

Qualification Specification

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

cache

Crossfields Institute 
Qualifications | Education | Development



**MONTESORI
CENTRE
INTERNATIONAL**

NCFE CACHE and Crossfields Institute © Joint Copyright 2019 All rights reserved worldwide.

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

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

We have provided this Qualification Specification in Microsoft Word format to enable Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on our website will ensure that correct and up-to-date information is provided to learners.

Any photographs in this publication are either our exclusive property or used under licence from a third party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

Qualification reference numbers:

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

Publication date

Version 1.0	September 2014
Version 2.0	April 2016
Version 3.0	February 2017
Version 4.0	December 2017
Version 5.0	July 2018
Version 5.1	April 2019
Version 6.0	October 2019

Publisher

Registered Office:
NCFE
Q6 Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808

Contents

SUMMARY OF CHANGES	5
SECTION 1: GENERAL INTRODUCTION	7
About this Qualification Specification	8
How the qualification works	8
Understanding Learning Outcomes	9
Total Qualification Time/Guided Learning: Definitions	9
Making use of our websites	10
The Public Website	10
The Centre Secure Website	10
Plagiarism	11
Equal opportunities	11
Diversity, access and inclusion	11
SECTION 2: ABOUT THIS QUALIFICATION	13
Qualification Summary	14
Qualification Introduction and Purpose	16
Overview of the Learning Process	17
Access and Entry Requirements	19
Quality Indicators	20
Rules of Combination	20
Professional Placement Requirements	20
Progression	20
Unit Achievement Log	21
Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)	21
Explanation of terms used at Level 4:	25
SECTION 3: UNITS	27
Unit Layout	28
MCI-L4-1 Study Skills	29
MCI-L4-2 The Montessori Philosophy	34

MCI-L4-3 Principles of Child Development and Observation in an Early Years Montessori Learning Environment	39
MCI-L4-4 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment	47
MCI-L4-5 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment	55
MCI-L4-6 Activities of Everyday Living in an Early Years Montessori Learning Environment	61
MCI-L4-7 Education of the Senses in an Early Years Montessori Learning Environment	69
MCI-L4-8 Numeracy and Arithmetic in an Early Years Montessori Learning Environment	75
MCI-L4-9 Literacy in an Early Years Montessori Learning Environment	81
MCI-L4-10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment	87
MCI-L4-11 Creativity in an Early Years Montessori Learning Environment	93
MCI-L4-12 Developing Own Montessori Practice in Professional Placement	99
MCI-L4-13 Developing Own Montessori Principles in Professional Placement	109
SECTION 4: ASSESSMENT AND QUALITY ASSURANCE INFORMATION	115
Assessment Guidance	116
Assessment Approach	116
Assessment Strategies and Principles Relevant to this Qualification	117
Montessori Assessment Strategy	117
Centre Requirements	118
Resources:	118
Staff:	118
Real Work Environment for the Professional Placement:	119
Quality Assurance	119
SECTION 5: DOCUMENTS	121
Useful Documents	123
Mandatory Documents	123
Safeguarding guidance	123

Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	April 2019	Safeguarding guidance added
v6.0	October 2019	Updated logo on front cover. Amend to the following LO/ACs: MCI-L4-1 – LO4 MCI-L4-7 – AC3.3 MCI-L4-13 – LO3 and AC2.2 and 2.3 The corresponding delivery and assessment information for each amended LO/AC has also been updated.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain this qualification. It also contains some extra information for your tutor or assessor. Further information for Tutors and Centres can be found in the Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator) Tutor and Centre Guidance document.

How the qualification works

This qualification is made up of units each representing a small step of learning.

Each unit has:

- **A level** - shows how difficult it is
- **A unit aim** – explains what is covered in the unit
- **Learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **Assessment criteria** – what you need to show (evidence)
- **Additional assessment information** – specifies what needs to be included in order for the assessment criteria to be met

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Understanding Learning Outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

GLH

- Guided Learning and TQT apply to the qualification as a whole.
- We use **GLH** to refer to the estimated guided learning hours at unit level.

Making use of our websites

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are some key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification Summary

Title	NCFE CACHE Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
Qualification number	601/4481/6
Aim	The aim of this qualification is to provide the learner with the expertise, skills and professional approach needed to become a facilitator of Montessori education, including preparation to take on a leadership role in a Montessori setting.
Purpose Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required.
Guided Learning	275 hours
Total Qualification Time	950 hours
Minimum age of learner	18
Age ranges covered by the qualification	Birth to Seven
Real work environment (RWE) requirement / recommendation	A minimum of 400 hours Professional Placement in an approved Montessori early years setting is required. Some of the assessment criteria in this qualification must be assessed on the Professional Placement (in a Real Work Environment). Evidence from the Professional Placement will contribute to the learner's portfolio of evidence.
Rules of Combination	All units are mandatory.
Progression including Job Roles (where applicable)	Learners may progress directly into work in a Montessori early years setting, or may wish to progress into higher education in the Level 5 Foundation Degree in Montessori Early Childhood Practice at London Metropolitan University.
Recommended assessment methods	All units will be internally assessed using a range of assessment methods evidencing knowledge, understanding and skills. These contribute to a portfolio of evidence which includes assessment in the Professional Placement (Real Work Environment).
Grading system	Achieved/Not Yet Achieved

How long will it take to complete?	To complete all aspects of the qualification including the professional placement will take a learner approximately 950 hours. It should be possible to complete the qualification in one year, though if pursued part-time the time to complete will be longer.
Entry requirements / recommendations	Learners must be 18 years of age or over and must have a minimum of 3 GCSEs to include Maths and English at grade C or above. In addition, learners must have one 'A' level at grade C or above and one additional 'A' level.
Developed by	Montessori Centre International and Crossfields Institute in conjunction with CACHE.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/4481/6.

Qualification Introduction and Purpose

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

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

The **Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)**, therefore recognises that a training in Montessori pedagogy requires a breadth of understanding and varied set of skills as well as specific attitudes to children and to on-going development. It is with the aim of simultaneously cultivating all of these that Montessori Centre International, Crossfields Institute and CACHE have developed this qualification.

“The [Montessori] teacher teaches little and observes much, and above all it is her function to direct the psychic activity of the children and their physiological development.”

Montessori, 1965

“The adults supporting children’s learning and development in Montessori classrooms, must first and foremost respect every individual child by recognising their qualities and characteristics, and trust in their developmental path as they guide the child’s educational progress.”

Isaacs, 2012

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

To meet the objective as articulated above, the training of educators must involve the following:

- Understanding of the Montessori philosophy and approach to education
- Knowledge of child development, informed by relevant theorists and current research
- Skills in observing, evaluating and recording children’s learning and development

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

- Understanding of the application of Montessori materials across all curriculum areas and the principles behind these materials, how these materials can be introduced and used, what educational experiences they can provide and how those experiences contribute to the holistic development of the child
- Practice in facilitating learning in an early years Montessori learning environment, including working well and taking a leadership role in the dynamics of the early years Montessori learning environment
- Knowledge of best practice in the contemporary early years sector and how this best practice is integrated into the Montessori learning environment

Context

These objectives are placed in the context of and are informed by current research; Early Years Educator criteria as articulated by the National College for Teaching and Leadership; the Early Years Foundation Stage (EYFS) guidance; and best practice in the early years sector. This broader view provides the opportunity for learners to place Montessori in the overall context of early years education, specifically in the United Kingdom, and gives learners the opportunity to integrate best practice from across the sector into the Montessori approach.

