportunities in an early years setting including applying the Montessori approach to sensorial education.

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

Additional assessment information for this unit

LO1

1.1 This must include reference to Seguin and Itard.

LO2

2.3 This includes how sensorial education supports other areas of learning, including:

- cognitive

Delivery and assessment guidance

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

Holistic development of the child includes development from birth to age 7.

Unit assessment guidance

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

Recommended assessment methods include:

- written assignment
- question and answer
- professional discussion
- presentation
- case study
- work product
- 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:
 - touch boards 1, 2 and 3
 - touch pairing tablets
 - touch pairing fabrics or papers
- activities to refine the baric and thermic senses:
 - baric and thermic tablets
- activities to refine the auditory sense:
 - sound boxes
 - Montessori bells or Montessori chime bars
- exploration of shapes and patterns:
 - activities to refine kinaesthetic and stereognostic senses:
 - geometric solids in basket with bases
 - stereognostic activities
 - feely box (or two bags) with pairs of objects

Resources

- stereognostic sorting activity
- mystery bag
- geometric presentation tray
- geometric cabinet
- geometric cards (3 sets) in cabinet
- constructive triangles (5 boxes)
- tessellations
- fraction figure
- binomial cube and trinomial cube
- fraction figures
- roman arch
- video presentations of a range of sensorial activities
- video clips of children engaging with sensorial activities in Montessori learning environments

DRAFT

EYE L4 MP 8 Numeracy and arithmetic in an early years Montessori learning environment (L/651/1360)



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.			
Mandatory	Achieved/not yet achieved	Level 4	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic	1.1 Assess how the sensorial materials support the development of 'the mathematical mind'
	1.2 Critically evaluate a range of strategies that support children's developing understanding of numeracy and arithmetic
2. Understand the Montessori approach to developing the child's understanding of numeracy and arithmetic	2.1 Describe the sequential process by which the child develops their understanding of numeracy and arithmetic in the Montessori approach
	2.2 Describe how the numeracy and arithmetic activities contribute to children's holistic development and learning

Range
1. Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic
1.2 Range:
Includes a minimum of three. One of those three should include other activities in the Montessori environment that support the development of numeracy and arithmetic.

Delivery and assessment guidance
The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.
Additional tutor and centre guidance has been prepared for this unit.
Additional delivery information for 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

Delivery and assessment guidance

introduced to the sequence of Montessori activities and how they support children's developing understanding of number operations as one of a range of strategies that supports 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
- introduction to counting to 20 and 100:
 - Seguin boards
 - bead chains early addition
 - subtraction activities
- tables charts
- individual operations with the golden beads fractions

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

Learners must learn about how to be able to select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, and applying Montessori approaches in developing the child's understanding of numeracy and arithmetic.

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

Additional assessment information for this unit

LO2

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

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

Delivery and assessment guidance

- case study
- work product
- 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 gold bead material as described above and to include minimum 3 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
 - box of 45 ten bead bars
 - 100 bead chain and hundred square
 - 1,000 bead chain and thousand square
- early addition and subtraction exercises:
 - snake game – tray with box containing 2 sets of short bead stairs
 - box containing 9 ten bead bars
 - sets of small number rods in box
 - addition strip board
 - subtraction strip board
- tables exercises:
 - addition tables with short bead stairs
 - subtraction tables with short bead stairs
 - multiplication tables with short bead stairs (ten sets of short bead stairs and ten bead bars in a large box with a separate compartment for each value)

Resources

- multiplication tables with multiplication board
- division tables with division board, to include cards and summary charts for addition, subtraction, multiplication and division
- charts exercises:
 - addition charts A and B
 - subtraction charts A and B
 - multiplication charts A and B
 - division charts A and B with summary charts
 - box of equations for each operation
- individual operations with golden beads:
 - golden beads for all hierarchies (bead bank) plus individual operations cards for addition, subtraction, multiplication and division
- fraction exercises:
 - fraction trays (1 to 5 and 6 to 10)
 - fraction symbol cards
 - numerator and denominator cards
 - equivalent slips
 - reduction slips
- in addition to the above mathematical hierarchy table mats, operations floor mats, minimum 3 wooden trays, 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 L4 MP 9 Literacy in an early years Montessori learning environment (M/651/1361)

