

Qualification Specification

NCFE CACHE Level 3 Diploma in Montessori
Pedagogy – Birth to Seven (Early Years Educator)

QRN: 601/4573/0

cache

Crossfields Institute 
Qualifications | Education | Development



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CENTRE
INTERNATIONAL**

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– Birth to Seven (Early Years Educator)

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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-L3-1 – LO4 MCI-L3-7 – AC3.3 MCI-L3-13 – 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 3 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)*
- **amplification** – *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 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
Qualification number	601/4573/0
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, acting as a key person in a Montessori classroom.
Purpose Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required.
Guided Learning	250 hours
Total Qualification Time	900 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 to the Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator). The level 4 Diploma may also form part of a progression agreement with London Metropolitan University to provide progression towards their Level 5 Foundation Degree in Montessori Early Childhood Practice.

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 900 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	<p>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</p> <p>Note: Changes to GCSE Requirements</p> <p>From 3 April 2017, the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, will be broadened to Level 2 qualifications, including Functional Skills. This will also apply to an apprenticeship route.</p> <p>This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff:child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.</p> <p>Please refer to the Early Years Workforce Strategy (March 2017) for further details.</p>
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 601/4573/0

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 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 of Teaching and Leadership; the Early Years Foundation Stage 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 3 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)

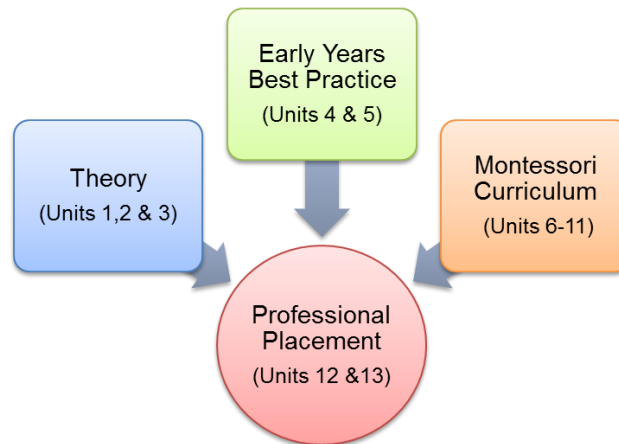
Learners are introduced to and are given the opportunity to practice observation skills and techniques that are vital to the role of the Montessori educator. Parallel to this, learners are given insights into the broader understanding of child development theory and how these theories can be used to 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 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 250 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 equivalent or have a NARIC statement of comparability)
- Applicants for whom English is not the first language must have IELTS (academic) at level 6.5 or above
- Applicants should be a UK or EU/EEA citizen (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. Show a commitment to fostering children's on-going achievements and working collaboratively and cooperatively with colleagues.
3. Demonstrate an awareness of the professional duties of early years educators and the Montessori and early years curriculum frameworks within which they work.
4. Develop the ability to communicate effectively with children, colleagues, parents and carers.
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 ability to plan, carry out and evaluate activities appropriate for the age and stage of development of young children.
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 may wish to progress to the level 4 qualification of the same name.

The level 4 Diploma may also form part of a progression agreement with London Metropolitan University to provide progression towards their Level 5 Foundation Degree in Montessori Early Childhood Practice.



Unit achievement log

Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)

Theory Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
F/506/4543	MCI-L3-1	Study Skills	Knowledge/ Skill	3	15	23	
 J/506/4544	MCI-L3-2	The Montessori Philosophy	Knowledge	3	20	28	
L/506/4545	MCI-L3-3	Principles of Child Development and Observation in an Early Years Montessori Learning Environment	Knowledge/ Skill	3	30	33	

Early Years Best Practice Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
 R/506/4546	MCI-L3- L4-4	Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment	Knowledge	3	20	41	
 Y/506/4547	MCI-L3- L4-5	Promoting Children's Health and Well-being in an Early Years Montessori Learning Environment	Knowledge	3	15	49	