Overview of the Learning Process

This qualification is comprised of a set of thirteen mandatory units each of which contributes to the learner's development of knowledge, understanding and skill.

The **Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)**, takes learners through a process which gives them a grounding in the historical context, philosophical approach and developmental understanding of Maria Montessori to create a firm foundation from which educators can practice. Even as these principles are introduced, elements of how the practice is informed by the philosophy are introduced simultaneously, so that from the initial stages of the training, the importance of the learning environment, dynamics of the learner-educator relationship and the qualities of the Montessori educator are already explicit. (Unit 2)

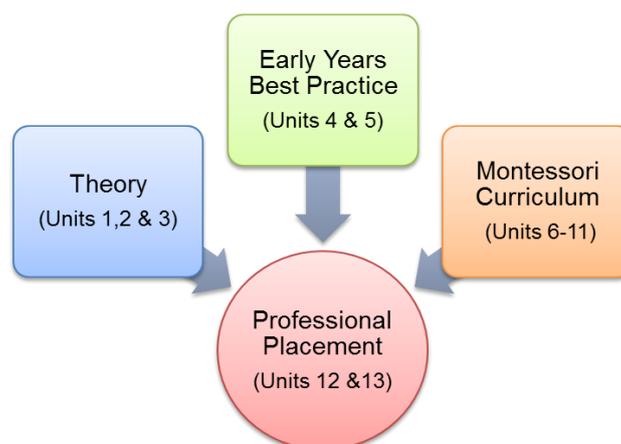
Learners are introduced to and are given the opportunity to practice observation skills and techniques that are vital to the role of the Montessori educator. Parallel to this, learners are given insights into the broader understanding of child development theory and how these theories can be used to inform observation of children. (Unit 3)

As early years practitioners, learners are introduced to the broader context of early years work. Part of this is becoming aware of their responsibilities in terms of both legislation and practicalities in the classroom. Learners must gain insights into the rights of the child and how these rights can be protected, ethical considerations in working with children and the changing concepts of childhood and child development. Learners should also understand health and welfare of children, reflecting on how well-being may be supported in every aspect and the role of the Montessori educator in this support. (Units 4 and 5)

Learners explore how the Montessori philosophy informs the curriculum and dynamics in the Montessori classroom. The favourable environment and teaching materials in the Montessori setting in combination with knowledge of child development and practice in child observation are the tools the Montessori educator uses to facilitate an individual child's development. Learners become familiar with how to prepare the environment, the different activities that support learning and development, the progression and introduction of these activities, and how these learning experiences of the child can support and build on one another. (Units 6 to 11)

The learners prepare in all these areas for their professional placement in which their integrated knowledge, understanding and skills are put into practice in a Montessori early years setting. This is a mentored situation in a centre approved setting (MEAB accredited where possible), which allows learners to practice, be observed and supported in developing their own professional practice. (Unit 12)

Continuously throughout their training, learners are given the opportunity to make their own connections with the materials, and at the same time to reflect on their own journey. Returning to the initial quote from Maria Montessori, the preparation of the Montessori educator is as much an inward preparation as one of gaining knowledge and skills, so although reflective practice is integrated throughout the qualification, it finds a specific emphasis in the final unit which encourages the habit of reflection and development so important in the life and work of a Montessori educator. (Unit 13, though the process is introduced in Unit 1)



To be a key worker in a Montessori early years environment, early years educators are required to integrate theory, observation, best practice and grounding in the curriculum subject areas. Therefore the three thematic groups of units (Theory, Early Years Best Practice and the Montessori Curriculum units) all contribute to and support the Professional Placement units. To ensure that the training prepares learners for the working environment, the qualification requires that learners integrate these three areas in practice.

Access and Entry Requirements

Equality of opportunity is a key and integral part of NCFE's vision. NCFE aims to be a truly open, accessible and diverse organisation and is committed to the principle of equality of opportunity in education. This qualification has been designed to provide access to anyone capable of achieving the required standards, without any unnecessary barriers to entry, access and progression.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

The awarding organisation does not determine the method of delivery for this qualification, and with this in mind the units have been designed for flexibility. Centres must ensure that learners have appropriate access to all resources listed in the units, with particular attention to the Montessori materials, as this qualification requires a level of mastery in the understanding and use of these materials. Learners must also have access to an appropriate setting for their Professional Placement. Blended learning is certainly a possibility of delivery for this qualification, as long as the previous points mentioned are taken into account. Also the sequence of delivery should be structured so that the integration of the three thematic areas (Theory, Early Years Best Practice and Montessori Curriculum) into the Professional Placement is possible.

In addition to the Guided Learning suggested in the units, learners will be expected to engage in self-guided study of approximately 275 hours and the Professional Placement of 400 hours.

Guidelines for entry requirements are listed below:

- Learners must be 18 years of age or over and must have a minimum of 3 GCSEs to include Maths and English at grade C or above (or have a NARIC statement of comparability)
- Learners must have one 'A' Level at grade C or above plus one further 'A' Level (or have a NARIC statement of comparability)
- Applicants for whom English is not the first language must have IELTS (academic) at level 6.5
- Applicants should be a UK or EU/EEA citizens (or have a full and relevant visa for duration of qualification)
- As part of the qualification involves a required Professional Placement in a Montessori learning environment, a Disclosure and Barring Service (DBS) check will be required, as it is for anyone working with children
- Perhaps as important as previous training and academic accomplishments, are the qualities that each individual learner brings to their work. Patience, enthusiasm, commitment and interest are essential qualities for anyone training to become a Montessori early years educator

Quality Indicators

In order to demonstrate that they have reached an appropriate level of knowledge and practice, learners must meet the following quality indicators:

1. Demonstrate the capacity to integrate observation, knowledge, understanding and skill in facilitating child-initiated learning.
2. Demonstrate the ability to plan, carry out and evaluate activities appropriate for the age and stage of development of children, thereby supporting children's on-going development and learning.
3. Work cooperatively with children, colleagues and carers, showing leadership and collaboration as situationally appropriate.
4. Demonstrate the professional competence of an early years educator and an in-depth understanding of the Montessori and early years curriculum frameworks within which they work.
5. Demonstrate consistent and sustained capacity to meet all the expectations within the sector for ethical standards, professional attributes, skills and knowledge.
6. Demonstrate the capacity to articulate, reflect on and assess their own practice as Montessori early years educators.
7. Demonstrate use of reflective practice to evaluate own work, personal and professional development; identifying strategies for development to continue.

Rules of Combination

All thirteen units are mandatory.

Professional Placement Requirements

This qualification includes a required Professional Placement in a centre-approved setting (MEAB accredited where possible) of at least 400 hours (approximately 15 to 24 hours per week). This placement forms a central point of practical integration for the knowledge, understanding and skills developed over the course of the training. Centres are required to support learners with mentorship and observation whilst on Professional Placement.

Progression

Learners may progress directly into work in a Montessori early years setting or the level 4 Diploma may also form part of a progression agreement with London Metropolitan University to provide progression towards a Level 5 Foundation Degree in Montessori Early Childhood Practice.