Unit summary				
This unit provides the learner with insights into the Montessori approach to literacy and language skills. This will include specific activities that prepare the child for literacy (reading and writing) and grammar. The unit introduces a range of practical activities and explores how these activities can be presented in the classroom.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 4	25 GLH	30 Work/placement GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of the Montessori approach to developing literacy	1.1 Examine the different developmental stages in literacy that are identified in the Montessori phonic approach to literacy
	1.2 Critically evaluate a range of activities that support the development of children's literacy
	1.3 Reflect on the role of the early years educator in developing literacy skills
	1.4 Describe the potential impact of an effective communication and language curriculum for positive benefits for young children's development, including: <ul style="list-style-type: none"> • their spoken language skills • their understanding of language • their early reading skills including for children from disadvantaged backgrounds
2. Understand the Montessori approach to developing children's literacy	2.1 Describe the sequential process by which children develop their skills in literacy and grammar in the Montessori approach
	2.2 Describe how the Montessori activities that support literacy contribute to children's holistic development and learning
	2.3 Discuss different ways of introducing literacy to young children
	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
	2.5 Describe ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some special educational needs and disabilities (SEND) or neurodivergent children, and those for whom English is an additional language (EAL)
3. Be able to promote speech and language with babies and children in a Montessori learning environment	3.1 Communicate with all babies and children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development
	3.2 Help babies and children to catch up with language development through planned use of pronunciations, words and phrases
	3.3 Identify delays in communication development and describe appropriate support services for babies and children

Range

1. Understand the principles of the Montessori approach to developing literacy

1.1 Montessori phonic approach to literacy:

Includes systematic synthetic phonics as part of a range of approaches to literacy.

1.2 Range:

Includes a minimum of three. Should include other activities in the Montessori environment that support the development of literacy.

Delivery and assessment guidance

AC3.1 to AC3.3 in LO3 must be achieved in a Montessori learning environment.

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

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

Additional delivery information for this unit

LO1

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 early years educator in supporting children's development in this area.

LO2

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

Introduction to children's literature

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

Language games

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

Delivery and assessment guidance

Writing

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

Early and later literacy

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

Early and later grammar

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

In order to be able to apply Montessori approaches to developing children's literacy learners should consider the practicalities of introducing a range of activities, taking into consideration their suitability for individual and social engagement and how they build on the child's previous learning. Attention will also be paid to differentiation of learning to meet a child's individual needs.

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
- case study
- work product
- 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

Resources

- 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
 - 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 L4 MP 10 Knowledge and understanding of the world in an early years Montessori learning environment (R/651/1362)



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.			
Mandatory	Achieved/not yet achieved	Level 4	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the principle of cosmic education in the context of a Montessori educational setting and how it underpins this area of learning	1.1 Explain the principle of cosmic education in the context of Montessori education
	1.2 Evaluate how the ethos of cosmic education is embedded in the daily life of a Montessori educational setting
2. Understand the Montessori approach to developing the child's knowledge and understanding of the world	2.1 Describe a sequence of activities that encourage the development of the child's knowledge and understanding of the world
	2.2 Discuss how knowledge and understanding of the world contribute to the development of the whole child

Delivery and assessment guidance
<p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Additional tutor and centre guidance has been prepared for this unit.</p> <p>Additional delivery information for this unit</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>

Delivery and assessment guidance

Exploration of the environment

Learners should be introduced to the importance of opportunities for children to observe, explore and investigate their environment in the Montessori approach. They should also be introduced to practical activities 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.

Nature (biology and zoology)

Learners should be introduced to the range of Montessori activities that develop the child's immediate relationship to plant and animal life. Specific attention should be paid to sparking the child's curiosity and following individual areas of interest.

The world and its communities (geography)

Learners should be introduced to the Montessori approach to learning about the world and its communities. Learners should be introduced to the underlying aims as well as the practical activities offered within this area of learning.

Time (history)

Learners should be introduced to the Montessori approach to developing a child's sense of time and their place in history. A range of activities should be explored in order to develop this sense of time in the child's personal experience as well as to introduce the wider view of natural evolution.

Natural sciences

Learners should be introduced to the Montessori approach to observation and experimentation in both physical and life sciences. Learners should explore how methodology can be introduced as a way of working with a child's innate interest through the practical activities and experiences that are associated with this area.