Montessori Curriculum Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
D/506/4548	MCI-L3-6	Activities of Everyday Living in an Early Years Montessori Learning Environment	Knowledge/Skill	3	20	55	
H/506/4549	MCI-L3-7	Education of the Senses in an Early Years Montessori Learning Environment	Knowledge/Skill	3	20	61	
Y/506/4550	MCI-L3-8	Numeracy and Arithmetic in an Early Years Montessori Learning Environment	Knowledge/Skill	3	20	67	
D/506/4551	MCI-L3-9	Literacy in an Early Years Montessori Learning Environment	Knowledge/Skill	3	20	73	
H/506/4552	MCI-L3-10	Knowledge and Understanding of the World in an Early Years Montessori Learning Environment	Knowledge/Skill	3	20	79	
K/506/4553	MCI-L3-11	Creativity in an Early Years Montessori Learning Environment	Knowledge/Skill	3	15	85	

Professional Placement Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Page	Notes
M/506/4554	MCI-L3-12	Developing own Montessori Practice in Professional Placement	Skill	3	25	91	
T/506/4555	MCI-L3-13	Developing own Montessori Principles in Professional Placement	Knowledge/ Skill	3	10	103	

Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.

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

Summarise	Give the main ideas or facts in a concise way.
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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.

* Additional delivery and assessment information 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-L3-1 Study Skills

Unit reference	F/506/4543	Unit level	3
		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 learner's 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. Describe factors which may impact upon own learning processes.		
	1.2. Describe how to organise own positive learning processes.		
2. Understand how to source information for study.	2.1. Discuss a range of sources of information for study.		
	2.2. Demonstrate how to organise sourced information for study.		

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 use sourced information in the context of training.	3.1. Demonstrate how to use sourced information to support own training.		
	3.2. Demonstrate how to reference sourced information.		
	3.3. Demonstrate the ability to present sourced information.		
4. Be able to use peer feedback in professional practice.	4.1. Participate in the peer feedback process.		
	4.2. Reflect on how the peer feedback process contributes to professional practice.		

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-L3-1 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 when 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.

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	<p>Learning Outcome 1</p> <p>Understand how to organise own learning process.</p> <p><u>Assessment criteria</u></p> <p>1.1. This includes attitude and approach to learning and learning styles, time management and planning.</p> <p>1.2. This includes a learning plan for the module.</p> <p>Learning Outcome 2</p> <p>Understand how to source information for study.</p> <p><u>Assessment Criteria</u></p> <p>2.1. This includes a minimum of one each of the following: written books, internet and journal resources.</p> <p>2.2. This includes different approaches to reading and researching, and note-taking.</p> <p>Learning Outcome 3</p> <p>Be able to use sourced information in the context of training.</p> <p><u>Assessment Criteria</u></p> <p>3.1. This includes analysing and evaluating, structuring, editing and proofing.</p> <p>3.2. This includes awareness of plagiarism, as well as how to reference different materials.</p> <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>
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-L3-2 The Montessori Philosophy



Unit reference J/506/4544 **Unit level** 3
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. Explain 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. Explain 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 essential 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. Explain principles of teacher non-interference and observation in the Montessori classroom.		
	3.3. Explain the Montessori approach to fostering a positive learning environment.		
4. Understand how the Montessori educational philosophy informs the pedagogy.	4.1. 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 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-L3-2 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>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.</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 on evidence that summarises key principles relating to Montessori philosophy and pedagogy across four areas: the child, the educator, the favourable environment and freedom. This forms part of the learner's preparation for working with children.</p> <p>Recommended assessment methods include: written assignment, question and answer, 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-L3-3 Principles of Child Development and Observation in an Early Years Montessori Learning Environment

Unit reference L/506/4545 **Unit level** 3
GL 30

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 Stage. The role of play as an active domain of integrated development will also be examined. The unit explores the core Montessori philosophy of ‘following the child’ through observation, developing the practitioner’s ability to tune in sensitively to the unique potential of every child.

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. Outline key developmental stages of child development.		
	1.2. Outline key theories of child development to include: <ul style="list-style-type: none"> developmental cognitive stages. neurological and brain development. 		
	1.3. Explain 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. Discuss a range of theories on play.		
	2.2. Describe how play can support children's holistic development.		
	2.3. Explain the significance of the role of the Montessori educator and the favourable environment in supporting play.		
3. Be able to apply child development theory in child observation.	3.1. Select an appropriate method and aim for child observation.		
	3.2. Use child development theory to inform child observation.		
	3.3. Use child development theory to interpret results of child observation.		