Unit Achievement Log

Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)

Theory Theme



Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
M/506/4585	MCI-L4-1	Study Skills	Knowledge/ Skill	4	15	23	
T/506/4586	MCI-L4-2	The Montessori Philosophy	Knowledge	4	20	28	
A/506/4587	MCI-L4-3	Principles of Child Development and Observation in an Early Years Montessori Learning Environment	Knowledge/ Skill	4	35	33	

Early Years Best Practice Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
 Y/506/6752	MCI-L4-4	Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment	Knowledge	4	20	41	
 D/506/6753	MCI-L4-5	Promoting Children's Health and Well-being in an Early Years Montessori Learning Environment	Knowledge	4	15	49	

Montessori Curriculum Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
F/506/4588	MCI-L4-6	Activities of Everyday Living in an Early Years Montessori Learning Environment	Knowledge/ Skill	4	20	57	
J/506/4589	MCI-L4-7	Education of the Senses in an Early Years Montessori Learning Environment	Knowledge/ Skill	4	20	65	

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
A/506/4590	MCI-L4-8	Numeracy and Arithmetic in an Early Years Montessori Learning Environment	Knowledge/Skill	4	30	71	
J/506/4592	MCI-L4-9	Literacy in an Early Years Montessori Learning Environment	Knowledge/Skill	4	30	77	
R/506/4594	MCI-L4-10	Knowledge and Understanding of the World in an Early Years Montessori Learning Environment	Knowledge/Skill	4	20	83	
Y/506/4595	MCI-L4-11	Creativity in an Early Years Montessori Learning Environment	Knowledge/Skill	4	15	89	

Professional Placement Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
H/506/4597	MCI-L4-12	Developing own Montessori Practice in Professional Placement	Skill	4	25	95	
D/506/4596	MCI-L4-13	Developing own Montessori Principles in Professional Placement	Knowledge/Skill	4	10	107	

Explanation of terms used at Level 4: (not all verbs are used in this qualification)

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
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 which 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.
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 which includes contrasting perspectives.
Draw conclusions (which...)	Make a final decision or judgment 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 judgment. 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.

Section 3: Units

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit
Unit guided learning	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional delivery information*	Provides integral delivery guidance for tutors delivering the unit.
Additional assessment information*	Provides general guidance for assessors including specific guidance relating to the assessment criteria and information to support learner achievement.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.

* Additional delivery and assessment information, and unit assessment guidance may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional information section where more information on them can be found.

MCI-L4-1 Study Skills

Unit reference	M/506/4585	Unit level	4
		GL	15

Unit aim This unit introduces both principles of effective study and practical ways to improve learners' study skills. It includes how to source, organise, reference and present researched information as well as engage with self-reflective practice. The qualification relies on the learners' capacity to organise their own effective study, and their capacity to source and use information.

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1

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

Assessor name:

Signature:

Date:

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

MCI-L4-1 Study Skills: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

Learning Outcome 1: Understand how to organise own learning process

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

Learning Outcome 2: Understand how to source information for study

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

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

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

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

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

Learning Outcome 5: Be able to use reflective practice

In outlining her vision for the Montessori teacher, Montessori states “The real preparation for education is the study of one’s self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit”¹.

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.

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

Resources

Full Range of Montessori resources which should include at a minimum:
Montessori Series Volumes 1-18. London: Montessori-Pierson Publishing Company CV. Available from: www.montessori-pierson.com
Two year olds outdoors [DVD], Newcastle upon Tyne: Siren Films. Available from: sirenfilms.co.uk

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1

Understand how to organise own learning process

Assessment Criteria

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

Learning Outcome 2

Understand how to source information for study

Assessment Criteria

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

Learning Outcome 3

Be able to use sourced information in the context of training

Assessment Criteria

- 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.

	<p>3.3. This includes the possibility for a variety of presentations of material, with an awareness of audience.</p> <p>Learning Outcome 4</p> <p>Be able to use peer feedback in professional practice</p> <p>Assessment criteria</p> <p>4.1 Engaging in the peer feedback process includes discussing own areas for professional development with colleagues and supporting colleagues to do the same</p> <p>4.2. This includes examples from professional practice</p> <p>Learning outcome 5</p> <p>Be able to use reflective practice</p> <p><u>Assessment Criteria</u></p> <p>5.1. This includes the initial phases of a reflective journal.</p>
Unit assessment guidance	<p>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.</p> <p>Assessors will provide developmental feedback, referenced to the assessment criteria, which will encourage learners to develop a reflective and analytical view on their work.</p> <p>Recommended assessment methods include: reflective journal entry, professional discussion and written assignment.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

MCI-L4-2 The Montessori Philosophy



Unit reference	T/506/4586	Unit level	4
		GL	20

Unit aim The unit introduces key principles and practices of the Montessori approach to early years education including the historical context of Doctor Maria Montessori. Focus is placed on the principles of how Montessori's theories are applied in the Montessori classroom by exploring stages of development; the favourable environment; the role of the Montessori educator and additional key elements of the Montessori philosophy and pedagogy.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand principles of Montessori early child development.	1.1. Analyse Montessori's principles of the early child development phases.		
	1.2. Explain key Montessori terms relating to early child development.		
2. Understand what constitutes a favourable environment in the Montessori classroom.	2.1. Critically analyse the concept of the favourable environment in the Montessori classroom.		
	2.2. Explain how to create a favourable environment in the Montessori classroom.		
3. Understand the role of the Montessori educator.	3.1. Describe the qualities of the Montessori educator.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Evaluate the role of the Montessori teacher in the light of the principles of teacher non-interference and observation		
	3.3. Evaluate the Montessori approach to fostering a positive learning environment.		
4. Understand how the Montessori educational philosophy informs the pedagogy.	4.1. Critically reflect on ways in which the Montessori educational philosophy informs the pedagogy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2

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

Assessor name:

Signature:

Date:

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

MCI-L4-2 The Montessori Philosophy: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

Learning Outcome 1: Understand principles of Montessori early child development

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

With the absorbent mind as the context, the six main sensitive periods will be considered including how they support children's cognitive and social skills, and associated language.

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

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

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

Learning Outcome 3: Understand the role of the Montessori educator

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

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

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

Resources

Full Range of Montessori resources which should include at a minimum: Montessori Series Volumes 1-18. London: Montessori-Pierson Publishing Company CV. Available from: www.montessori-pierson.com [Accessed March 2014].
North American Montessori Teachers' Association (2014) The NAMTA Journal. Available from: www.montessori-namta.org/The-NAMTA-Journal [Accessed March 2014].
Montessori Centre International (2014) Montessori International Magazine Archive. Available from: blog.montessori.org.uk/tag/montessori-international/ [Accessed March 2014].

Additional assessment information for the unit:

Amplified assessment requirements	<p>To achieve the unit learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1</p> <p>Understand principles of Montessori early child development</p> <p><u>Assessment Criteria</u></p> <p>1.1. This includes children's development from birth to seven and must include the child's path to self-discipline.</p>
Unit assessment guidance	<p>Evidence for assessment in this unit should be portfolio based. It should focus on the Montessori philosophy of education.</p> <p>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.</p> <p>Recommended assessment methods include: written assignment, question and answer,</p>

	<p>professional discussion, presentation, witness observation and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
--	--

MCI-L4-3 Principles of Child Development and Observation in an Early Years Montessori Learning Environment

Unit reference	A/506/4587	Unit level	4
		GL	35

Unit aim 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 Stage³. 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.

³ education.gov.uk/schools/teachingandlearning/assessment/eyfs

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand theories of child development.	1.1. Define developmental stages of child development.		
	1.2. Define theories of child development to include: <ul style="list-style-type: none"> developmental cognitive stages neurological and brain development 		
	1.3. Analyse the impact of an individual child’s development on their learning.		