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

Additional assessment information for this unit

LO2

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

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
- case study
- work product
- 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
 - alternatively volcano model
- land, air and water jars:
 - sponge

Resources

- large tray
- pictures
- land and water forms:
 - plasticine or polystyrene models of landforms
- Montessori globe
- flat puzzle map
- basket containing models of animals from different continents
- mapping game:
 - flat map board with sets of common buildings
- timelines:
 - squared paper
 - photographs
- clock with moveable hands
- felt, plastic or fabric timeline divided into sections representing geological eras
- floating and sinking:
 - bowl of water
 - plastic mat
 - drying cloth
 - apron
 - objects that float
 - objects that sink
 - different types of wood
 - plasticine shapes
- exploring magnets:
 - heading cards
 - collection of everyday objects – metal and non-metal
 - 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 L4 MP 11 Creativity in an early years Montessori learning environment (T/651/1363)



Unit summary			
This unit aims to provide the learner with insights into the vital role creativity and creative thinking play in children's learning and development, and how this is supported in the Montessori approach. This will include consideration of creativity and the expressive arts both as a subject area and also as an approach integrated throughout the curriculum.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 4	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how creativity supports the holistic development of the child in the Montessori early years environment	1.1 Analyse ways in which creativity is supported in the Montessori approach
	1.2 Evaluate how creativity supports other aspects of a child's development
2. Understand how the Montessori curriculum supports creativity and creative thinking	2.1 Evaluate the role of creativity and creative thinking across the curriculum
	2.2 Analyse how the Montessori early years environment can support creativity

Delivery and assessment guidance
<p>The additional delivery and assessment information below is integral to the unit and as such must be referred to by tutors and assessors.</p> <p>Additional tutor and centre guidance has been prepared for this unit.</p> <p>Additional delivery information for this unit:</p> <p>LO1</p> <p>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.</p> <p>LO2</p> <p>Learners should be introduced to the ways in which creativity can be integrated across the curriculum by providing authentic, meaningful, open-ended, sensory experiences and opportunities to develop creative thinking and imagination.</p> <p>In terms of the creative curriculum, the following aspects and associated practical activities should be specifically introduced.</p>

Delivery and assessment guidance

Visual arts (art, craft and design)

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

Performing arts (dance, drama, music and movement)

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

Imaginative role play

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

To be able to apply the Montessori approach to facilitating the development of the creative potential of each individual child learners should consider how to prepare a favourable environment that fosters creativity and facilitates both spontaneous and planned creative activities and experiences to take place. Learners should also consider the role of the early years educator in facilitating these activities and working creatively with children.

Additional assessment information for this unit

LO2

2.2 This should include reflection from the professional placement.

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

Resources

- 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
- 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

Resources

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

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

- scarves
- cardboard boxes
- large construction blocks

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 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 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"> by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* (EWT): <ul style="list-style-type: none"> when directed by the SSC or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set 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 expert witness testimony must be lead practitioners 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 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 learning outcomes (LOs) must relate to experience gained in a real work environment (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), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

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

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

2.6 Assessment of knowledge-based LOs may take place in or outside of a 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 learning outcomes (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 learning outcomes (LOs)

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers (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 assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- 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 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 4** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break down the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order that is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Create	Make or produce an artefact as required.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account that includes contrasting perspectives.
Draw conclusions	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.
Test	Complete a series of checks utilising a set procedure.

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Section 4: support

Support materials

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

- Qualification Factsheet

Other support materials

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

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Reference list

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

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Appendix A: units

The units within this qualification cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 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

Theory theme

Unit number	Regulated unit number	Unit title	Level	GLH	Placement GLH
EYE L4 MP 1	R/651/1353	Study skills	4	15	10
EYE L4 MP 2	T/651/1354	The Montessori philosophy	4	15	40
EYE L4 MP 3	Y/651/1355	Principles of child development and observation in an early years Montessori learning environment	4	35	90

Early years best practice theme

Unit number	Regulated unit number	Unit title	Level	GLH	Placement GLH
EYE L4 MP 4	A/651/1356	Contemporary early childhood practice in an early years Montessori learning environment	4	20	90
EYE L4 MP 5	D/651/1357	Promoting children's health and wellbeing in an early years Montessori learning environment	4	15	70