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-L3-3 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 is the holistic nature of child development and an exploration of perspectives on brain development, attachment and perspectives on the nature/nurture debate.

The Importance of Physical Skills and Movement

Learners will be introduced to key aspects of physical development; these will include: reflexes, patterns of maturation and growth, gross and fine motor skill development 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	<p>Learning Outcome 1</p> <p>Understand theories of child development.</p> <p><u>Assessment criteria</u></p> <p>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.</p> <p>1.2. This includes developmental stages from birth to seven.</p>
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	<p>1.3. Individual child’s development includes their stage of development and individual circumstances.</p> <p>1.4. This includes an understanding of the individual child’s stage of development and individual circumstances.</p> <p>Learning Outcome 2</p> <p>Understand theories of child development in the context of play in the Montessori setting.</p> <p><u>Assessment Criteria</u></p> <p>2.1. Minimum of two theories of play.</p> <p>2.2. This includes consideration of: speech, language and communication, personal, social and emotional development and physical development.</p> <p>Learning Outcome 3</p> <p>Be able to apply child development theory in child observation.</p> <p><u>Assessment Criteria</u></p> <p>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.</p> <p>3.3. This includes use of observational assessment in evaluation.</p>
<p>Unit assessment guidance</p>	<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>
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MCI-L3-4 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment

Unit reference R/506/4546 **Unit level** 3



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. Discuss 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. Give reasons for promoting diversity, equality and inclusion in the context of Montessori early years education.		
	2.2. Describe 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. Give examples of ways in which to support children with additional needs in the Montessori early years setting.		
	3.4. Discuss how to work in partnership with others to support children with additional needs in the Montessori early years setting.		
4. Understand how to support children through transitions in the Montessori early years setting.	4.1. Describe the role of the key person in the Montessori early years setting during transitions in relation to attachment.		
	4.2. Describe the potential effects of transitions and significant events in children's lives.		
	4.3. Reflect on ways in which the Montessori approach supports children through transitions and significant events.		

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. Discuss the role of the educator in the context of partnerships with others in the Montessori early years setting.		
	5.2. Identify opportunities for working in partnership with others to promote the learning and development of the child in the Montessori early years setting.		
	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 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-L3-4 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 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

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>
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MCI-L3-5 Promoting Children's Health and Well-being in an Early Years Montessori Learning Environment

Unit reference Y/506/4547

Unit level 3



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. Describe factors that affect children's health and well-being.		
	1.3. Consider 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. Discuss 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. Explain the 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. Know responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.	3.1. Identify legal requirements that support the welfare and safety of children in the context of the Montessori early years setting.		
	3.2. Describe the responsibilities of the Montessori early years practitioner in supporting the welfare and safety of children in the context of the Montessori early years setting.		
	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. Describe how to manage risk 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 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-L3-5 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 and emergencies.

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

Policies and procedures in the early years setting reflect the responsibilities of the early years 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 familiarity with health and safety, risk assessment and risk management, security, record keeping and reporting, confidentiality and risk of abuse.

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

Resources	
No specific resources.	
Additional assessment information for the unit:	
Amplified assessment requirements	<p data-bbox="671 472 954 506">Learning Outcome 1</p> <p data-bbox="671 539 1337 607">Understand principles of supporting health and well-being in early childhood.</p> <p data-bbox="671 640 927 674"><u>Assessment criteria</u></p> <p data-bbox="671 707 1326 775">1.1. ‘Early childhood’ includes babies and children to the age of seven.</p> <p data-bbox="671 808 1326 875">1.2. This includes activities, nutrition, environment, healthy lifestyles and routines.</p> <p data-bbox="671 909 954 943">Learning Outcome 2</p> <p data-bbox="671 976 1318 1043">Understand practicalities of supporting health and well-being in early childhood.</p> <p data-bbox="671 1077 935 1111"><u>Assessment Criteria</u></p> <p data-bbox="671 1144 1358 1245">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 data-bbox="671 1279 1358 1312">2.2. This includes children from babies to age seven.</p> <p data-bbox="671 1346 1302 1379">2.3. Prevention and control of infection including:</p> <ul data-bbox="727 1413 1334 1738" 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 data-bbox="671 1783 954 1816">Learning Outcome 3</p> <p data-bbox="671 1850 1350 1984">Know responsibilities regarding policies and procedures that support the welfare and safety of children in the context of the Montessori early years setting.</p>