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3

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

Assessor name:

Signature:

Date:

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

MCI-L4-3 Principles of Child Development and Observation in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

Learning Outcome 1: Understand theories of child development

Explaining Child Development

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

The Importance of Physical Skills and Movement

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

Cognitive Development – Thinking and Learning

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

Children's Personal, Social and Emotional Development

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

Understanding and Supporting Children's Communication

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

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

Play and Children's Holistic Development

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

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

Introducing Observation

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

Resources

Full Range of Montessori resources which should include at a minimum:
The Documentary Series [DVD], Newcastle upon Tyne: Siren Films. Available from: sirenfilms.co.uk

The Observation Series [DVD], Newcastle upon Tyne: Siren Films. Available from: sirenfilms.co.uk

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1

Understand theories of child development

Assessment Criteria

- 1.1. **Child** includes stages from birth to seven.
Development includes attachment, theories of stages of speech, language and communication, stages of physical development and personal, social, emotional and cognitive development.

- 1.2. This includes developmental stages from birth to seven.
- 1.3. Individual child's development includes their stage of development and individual circumstances.
- 1.4. This includes consideration of the social aspects of Activities of Everyday Living in supporting transition.

Learning Outcome 2

Understand theories of child development in the context of play in the Montessori setting

Assessment Criteria

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

Learning Outcome 3

Be able to apply child development theory in child observation

Assessment Criteria

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

Unit assessment guidance	<p>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.</p> <p>Integrating theories of child development in relation to the Early Years Foundation Stage curriculum provides a context for observation skills which prepare the learner for the professional placement. Therefore the observation skills that are introduced in this unit may be assessed during the professional placement.</p> <p>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.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study and reflective journal.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
--------------------------	---

MCI-L4-4 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment

Unit reference Y/506/6752

Unit level 4



GL 20

Unit aim

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.

Learner name:

Centre no:

PIN:

ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting.	5.1. Explain the role of the educator in the context of partnerships with others in the Montessori early years setting.		
	5.2. Evaluate opportunities for working in partnership with others to promote the learning and development of the child in the Montessori early years setting.		
	5.3. Reflect on good practice in communicating with others in promoting the learning and development of children.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 4

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

Assessor name:

Signature:

Date:

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

MCI-L4-4 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information about the unit:

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

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

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

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

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

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

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

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

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

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

Resources

No specific resources.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1

Understand the current early education curriculum requirements in the context of the Montessori early years setting

Assessment Criteria

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

Learning Outcome 2

Understand the Montessori approach to promoting diversity, equality and inclusion

Assessment Criteria

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

Learning Outcome 3

Understand how to support children with additional needs in the Montessori early years setting

Assessment Criteria

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

Learning Outcome 4

Understand how to support children through transitions in the Montessori early years setting

Assessment Criteria

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

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

- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- loss of significant people
- moving between settings and carers

Learning Outcome 5

Understand the importance of working in partnership with others in promoting the learning and development of the child in the Montessori early years setting

Assessment Criteria

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

5.2. **Others** includes key person, colleagues, parents and/or carers and other professionals. **Opportunities** includes ways to encourage parents and carers to recognise and develop their role in supporting children's learning and development.

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

Unit assessment guidance	<p>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.</p> <p>Learners will be assessed on a balance of their knowledge, skills and understanding of best practice through a variety of assessment methods including; tutor observed group discussion, reflective journal and written assignment.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
--------------------------	--

MCI-L4-5 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment

Unit reference D/506/6753

Unit level 4



GL 15

Unit aim This unit considers the health and well-being of young children in the Montessori early years setting and explores the role of the Montessori early years educator in supporting health and well-being.

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 5

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

Assessor name:

Signature:

Date:

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

MCI-L4-5 Promoting Children’s Health and Well-being in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

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

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

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

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

Resources	
No specific resources.	
Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1</p> <p>Understand principles of supporting health and well-being in early childhood</p> <p><u>Assessment Criteria</u></p> <p>1.1. 'Early childhood' includes babies and children to the age of seven.</p> <p>1.2. This includes activities, nutrition, environment, healthy lifestyles and routines.</p> <p>Learning Outcome 2</p> <p>Understand practicalities of supporting health and well-being in early childhood</p> <p><u>Assessment Criteria</u></p> <p>2.1. This includes working with parents and carers to help them value and improve their role in supporting children's health and well-being.</p> <p>2.2. This includes children from babies to age seven.</p> <p>2.3. Prevention and control of infection including:</p> <ul style="list-style-type: none"> • Hand washing • Food hygiene • Dealing with spillages safely • Safe disposal of waste • Using correct personal protective equipment • Knowledge of common childhood illnesses and immunisation • Exclusion periods for infectious diseases. <p>2.4. This includes procedures for accidents and emergencies as well as first aid.</p>

	<p>Learning Outcome 3</p> <p>Understand responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.</p> <p><u>Assessment Criteria</u></p> <p>3.1. Legal requirements regarding the welfare of children must include: health and safety, security, safeguarding, record keeping and reporting, and confidentiality of information.</p> <p>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.</p> <p>3.3., 3.4. Possible types of abuse include:</p> <ul style="list-style-type: none"> • Domestic • Neglect • Physical • Emotional • Sexual abuse <p>3.5. Risk management includes policies and procedures which relate to risk assessments and health and safety</p>
<p>Unit assessment guidance</p>	<p>Evidence for assessment in this unit should be portfolio based. It should consider the health and well-being of young children exploring the role of the early years educator in supporting health and well-being, safeguarding, promoting health, helping children to make informed choices and the range of services that exist and can be accessed for children and their families in need of support. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

MCI-L4-6 Activities of Everyday Living in an Early Years Montessori Learning Environment

Unit reference F/506/4588 **Unit level** 4
GL 20

Unit aim 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.

Learner name:	Centre no:
PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 6

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

Assessor name:

Signature:

Date:

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

MCI-L4-6 Activities of Everyday Living in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

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

This understanding should include all of the following areas:

Classroom Etiquette

Learners should be introduced to the activities of everyday living that form an introduction to the Montessori learning environment.

Activities to Develop and Refine Manipulative Skills

Learners should be introduced to the activities which focus on the development and refinement of manipulative skills.

Activities for Care of Self

Learners should be introduced to the activities that give the child opportunities to care for themselves and which enable independence in the child.

Activities for Care of Environment

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

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

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

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

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

Resources

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

This will include at a minimum:

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

Video presentations of a range of activities of everyday living.

Video clips of children engaging with activities of everyday living in Montessori learning environments.