Montessori curriculum theme

	Unit number	Regulated unit number	Unit title	Level	GLH	Placement GLH
	EYE L4 MP 6	F/651/1358	Activities of everyday living in an early years Montessori learning environment	4	20	70
☆	EYE L4 MP 7	H/651/1359	Education of the senses in an early years Montessori learning environment	4	20	0
☆	EYE L4 MP 8	L/651/1360	Numeracy and arithmetic in an early years Montessori learning environment	4	30	0
	EYE L4 MP 9	M/651/1361	Literacy in an early years Montessori learning environment	4	25	30
☆	EYE L4 MP 10	R/651/1362	Knowledge and understanding of the world in an early years Montessori learning environment	4	20	0
☆	EYE L4 MP 11	T/651/1363	Creativity in an early years Montessori learning environment	4	15	0

The units above may be available as stand-alone unit programmes. Please visit the NCFE 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 for Education (DfE) to define the content of the qualifications that practitioners must hold to be included in the ratios specified in the [early years foundation stage \(EYFS\) statutory framework](#).

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

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support young children from birth to age 5 in the early years foundation stage (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*
1	Plan and provide effective early years education that enables children to progress and prepares them for school		
A	Child development: what to expect and when		
	Educators will learn that:		
1.1	All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	EYE L4 MP 4	LO2, AC2.3 LO2 Delivery and assessment guidance LO3, AC3.3
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 L4 MP 3	LO1, AC1.1

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.3	<p>An effective early years educator understands babies' and children's development patterns, including:</p> <ul style="list-style-type: none"> • cognitive • speech, language, and communication development • physical • emotional • neurological and brain development. 	EYE L4 MP 3	LO1, AC1.1
1.4	<p>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.</p>	EYE L4 MP 2	LO2, AC2.2
1.5	<p>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.</p>	EYE L4 MP 3	LO1, AC1.2
1.6	<p>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.</p>	EYE L4 MP 3	LO1, AC1.6
1.7	<p>The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.</p>	EYE L4 MP 3	LO1, AC1.4
1.8	<p>Different cultural backgrounds and family circumstances can impact babies and children's learning and development.</p>	EYE L4 MP 3	LO1, AC1.4

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.9	Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	EYE L4 MP 5	LO1, AC1.4
	Educators will learn how to:		
1a (a)	Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	EYE L4 MP 4	LO6, AC6.1
1a (b)	Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	EYE L4 MP 3	LO3, AC3.1
1a (c)	Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	EYE L4 MP 3	LO3, AC3.2
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 L4 MP 2	LO5, AC5.1
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 L4 MP 3	LO3, AC3.3
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 L4 MP 3	LO3, AC3.4
1a (g)	Avoid stereotypes – for example, those based on gender, culture, or race, and explain how they can cause damage (for example, how they might encourage prejudice).	EYE L4 MP 3	LO3, AC3.5
1a (h)	Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> • moving school • starting and moving through and/or between early years settings 	EYE L4 MP 3	LO3, AC3.6

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"> • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people/bereavement • social events that impact their lives, such as Covid-19 • adoption and care; and including the significance of adverse childhood experiences and trauma. 		
1a (i)	Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	EYE L4 MP 5	LO4, AC4.1
1a (j)	Interact with babies and children with confidence to positively impact their health and wellbeing.	EYE L4 MP 5	LO4, AC4.2
1a (k)	Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks, and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene. 	EYE L4 MP 5	LO4, AC4.3
B	Curriculum: what we want children to learn		
	Educators will learn that:		
1.10	The Early Years Foundation Stage sets out the early education curriculum requirements from 0 to 5 years. These are: <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development 	EYE L4 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"> • literacy • mathematics • understanding the world • expressive arts and design. 		
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 L4 MP 4	LO1, AC1.1
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 L4 MP 6	LO2, AC2.4
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 L4 MP 3	LO1, AC1.1
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 L4 MP 9	LO1, AC1.4
1.15	Some children are at an earlier stage of language development and/or experience speech and language difficulties.	EYE L4 MP 9	LO2, AC2.4
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 L4 MP 9	LO2: AC2.5