	<p><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>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-L3-6 Activities of Everyday Living in an Early Years Montessori Learning Environment

Unit reference D/506/4548 **Unit level** 3
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. Examine how the objectives of the activities of everyday living work with the principals of the Montessori approach.		
	1.3. Reflect on role modelling in the activities of everyday living.		
2. Understand the Montessori approach to education in the activities of everyday living.	2.1. Give examples of how activities of everyday living establish a foundation for other areas of learning.		

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 activities of everyday living contribute to the development of the whole child.		
	2.3. Reflect on how the activities of everyday living contribute to a favourable learning environment.		
3. Be able to apply the Montessori approach in activities of everyday living.	3.1. Demonstrate how to introduce activities of everyday living.		
	3.2. Demonstrate how to design activities of everyday living.		
	3.3. Demonstrate how to design activities of everyday living for a child who is in need of additional support.		
4. Be able to maintain a healthy and safe learning environment in the activities of everyday living.	4.1. Demonstrate approaches to managing risk in the activities of everyday living.		
	4.2. Demonstrate approaches to encouraging 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-L3-6 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 and wood

Video presentations of a range of activities of everyday living.

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

Additional assessment information for the unit:	
<p>Amplified assessment requirements</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>1.3. 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 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>
<p>Unit assessment guidance</p>	<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>

MCI-L3-7 Education of the Senses in an Early Years Montessori Learning Environment

Unit reference H/506/4549 **Unit level** 3
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. Discuss the influences on Montessori's understanding of sensorial education.		
	1.2. Examine the full range of senses as described in the Montessori approach.		
	1.3. Reflect on the connection between sensorial education and the sensitive periods in the Montessori understanding of the child.		

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 range of activities that support education of the senses.		
	2.2. Describe how sensorial education supports other areas of learning.		
	2.3. Discuss how sensorial education contributes to the development of the whole child.		
3. Be able to apply the Montessori approach to sensorial education.	3.1. Demonstrate how to introduce activities in sensorial education.		
	3.2. Demonstrate how to design activities in sensorial education.		
	3.3. Demonstrate how to plan sensorial education for babies and young children under the age of three.		

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-L3-7 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>Learning Outcome 2</p> <p>Understand the Montessori approach to sensorial education.</p> <p><u>Assessment criteria</u></p> <p>2.2. Other areas of learning include: cognitive, physical, neurological and brain development as well as speech, language and communication.</p> <p>2.3. Development of the whole child includes development from birth to age 7.</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>

MCI-L3-8 Numeracy and Arithmetic in an Early Years Montessori Learning Environment

Unit reference Y/506/4550 **Unit level** 3
GL 20

Unit aim This unit provides the learner with insights into the Montessori approach to developing the child's capacities in mathematics. This will support the child's sensitive period for order and build on the foundations already laid in sensorial education. This unit introduces a range of practical activities in this area and explores how these activities can be introduced in the classroom.

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 philosophy that underpin the development of children's understanding of numeracy and arithmetic.	1.1. Describe the principle of the 'mathematical mind' in the context of Montessori education.		
	1.2. Discuss the process by which the Montessori approach works to develop understanding in numeracy and arithmetic.		
	1.3. Discuss the process by which the Montessori approach works to develop understanding in numeracy and arithmetic.		