Additional assessment information for the unit:	
<p>Amplified assessment requirements</p>	<p>To achieve the unit learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1</p> <p>Understand principles of Montessori philosophy that underpin activities of everyday living</p> <p><u>Assessment Criteria</u></p> <p>1.1. This includes indirect and direct objectives. 1.3. This includes how the activities of everyday living support positive social behaviour.</p> <p>Learning Outcome 2</p> <p>Understand the Montessori approach to education in the activities of everyday living</p> <p><u>Assessment Criteria</u></p> <p>2.3. This includes how the activities of everyday living support a positive social environment.</p> <p>Learning Outcome 3</p> <p>Be able to apply the Montessori approach in activities of everyday living</p> <p>Assessment Criteria</p> <p>3.1. This includes activities from each of the three areas of activities of everyday living. 3.2. This must indicate possible lines of development for a given scenario. 3.3. This may include supporting a child through transitions.</p> <p>Learning Outcome 4</p> <p>Be able to maintain a healthy and safe learning environment in the activities of everyday living</p> <p><u>Assessment Criteria</u></p> <p>4.1. This includes consideration of risk which is specific to these activities.</p>

Unit assessment guidance	<p>Evidence for assessment in this unit should be portfolio based. Learners undertaking this unit should focus on developing their understanding of the relevant materials as well as the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child, and the management of risk in the context of these activities.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p> <p>Assessment Criteria 3.1., 4.1. Simulation may provide evidence for these criteria.</p>
--------------------------	--

MCI-L4-7 Education of the Senses in an Early Years Montessori Learning Environment

Unit reference J/506/4589 **Unit level** 4
GL 20

Unit aim 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.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the principles of the Montessori approach to sensorial education.	1.1. Evaluate the influences on Montessori's understanding of sensorial education.		
	1.2. Examine the full range of senses as described in the Montessori approach.		
	1.3. Explain how the Montessori approach to educating the senses works with the sensitive periods in the Montessori understanding of the child.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the Montessori approach to sensorial education.	2.1. Examine the progression of activities within each area of sensorial education.		
	2.2. Explain why sensorial education is considered the foundation of learning.		
	2.3. Discuss how sensorial education contributes to the holistic development of the child.		
3. Be able to apply the Montessori approach to sensorial education.	3.1. Introduce activities in sensorial education.		
	3.2. Design activities to extend a child's development in the area of sensorial education.		
	3.3. Reflect on how sensorial education activities support children under the age of three.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 7

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

Assessor name:

Signature:

Date:

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

MCI-L4-7 Education of the Senses in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

Learning Outcome 2: Understand the Montessori approach to sensorial education

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

Activities to refine visual discrimination

Learners should be introduced to the importance and range of activities that support the child in refining their visual perception of dimension and colour.

Activities to refine tactile senses

Learners should be introduced to the importance and range of activities that engage the child in refining the tactile sense and provide learning experiences that refine the sense of touch.

Activities to refine baric and thermic senses

Learners should be introduced to the range of activities that refine sensitivity to weight and temperature.

Activities to refine sense of sound

Learners should be introduced to the importance and range of activities which refine listening skills, the refinement of the auditory sense and auditory memory.

Activities to refine sense of smell and taste

Learners should be introduced to the importance and range of activities that support the refinement of the senses of smell and taste.

Exploration of shapes and patterns

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

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

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

Resources

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

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

Video presentations of a range of sensorial activities.

Video clips of children engaging with sensorial activities in Montessori learning environments.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1</p> <p>Understand the principles of the Montessori approach to sensorial education</p> <p><u>Assessment Criteria</u></p> <p>1.1 This must include reference to Seguin and Itard.</p> <p>Learning Outcome 2</p> <p>Understand the Montessori approach to sensorial education</p> <p><u>Assessment Criteria</u></p> <p>2.2. This includes how sensorial education supports other areas of learning, including: cognitive, physical, neurological and brain development as well as speech, language and communication.</p> <p>2.3. Holistic development of the child includes development from birth to age seven.</p> <p>Learning Outcome 3</p> <p>Be able to apply the Montessori approach to sensorial education</p> <p><u>Assessment Criteria</u></p> <p>3.1. This includes a minimum of three activities that support the development of different senses. One of these must be an outdoor activity. This must include presentation of the ‘three period lesson’. Simulation may provide the evidence for this criterion.</p> <p>3.2. This includes possible lines of development for a given scenario.</p>

<p>Unit assessment guidance</p>	<p>Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p> <p>Assessment Criterion 3.1. Simulation may provide evidence for this criterion.</p>
---------------------------------	--

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe how the numeracy and arithmetic activities contribute to children's holistic development and learning.		
3. Be able to apply Montessori approaches in developing the child's understanding of numeracy and arithmetic.	3.1. Introduce activities which develop the child's understanding of numeracy and arithmetic.		
	3.2. Design a progression of activities to extend an individual child's developing understanding of mathematics.		
	3.3. Plan activities to develop understanding of numeracy and arithmetic in a child who is in need of additional support.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 8

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

Assessor name:

Signature:

Date:

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

MCI-L4-8 Numeracy and Arithmetic in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

Learners should be introduced to the materials, activities and sequence within those activities that support the development of the child’s understanding of numeracy and arithmetic. This should include specific attention to the following areas:

Recognition, Counting and Sequencing of Quantity and Symbol to 10

Introduction to the Decimal System using the Golden Bead Material

Group Operations with Golden Beads

Introduction to Counting to 20 and 100: Seguin Boards and Bead Chains

Early Addition and Subtraction Activities

Tables

Charts

Individual Operations with the Golden Beads

Fractions

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

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

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

Resources

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

- Recognition, counting and sequencing of quantity and symbol to 10: large number rods and cards, sandpaper numerals, spindle box, cards and counters, short bead stair
- Golden bead material: hierarchies table mat, full golden bead material to include: beads for introducing decimal system, introduction to decimal symbols, counting through with beads and symbols (large number cards 1 – 9,999), full bead bank to include minimum 9 thousands cubes, 48 hundreds squares, 48 tens, 150 units, unit cups
- Group operations with the golden beads: full gold bead material as described above and to include minimum 3 sets of small number cards 1 – 9,999
- 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, 2 sets of small number rods in box, addition strip board, subtraction strip board
- Tables exercises: Addition tables with short bead stairs, subtraction tables with short bead stairs, multiplication tables with short bead stairs (ten sets of short bead stairs and ten bead bars in a large box with a separate compartment for each value), multiplication tables with multiplication board, division tables with division board, to include cards and summary charts for addition, subtraction, multiplication and division
- Charts exercises: Addition Charts A & B, Subtraction Charts A & B, Multiplication Charts A & B, Division Charts A & B with summary charts and box of equations for each operation
- Individual operations with golden beads: golden beads for all hierarchies (Bead Bank) plus individual operations cards for addition, subtraction, multiplication and division
- Fraction exercises: Fraction trays (1 - 5 and 6 -10), fraction symbol cards, numerator and denominator cards, equivalent slips, reduction slips
- In addition to the above mathematical hierarchy table mats, operations floor mats, minimum 3 wooden trays, maths exercise cards

Video presentations of a range of numeracy and arithmetic activities.

Video clips of children engaging with numeracy and arithmetic activities in Montessori learning environments.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1

Understand the principles of the Montessori philosophy that underpin the development of children's understanding of numeracy and arithmetic

Assessment Criteria

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

Learning Outcome 2

Understand the Montessori approach to developing the child's understanding of numeracy and arithmetic

Assessment Criteria

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

Learning Outcome 3

Be able to apply Montessori approaches in developing the child's understanding of numeracy and arithmetic

Assessment Criteria

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

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

<p>Unit assessment guidance</p>	<p>Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p> <p>Assessment Criterion 3.1. Simulation may provide evidence for this criterion.</p>
---------------------------------	--

MCI-L4-9 Literacy in an Early Years Montessori Learning Environment

Unit reference J/506/4592 **Unit level** 4
GL 30

Unit aim 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.