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
Educators will learn how to:			
1b (a)	Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> stage of development individual interests, needs and circumstances entitlement to new, important and interesting knowledge. 	EYE L4 MP 4	LO6, AC6.2
1b (b)	Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	EYE L4 MP 4	LO6, AC 6.3
1b (c)	Choose, plan and sequence what all children need to learn.	EYE L4 MP 6	LO3, AC3.1
1b (d)	Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> reading aloud stories and talking about them to build familiarity and understanding exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures supporting awareness of sounds through rhymes and songs 	EYE L4 MP 3	LO3, AC3.7
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 L4 MP 9	LO3, AC3.1
1b (f)	Help children to catch-up with language development through planned use of pronunciations, words, and phrases.	EYE L4 MP 9	LO3, AC3.2
1b (g)	Identify delays in communication development and describe appropriate support services for babies and children.	EYE L4 MP 9	LO3, AC3.3

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
C	Pedagogy: helping children to learn		
	Educators will learn that:		
1.17	There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning. 	EYE L4 MP 2	LO2, AC2.4
1.18	An effective Early Years Educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	EYE L4 MP 4	LO3, AC3.5
1.19	The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	EYE L4 MP 4	LO1, AC1.2
	Educators will learn how to:		
1c (a)	Select and combine the best pedagogical approaches, based on the curriculum and children’s prior knowledge, considering an appropriate balance of adult and child-led activities, for example: <ul style="list-style-type: none"> • role modelling and supporting children’s group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics. 	EYE L4 MP 2	LO5, AC5.2
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 L4 MP 4	LO6, AC6.4

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 L4 MP 4	LO6, AC6.5
1c (d)	Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children’s development, learning and thinking, including sustained shared thinking. 	EYE L4 MP 4	LO6, AC6.6
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 as an Additional Language (EAL) are supported to catch up.	EYE L4 MP 4	LO6, AC6.7
D	Assessment: checking children’s learning and development		
	Educators will learn that:		
1.20	Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan and provide activities and support.	EYE L4 MP 4	LO5, AC5.2
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 L4 MP 4	LO5, AC5.2 LO5 Delivery and assessment guidance

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.22	An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	EYE L4 MP 4	LO5, AC5.4 LO5 Delivery and assessment guidance
1.23	There are different assessment methods and techniques, which inform what we know about children' 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 L4 MP 4	LO5, AC5.2 LO5 Delivery and assessment guidance
1.24	The key stages in assessing children's progress including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for: <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps. 	EYE L4 MP 4	LO5, AC5.5
Educators will learn how to:			
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 L4 MP 4	LO6, AC6.8
1d (b)	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers.	EYE L4 MP 4	LO6, AC6.9
1d (c)	Work with colleagues to identify efficient approaches to assessment.	EYE L4 MP 4	LO6, AC6.10

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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 L4 MP 4	LO6, AC6.11
2	Supporting children with Special Educational Needs and Disabilities (SEND)		
	Educators will learn that:		
2.1	All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	EYE L4 MP 4	LO3, AC3.6
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"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and/or sensory needs. 	EYE L4 MP 4	LO3, AC3.7
2.3	There are appropriate strategies for supporting a baby or child with SEND.	EYE L4 MP 4	LO5, AC5.6
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 L4 MP 4	LO5, AC5.7
2.5	Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	EYE L4 MP 4	LO5, AC5.8
2.6	There are specialist aids, resources, and equipment available to support babies and children with SEND.	EYE L4 MP 4	LO5, AC5.6, AC5.9

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
Educators will learn how to:			
2a	Explain and apply the Early Years Foundation Stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	EYE L4 MP 4	LO6, AC6.12
2b	Work effectively in partnership with others, including parents and/or carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	EYE L4 MP 4	LO6, AC6.13
2c	Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	EYE L4 MP 4	LO6, AC6.14
2d	Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	EYE L4 MP 4	LO6, AC6.15
2e	Use specialist aids, resources and equipment available to support babies and children with SEND.	EYE L4 MP 4	LO6, AC6.16
3 Safeguarding			
Educators will learn that:			
3.1	Safeguarding and security systems are an important part of keeping babies and children safe.	EYE L4 MP 5	LO3, AC3.3
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 L4 MP 5	LO3, AC3.2
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 L4 MP 5	LO3, AC3.4

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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 L4 MP 5	LO3, AC3.5
	Educators will learn how to:		
3a	Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	EYE L4 MP 5	LO4, AC4.4
3b	Carry out own role and 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 L4 MP 5	LO4, AC4.5
3c	Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	EYE L4 MP 5	LO4, AC4.6
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 L4 MP 5	LO4, AC4.7
4	Health, wellbeing and safety		
	Educators will learn that:		
4.1	There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	EYE L4 MP 5	LO3, AC3.3
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 L4 MP 5	LO2, AC2.4
4.3	It is important to prevent and control infection.	EYE L4 MP 5	LO2, AC2.3