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. Examine a range of strategies that support children's developing understanding of numeracy and arithmetic.		
2. Understand the Montessori approach to developing the child's understanding of numeracy and arithmetic.	2.1. Describe aspects of the sequential process by which the child develops their understanding of numeracy and arithmetic.		
	2.2. Discuss how the numeracy and arithmetic activities contribute to children's learning.		
3. Be able to apply Montessori approaches in developing the child's understanding of numeracy and arithmetic.	3.1. Demonstrate how to introduce activities which develop the child's understanding of numeracy and arithmetic.		
	3.2. Demonstrate how to design activities that develop the child's understanding of numeracy and arithmetic.		
	3.3. Demonstrate how to plan activities which develop understanding of numeracy and arithmetic in a child who is in need of additional support.		

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-L3-8 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

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, 1000 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
- 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	<p>Learning Outcome 1</p> <p>Understand the principles of the Montessori philosophy that underpin the development of children’s understanding of numeracy and arithmetic.</p> <p><u>Assessment criteria</u></p> <p>1.4. Range includes a minimum of three.</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>
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MCI-L3-9 Literacy in an Early Years Montessori Learning Environment

Unit reference D/506/4551 **Unit level** 3
GL 20

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. Give examples of non-literacy specific activities which support children's developing literacy skills.		
	1.3. Reflect on the role of the educator in developing children's literacy skills.		
2. Understand the Montessori approach to developing children's literacy.	2.1. Describe activities which prepare the child for literacy.		

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 aspects of the sequential process by which the child develops their skills in literacy and grammar.		
	2.3. Discuss different approaches to introducing literacy to young children.		
3. Be able to apply Montessori approaches to developing children's literacy.	3.1. Demonstrate how to introduce activities that develop children's literacy.		
	3.2. Demonstrate how to design activities that develop children's literacy.		
	3.3. Demonstrate how to plan activities to support growing literacy skills in children including for a child who is in need of additional support.		

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-L3-9 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.

Literacy

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

Writing

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

Grammar

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

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

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

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)
- 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	There are no amplification assessment requirements for this unit.
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</p>

	<p>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>
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MCI-L3-10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment

Unit reference H/506/4552 **Unit level** 3
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. Describe the principle of Cosmic Education in the context of Montessori education.		
	1.2. Give examples of activities in which the ethos of Cosmic Education is embedded in the daily life of a Montessori educational setting.		
2. Understand the Montessori approach to developing the child's knowledge and understanding of the world.	2.1. Describe the Montessori approach to developing the child's understanding of the world.		

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. Give examples of activities that encourage the development of the child's knowledge and understanding of the world.		
	2.3. Discuss how knowledge and understanding of the world contribute to the development of the whole child.		
3. Be able to apply the Montessori approach in developing children's knowledge and understanding of the world.	3.1. Demonstrate how to introduce activities which develop children's knowledge and understanding of the world.		
	3.2. Demonstrate how to design activities to develop children's knowledge and understanding of the world.		
	3.3. Demonstrate how to plan activities to develop knowledge and understanding of the world for a child who is in need of additional support.		

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-L3-10 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

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:

Amplified assessment requirements

Learning Outcome 2

Understand the Montessori approach to developing the child’s knowledge and understanding of the world.

Assessment criteria

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

Learning Outcome 3

Be able to apply the Montessori approach in developing children’s knowledge and understanding of the world.

Assessment Criteria

3.2. This includes activities that support the development of sustained shared thinking and extending children’s vocabulary.

Unit assessment guidance

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

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

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

MCI-L3-11 Creativity in an Early Years Montessori Learning Environment

Unit reference K/506/4553 **Unit level** 3
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. Stimulating curiosity, and providing the freedom for self-expression and discovery support the development of creativity in the Montessori environment. Creativity plays a vital role in the holistic development of the child, allowing children to make sense of their world by developing their own understanding based on direct experiences in the environment.

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 how creativity supports the holistic development of the child in the Montessori early years environment.	1.1. Give examples of ways in which creativity is supported in the Montessori approach.		
	1.2. Discuss how creativity supports other aspects of a child’s development.		
2. Understand how the Montessori curriculum supports creativity and creative thinking.	2.1. Discuss the role of creativity and creative thinking across the curriculum.		
	2.2. Explain the specific areas and aspects of the creative curriculum.		