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 9

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

Assessor name:

Signature:

Date:

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

MCI-L4-9 Literacy in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

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

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

Introduction to Children's Literature

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

Language Games

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

Writing

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

Early and Later Literacy

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

Early and Later Grammar

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

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

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

Resources

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

- Large moveable alphabet
- Sand paper letters
- Insets for design
- Early Literacy materials: Pink and Blue series to include Pink Box 1, Pink Box 2, Pink Box 3, Pink Box 4, Pink Picture Card, Pink Box 5, Pink Reading Lists, Sight Words, Pink Phrase Strips, Capital Letters, Pink Sentence Strips, Pink Reading Books, Blue Box 1, Blue Box 2, Blue Box 3, Blue Box 4, Blue Picture Card, Blue Box 5, Blue Reading Lists, Sight Words, Blue Phrase Strips, Blue Sentence Strips, Blue Reading Books,
- Early Grammar Materials: to include Noun Box 1 & 2, Nouns Singular and Plural, Adjectives Box, Noun and Adjective Game, Verb Box 1 & 2, Preposition Box, Theme Box (Farm Box)
- Later Literacy materials: Green Series to include Phoneme boxes, 2 sets of small moveable alphabets, Phoneme booklets, Phoneme phrase strips, Phoneme sentence strips, Phoneme envelopes
- Later Grammar materials: Noun Box 3, Nouns Singular and Plural boxes (irregular plurals), Adjective Box (green level words) Noun & Adjective game (green level words), Verb Box 3, Adverb Box 1, Noun & Adverb Game, Preposition Box 2, Theme Box (including green level words & adverbs)

Video presentations of a range of literacy activities

Video clips of children engaging with literacy activities in Montessori learning environments

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1</p> <p>Understand the principles of the Montessori approach to developing literacy</p> <p><u>Assessment Criteria</u></p> <p>1.1. The Montessori phonic approach to literacy includes systematic synthetic phonics as part of a range of approaches to literacy.</p> <p>1.2. Range includes a minimum of three. Should include other activities in the Montessori environment that support the development of literacy.</p> <p>Learning Outcome 3</p> <p>Be able to apply Montessori approaches to developing children’s literacy</p> <p><u>Assessment Criteria</u></p> <p>3.1. Should include at least three activities from different areas</p> <p>3.2. This must indicate possible lines of development for a given scenario.</p>
Unit assessment guidance	<p>Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

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

MCI-L4-10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment

Unit reference R/506/4594 **Unit level** 4
GL 20

Unit aim 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.

Learner name:	Centre no:
PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 10

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

Assessor name:

Signature:

Date:

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

MCI-L4-10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

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

Exploration of the Environment

Learners should be introduced to the importance of opportunities for children to observe, explore and investigate their environment in the Montessori approach. They should also be introduced to practical activities which provide these opportunities and how, given enough time, those activities can provide a foundation for holistic learning to develop. Learners should be introduced to effective practice in engaging in sustained shared thinking, exploring alongside the child to speculate and engage in joint enquiry.

Nature (Biology & Zoology)

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

The World and its Communities (Geography)

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

Time (History)

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

Natural Sciences

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

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

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

Resources

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

- Sun Game: One Sun, sets of pictures, 2 seedlings, bucket/cupboard
- Animal Families: Basket containing models of 4 – 6 animal families, large felt mat
- Pairing activity: 6-8 pairs of pictures of animals or plants belonging to the same group
- Terminology activity: Set of Terminology Cards: Set of outline-and-word cards; Set of out-only cards; Set of name/word cards (Similar cards required for Animal Kingdom)
- Life Cycle activity: Life-Cycle cards and set of identical cards, individually mounted on matching colour card
- Leaf cabinet and lead cards
- The Solar System: set of models representing the Sun and the planets of the Solar System, with matching picture cards and word cards
- Earth; Volcano: Volcano frieze set of match cards and word cards, alternatively Volcano Model
- Land, Air and Water Jars, sponge, large tray, pictures
- Land and Water forms – plasticine or polystyrene models of landforms
- Montessori globe
- Flat puzzle map
- Basket containing models of animals from different continents
- Mapping game: flat map board with sets of common buildings
- Time-lines: squared paper, photographs
- Clock with moveable hands
- Felt, plastic or fabric timeline divided into sections representing geological eras
- Floating and Sinking: bowl of water, plastic mat, drying cloth, apron, objects that float, objects that sink, different types of wood, plasticine shapes
- Exploring Magnets: heading cards, collection of everyday objects – metal and non-metal, magnet

Videos of children exploring activities in the Montessori environment.

Videos demonstrating the use and presentation of a range of Montessori activities within this area of learning.

Video examples of engaging in sustained shared thinking.

Additional assessment information for the unit:

<p>Amplified assessment requirements</p>	<p>To achieve the unit learners must produce evidence of knowledge, understanding and ability of the following:</p> <p>Learning Outcome 2</p> <p>Understand the Montessori approach to developing the child’s knowledge and understanding of the world</p> <p><u>Assessment Criteria</u></p> <p>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).</p> <p>Learning Outcome 3</p> <p>Be able to apply the Montessori approach in developing children’s knowledge and understanding of the world</p> <p><u>Assessment Criteria</u></p> <p>3.1. This must include three different activities from three different areas.</p> <p>3.2. This must indicate possible lines of development for a given scenario. This includes activities that support the development of sustained shared thinking and extending children’s vocabulary.</p>
<p>Unit assessment guidance</p>	<p>Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of the relevant materials and develop the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.</p>

	<p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p> <p>Assessment Criterion 3.1. Simulation may provide evidence for this criterion.</p>
--	--

MCI-L4-11 Creativity in an Early Years Montessori Learning Environment

Unit reference Y/506/4595 **Unit level** 4
GL 15

Unit aim 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.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how creativity supports the holistic development of the child in the Montessori early years environment.	1.1. Analyse ways in which creativity is supported in the Montessori approach.		
	1.2. Evaluate how creativity supports other aspects of a child's development.		
2. Understand how the Montessori curriculum supports creativity and creative thinking.	2.1. Evaluate the role of creativity and creative thinking across the curriculum.		
	2.2. Analyse how the Montessori early years environment can support creativity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to apply the Montessori approach to facilitating the development of the creative potential of the child.	3.1. Organise the learning environment to facilitate creative activities across the curriculum.		
	3.2. Evaluate the role of the educator in supporting children's creative development.		
	3.3. Develop activities that support the creative potential of the child, taking into account individual needs.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 11

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

Assessor name:

Signature:

Date:

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

MCI-L4-11 Creativity in an Early Years Montessori Learning Environment: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

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

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

Learners should be introduced to the ways in which creativity can be integrated across the curriculum by providing authentic, meaningful, open-ended, sensory experiences and opportunities to develop creative thinking and imagination. In terms of the creative curriculum, the following aspects and associated practical activities should be specifically introduced.