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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 L4 MP 5	LO1, AC1.5
4.5	Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.	EYE L4 MP 5	LO1, AC1.6
4.6	It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.	EYE L4 MP 5	LO3, AC3.7
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 L4 MP 5	LO2, AC2.2
Educators will learn how to:			
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 L4 MP 5	LO4, AC4.8
4b	Carry out risk assessments and risk management in line with employer, local and national requirements, policies and procedures.	EYE L4 MP 5	LO4, AC4.9
4c	Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines. 	EYE L4 MP 5	LO4, AC4.10

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"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases. 	EYE L4 MP 5	LO4, AC4.11
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"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers 	EYE L4 MP 5	LO4, AC4.12
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 L4 MP 5	LO4, AC4.13
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 L4 MP 5	LO4, AC4.14

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4h	Share information with parents/carers about: <ul style="list-style-type: none"> the importance of healthy balanced diets, looking after teeth and oral health, and being physically active. 	EYE L4 MP 5	LO4, AC4.15
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"> eating (feeding and weaning/complimentary feeding) nappy changing procedures potty/toilet training care of skin, teeth, and hair rest and sleep provision. 	EYE L4 MP 5	LO4, AC4.16
4 j	Find and apply the most up-to-date advice on weaning provided by the NHS.	EYE L4 MP 5	LO4, AC4.17
4 k	Prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance.	EYE L4 MP 5	LO4, AC4.18
4 l	Supervise children effectively when eating.	EYE L4 MP 5	LO4, AC4.19
5	Work in partnership with the key person, colleagues, parents and/or carers or other professionals and agencies		
	Educators will learn that:		
5.1	It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	EYE L4 MP 4	LO5, AC5.1
5.2	Parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success.	EYE L4 MP 4	LO5, AC5.1
5.3	Effective engagement with parents and/or carers is important and that working effectively with parents and/or carers may be challenging and is likely to require sustained effort and support.	EYE L4 MP 4	LO5, AC5.3

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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 L4 MP 4	LO5, AC5.3
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 L4 MP 4	LO5, AC5.10
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 L4 MP 4	LO5, AC6.20
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 L4 MP 4	LO6, AC6.22
Educators will learn how to:			
5a	Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	EYE L4 MP 4	LO6, AC6.17
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 L4 MP 4	LO6, AC6.18
5c	Encourage parents and/or carers to take an active role in their baby's/child's care, play, and learning and development.	EYE L4 MP 4	LO6, AC6.19
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 L4 MP 4	LO6, AC6.20
5e	Make additional provisions to support babies' and children's education and development where they lack this support from parents/or carers.	EYE L4 MP 4	LO6, AC6.21

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
5f	Work effectively and confidently with Ofsted, including having confidence in using Ofsted's Early Years inspection framework.	EYE L4 MP 4	LO6, AC6.22
6	Own role, practice and development		
	Educators will learn that:		
6.1	There are expected behaviours in a professional and early years setting.	EYE L4 MP 2	LO3, AC3.3
6.2	A Level 3 Early Years Educator may be expected to supervise staff or lead a setting.	EYE L4 MP 2	LO3, AC3.1
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 L4 MP 2	LO3, AC3.6
6.4	<p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support. 	EYE L4 MP 2	LO3, AC3.2

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
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 L4 MP 1	LO5, AC5.2
6.6	Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of your role.	EYE L4 MP 4	LO4, AC4.4
Educators will learn how to:			
6a	Use and model good communication skills, including a good command of the English language in spoken and written form, for example, when working with children, emails, in meetings and discussions.	EYE L4 MP 2	LO5, AC5.3
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 L4 MP 2	LO5, AC5.4
6c	Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support. 	EYE L4 MP 2	LO5, AC5.5

EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6d	Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	EYE L4 MP 2	LO5, AC5.6
6e	Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.	EYE L4 MP 1	LO6 AC6.1
6f	Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.	EYE L4 MP 4	LO6, AC6.23
6g	Be confident in supporting or challenging the practice of colleagues.	EYE L4 MP 4	LO6, AC6.24