Visual Arts: Art, Craft and Design

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

Performing Arts: Dance, Drama, Music and Movement

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

Imaginative Role Play

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

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

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

Resources

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

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

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

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

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit learners must produce evidence of knowledge, understanding and ability of the following:

Learning Outcome 2

Understand how the Montessori curriculum supports creativity and creative thinking

Assessment Criteria

2.2. This should include reflection from the professional placement.

Learning Outcome 3

Be able to apply the Montessori approach to facilitating the development of the creative potential of the child

Assessment Criteria

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

Unit assessment guidance	<p>Evidence for assessment in this unit should be portfolio based. The focus for learners undertaking this unit is to develop their understanding of and ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, work products, tutor observation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment carried out internally by tutor assessors on a pass or refer basis.</p> <p>Assessment Criterion 3.1. Simulation may provide evidence for this criterion.</p>
--------------------------	--

MCI-L4-12 Developing Own Montessori Practice in Professional Placement

Unit reference H/506/4597 **Unit level** 4
GL 25

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to work effectively with others in the context of a Montessori early years setting.	1.1. Demonstrate an attitude of respect and sensitivity towards others in a Montessori early years setting.		
	1.2. Demonstrate effective communication skills in a Montessori early years setting.		
2. Be able to facilitate learning and development using appropriate Montessori early years educator skills.	2.1. Engage in the dynamics of a Montessori early years learning environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Plan activities to support children's learning and development in the areas of the current early years education curriculum requirements.		
	2.3. Lead activities to support children's learning and development in the areas of the current early years education curriculum requirements.		
	2.4. Use child developmental theory to facilitate learning.		
	2.5. Facilitate group learning.		
3. Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children's learning.	3.1. Demonstrate how to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for an individual child's learning.		
	3.2. Demonstrate the ability to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for a child in need of additional support.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to effectively implement policies and procedures in the context of a Montessori early years setting.	4.1. Promote the health and well being of children.		
	4.2. Implement legal responsibilities including health and safety, security and risk management.		
	4.3. Carry out a risk assessment.		
	4.4. Maintain accurate records in the context of a Montessori early years setting.		
5. Be able to be a positive role-model in a Montessori early years setting.	5.1. Demonstrate positive role-modelling of self-awareness in a Montessori early years environment.		
	5.2. Demonstrate positive role-modelling of social awareness in a Montessori early years environment.		
	5.3. Demonstrate positive role-modelling of social responsibility in a Montessori early years environment.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 12

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

Assessor name:

Signature:

Date:

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

MCI-L4-12 Developing Own Montessori Practice in Professional Placement: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

Professional Placement

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

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

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

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

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

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

Relationships and Communication

Communication is key to the role of the Montessori educator and includes the ability to demonstrate respect and sensitivity, good written and verbal skills; the ability to work collaboratively with colleagues and others relevant to the care of the child; dynamic attention of all children and staff in the Montessori learning environment; and the appropriate communication skills for the facilitation of learning.

In addition to this the Montessori philosophy encourages the awareness that the child's learning does not cease the moment they are away from the 'learning environment' and that every environment provides opportunities for children's learning. This unit in particular provides opportunities for developing communication skills through working in partnership with key personnel, colleagues, parents and/or carers or other professionals to support these learning opportunities for the child.

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

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

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

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

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

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

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

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

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

Resources	
<p>Pro formas for tutor and mentor observation. Organisation documentation provided by the centre in order to ensure all Professional Placements are undertaken safely and with the welfare of the children in the Montessori Learning Environment in mind at all times. Access to a Montessori Early Years Education setting (MEAB accredited or centre approved).</p>	
Additional assessment information for the unit:	
<p>Amplified assessment requirements</p>	<p>To achieve the unit learners must produce evidence of knowledge, understanding and ability of the following:</p> <p>Learning Outcome 1</p> <p>Be able to work effectively with others in the context of a Montessori early years setting</p> <p><u>Assessment Criteria</u></p> <p>1.1. Others include children, the key person, colleagues, parents or carers, and other professionals.</p> <p>1.2. This includes effective communication with children, key persons, colleagues, parents or carers, and other professionals. Effective communication skills include an awareness of confidentiality issues, the ability to share the results of assessment, and the ability to work cooperatively and collaboratively to provide planned and continuous support of children’s learning and development. Appropriate communication also includes good command of English in both spoken and written form, so that communication is professional at all times.</p> <p>Learning Outcome 2</p> <p>Be able to facilitate learning and development using appropriate Montessori early years educator skills</p> <p><u>Assessment Criteria</u></p> <p>2.1. The ‘dynamics of a Montessori early years setting’ include balancing student-led and teacher-led activities, individual learning and group learning, supporting children to manage their own behaviour as well as responsiveness</p>

	<p>to children with additional needs.</p> <p>2.2., 2.3. Current early years education curriculum requirements include:</p> <ul style="list-style-type: none">• Communication and language (for example, extending vocabulary, language structure, and dialogue)• Physical development• Personal, social and emotional development• Literacy• Mathematics• Understanding the world• Expressive arts and design <p>2.5. Group learning includes supporting children to manage their own behaviour.</p> <p>Learning Outcome 3</p> <p>Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children’s learning</p> <p><u>Assessment Criteria</u></p> <p>3.1., 3.2. Planning includes plans for individual children that reflect their individual development. Assessing includes assessment based on a range of assessment techniques: formative, summative and accurate observation are included in this range.</p> <p>Learning Outcome 4</p> <p>Be able to effectively implement policies and procedures in the context of a Montessori early years setting.</p> <p><u>Assessment Criteria</u></p> <p>4.1. Well-being includes both physical and emotional care. Promotion of well-being includes awareness of health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. It also includes the physical care of children, carrying out physical care routines, awareness, prevention and control of infection.</p> <p>4.2. This includes evidence from the placement mentor regarding participation in risk</p>
--	---

	<p>assessments/ entries in incident and accident books etc.</p> <p>4.4. This requires an awareness of confidentiality, accuracy and coherency of recordkeeping. At a minimum records and reports include:</p> <ul style="list-style-type: none"> • Medication requirements • Special dietary needs • Planning • Observation and assessment • Health, safety and security • Accidents <p>Learning Outcome 5</p> <p>Be able to be a positive role-model in a Montessori early years setting</p> <p><u>Assessment Criteria</u></p> <p>5.2. Social awareness includes equality of opportunity and anti-discriminatory practice.</p> <p>5.3. Social responsibility includes equality of opportunity and anti-discriminatory practice.</p>
Unit assessment guidance	<p>The professional placement provides an opportunity for the learner to gain experience in a real work environment and evidence their skill in practice. As a developing practitioner, the learner will be required to integrate knowledge, understanding and skill in developing their child-centred holistic approach to teaching.</p> <p>Placement tutors and placement mentors will provide constructive and developmental feedback, referencing the assessment criteria. Learners will be encouraged to develop a reflective and analytical attitude towards their work.</p> <p>Recommended assessment methods include: professional discussion, work products, tutor observation, witness statement and reflective journal entry.</p> <p>This unit may also provide evidence to support assessment criteria in other units. Opportunities for relevant evidence from the real work environment should be given priority whenever possible and practical for the learner and assessor.</p>

	<p>AC 1.2 may be met with scenarios or role play as not every learner may have the opportunity to fulfil the complete assessment criteria on professional placement. Evidence from tutor observations, group presentations and peer assessment will be used to verify the assessment criteria in this instance.</p> <p>All other assessment criteria should be met whilst the learner is on their professional placement.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by placement tutor assessors on a pass or refer basis. Witness statements may be contributed as supporting evidence by the placement mentor, however the placement tutor assessor is responsible for overall assessment decisions.</p>
--	--

MCI-L4-13 Developing Own Montessori Principles in Professional Placement

Unit reference D/506/4596 **Unit level** 4
GL 10

Unit aim This unit focuses on the engagement needed to work in a Montessori early years educational setting. It brings together knowledge and understanding of the Montessori philosophy by focussing on the reflective practice, the continuing personal and professional development of the Montessori educator, and the learner's engagement with the Montessori vision, methods and purpose.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to engage with the Montessori vision and purpose.	1.1. Reflect on aspects of Montessori vision and purpose which inspire own practice.		
	1.2. Assess aspects of own understanding of the Montessori vision and values which could benefit from further development.		
	1.3. Evaluate an aspect of own educational practice which could be developed to further meet Montessori vision and purpose.		
2. Be able to engage in reflective practice.	2.1. Reflect on own areas for professional and personal development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify future goals in continuing Montessori professional development.		
	2.3. Analyse how continuing professional development supports own early years practice.		
	2.4. Use continuing professional development to improve own skills, practice, and subject knowledge.		
3. Be able to use reflective practice.	3.1. Use reflective practice to support own learning.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 13

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

Assessor name:

Signature:

Date:

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

MCI-L4-13 Developing Own Montessori Principles in Professional Placement: Delivery and Assessment Requirements

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

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

Additional delivery information for the unit:

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

Engagement with the Montessori Vision

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

Learning Outcome 2: Be able to engage in reflective practice

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

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

Learning Outcome 3: Be able to use reflective practice

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

Resources

Access to a Montessori Early Years Education setting (MEAB accredited or centre approved).

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit learners must produce evidence of knowledge, understanding and ability of the following:</p> <p>Learning Outcome 2</p> <p>Be able to engage in reflective practice</p> <p><u>Assessment Criteria</u></p> <p>2.4. Engaging in continuing professional development includes reflecting on own areas for professional development and identifying future goals in continuing own Montessori professional development.</p> <p>Learning Outcome 3</p> <p>Be able to use reflective practice</p> <p><u>Assessment Criteria</u></p> <p>3.1. This includes the initial phases of a reflective journal.</p>
Unit assessment guidance	<p>As a part of their initial Study Skills unit of the same qualification, learners will be introduced to the skills required for reflective practice. Reflection on their own learning, as well as the children in their care, is at the heart of all Montessori practice. Therefore it is important to make effective use of this when considering evidence that can be included in a portfolio.</p> <p>The evidence for assessment of this unit will be produced during the professional placement, though as the previous unit demands an approach which integrates the theory, best practice and curriculum units, this unit also encourages learners to engage with reflective practice in a way that holistically connects these three thematic categories of units. This engagement is focussed and formalised through an individual, personal reflective journal, which will record stages on the journey undertaken by the learner, in much the same way as they are recording the stages in development of the children with whom they work.</p> <p>For this particular unit, the professional placement should give opportunities to both reflect on actual</p>

	<p>practice and also to integrate the learner's relationship to the broader Montessori vision, aims and purpose. Reflective practice relies on the autonomous learner to organise their evidence as appropriate to meet the assessment criteria. Personal learning and development will be different for each learner and there is no standardised programme for this to take place. Every effort should be made to support each learner to achieve their goals once these have been recognised and appropriate action decided upon.</p> <p>Recommended assessment methods include: professional discussion and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by placement tutor assessors (placement tutors) on a pass or refer basis.</p>
--	---

Section 4: Assessment and quality assurance information

Assessment Guidance

A recommended specific range of assessment methods has been identified solely for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Assessment Approach

Although we do not set assessment tasks for this qualification, different kinds of units and assessment criteria within those units lend themselves to different assessment methods which contribute evidence to the learner's portfolio.

Ref	Assessment method	Assessing competence / skills	Assessing knowledge / understanding
A	Written assignment	No	Yes
B	Question and answer	No	Yes
C	Professional discussion	Yes	Yes
D	Presentation	No	Yes
E	Case study or scenario-based study	No	Yes
F	Work products/artefacts <ul style="list-style-type: none"> • Including lesson plans, classroom resources, planned activities, and risk assessments 	Yes	Yes
G	Tutor observation	Yes	Yes
H	Witness statement (from peer evaluation)	Yes	Yes
I	Expert witness statement	Yes	Yes
J	Reflective journal entries	Yes	Yes

Assessment Strategies and Principles Relevant to this Qualification

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

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

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

Montessori Assessment Strategy

The **Montessori Assessment Strategy** provides a rationale for the relationship between the learning and teaching processes used in the units, the learning outcomes and the methods of assessment used.

Learners submit a portfolio of evidence for this qualification. This portfolio is internally assessed against each unit's assessment criterion on a pass or refer basis by tutor assessors. The Centre and these assessors are responsible for ensuring the following:

- That all assessments are fit for purpose, valid, and reliable as well as innovative and varied. This includes ensuring that assessment methods suit the assessment criteria and that whenever possible the context of the assessment prepares learners for employment
- That assessment is a balanced part of learning and teaching and that it supports the learner's professional development towards working as a Montessori early years educator
- That assessment tasks take advantage of opportunities for holistic assessment (an example of how this could be done is in the Sample Assessment section of the Tutor & Centre Guidance document on our secure website) as this suits the principles of the qualification and the role for which this qualification prepares learners

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

As this is a qualification in Montessori Pedagogy, which is internally assessed on a pass or refer basis, there are specific requirements for the assessors on the qualification. See Centre Requirements for details of the specific requirements.

For details of reasonable adjustments and other guidance, see our dedicated qualifications website www.qualhub.co.uk.

Centre Requirements

As this is a qualification in Montessori Pedagogy, there are specific requirements for the Centre wanting to deliver this qualification.

As part of the Centre and Qualification Approval process, the Centre must demonstrate that they have adequate resources and means of access for learners in terms of the following:

Resources:

All of the materials listed in the **resources** sections of the guidance.

Learners must be provided with access to: Library facilities with the full range of Montessori-Pierson primary texts by Maria Montessori; all significant secondary sources; and any other recommended resources, such as videos or recommended reading.

Staff:

Centres must also demonstrate that they have staff in place that meet the following professional criteria (in circumstances in which the qualifications are equivalents rather than Montessori Centre International qualifications, please discuss these during the centre approval process).

Academic Tutor Assessors must have a qualification in Montessori pedagogy (Montessori Centre International Diploma in Montessori Pedagogy or equivalent) and a BA (Hons) Degree with a minimum of two years post-qualifying teaching experience in a Montessori setting (MEAB accredited setting preferable). They must also have undergone appropriate training for delivering and assessing this qualification (Montessori Centre International's Montessori Trainer's Certificate or equivalent).

Placement Tutor Assessors must have a qualification in Montessori pedagogy (Montessori Centre International Diploma in Montessori Pedagogy or equivalent) with minimum three years post-qualifying teaching experience in a Montessori setting (MEAB accredited setting preferable) and appropriate assessor training. In addition Placement Tutor Assessors must have experience of working at a supervisory level in a Montessori setting.

Real Work Environment for the Professional Placement:

Centres must also have access to Professional Placement Settings for their learners that meet the following requirements:

Placement Settings must have a minimum of two Montessori trained practitioners, each with a minimum of two years experience in a Montessori setting. A minimum 70% of the materials (as listed in units 6 to 11) must be available. The setting should be Ofsted inspected and should have a report of Good or Outstanding. The setting should be MEAB accredited or otherwise centre approved.

Placement Mentors must have a qualification in Montessori pedagogy (Montessori Centre International Diploma in Montessori Pedagogy or equivalent) with a minimum three years post-qualifying experience in a Montessori setting (MEAB accredited setting preferable). They must also have a proven track record of undertaking continuing professional development.

For other centre requirements, please contact our Customer Support team.

Quality Assurance

Rigorous quality assurance gives confidence in the quality and consistency of the assessment process, and the monitoring of the process by the Internal Quality Assurer (IQA) and External Quality Assurer (EQA). It also ensures that the learner receives appropriate recognition for their achievements in line with agreed national standards. This is essential in ensuring consistency in the application of assessment across all learners and centres.

NCFE's Quality Assurance Process is in place to ensure valid, reliable and fair assessment.

Section 5: Documents

Useful Documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory Documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.