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. Demonstrate how to organise the learning environment to facilitate creative activities across the curriculum.		
	3.2. Discuss the role of the educator in working creatively with children.		
	3.3. Demonstrate how to plan activities that develop 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-L3-11 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: Know how creativity supports the holistic development of the child in the Montessori environment

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

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

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

Visual Arts: Art, Craft and Design

Learners should be introduced to how the process in which creativity (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	<p>Learning Outcome 3</p> <p>Be able to apply the Montessori approach to facilitating the development of the creative potential of the child.</p> <p><u>Assessment criteria</u></p> <p>3.3. This includes planning which takes into account children with additional needs.</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 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>

MCI-L3-12 Developing Own Montessori Practice in Professional Placement

Unit reference M/506/4554 **Unit level** 3
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. Demonstrate responsiveness to 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. Demonstrate ability to plan activities to support children's learning and development in the areas of the current early years education curriculum requirements.		
	2.3. Demonstrate ability to lead activities to support children's learning and development in the areas of the current early years education curriculum requirements.		
	2.4. Demonstrate the ability to use child developmental theory to facilitate learning.		
	2.5. Demonstrate the ability to facilitate group learning.		
3. Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children's learning.	3.1. Demonstrate the ability to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for an individual child's learning.		
	3.2. Demonstrate the ability to carry out the teaching cycle of observe, plan, implement, reflect on and assess learning for a child in need of additional support.		

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. Demonstrate the ability to promote the child's well-being including awareness of health and safety.		
	4.2. Demonstrate implementation of legal responsibilities including health and safety, security and risk management.		
	4.3. Demonstrate ability to carry out a risk assessment.		
	4.4. Demonstrate accurate recordkeeping in the context of a Montessori early years setting.		
5. Be able to be a positive role-model in a Montessori early years setting.	5.1. Demonstrate positive role-modelling of self-awareness in a Montessori early years environment.		
	5.2. Demonstrate positive role-modelling of social awareness in a Montessori early years environment.		
	5.3. Demonstrate positive role-modelling of social responsibility in a Montessori early years environment.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 12

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

Assessor name:

Signature:

Date:

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

MCI-L3-12 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:

- 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>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 to children with additional needs.</p> <p>2.2., 2.3. Current early years education curriculum requirements include:</p>

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

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

Learning Outcome 3

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

Assessment Criteria

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

Learning Outcome 4

Be able to effectively implement policies and procedures in the context of a Montessori early year setting.

Assessment Criteria

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

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

	<p>4.4. This requires an awareness of confidentiality, accuracy and coherency of recordkeeping. At a minimum this includes:</p> <ul style="list-style-type: none"> • Records and reports • 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., 5.3. Social awareness 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</p>

	<p>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>
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MCI-L3-13 Developing Own Montessori Principles in Professional Placement

Unit reference T/506/4555 **Unit level** 3
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. Discuss how an aspect of Montessori educational practice could be developed to further meet Montessori vision and purpose.		
	1.3. Consider an aspect of own educational practice which could be developed to further meet Montessori vision and purpose.		
2. Be able to engage in reflective practice.	2.1. Use reflective practice to identify goals for personal and professional 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. Explain how continuing professional development supports own early years practice.		
	2.3. Use continuing professional development to improve own skills, practice, and subject knowledge.		
3. Be able to use reflective practice.	3.1. Use reflective practice to support own learning.		

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-L3-13 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), but in the professional placement there is, for some learners, the first opportunity to reflect on their direct practical engagement with Montessori practice. Self-reflective practice plays a vital role in identifying areas in which practice can be improved and developed both personally and professionally. Wherever these opportunities occur the learner should identify their need, create their individual goal, use this to negotiate appropriate personal or professional development and record the outcomes in order to continue to improve their own practice or subject knowledge. For each learner the goals for personal and professional development will be individual.

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

Learning Outcome 3: Be able to use reflective practice

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

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

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

Resources	
Access to a Montessori Early Years Education setting (MEAB accredited or centre approved).	
Additional assessment information for the unit:	
Amplified assessment requirements	<p>Learning Outcome 2</p> <p>Be able to engage in reflective practice</p> <p><u>Assessment Criteria</u></p> <p>2.3. Engaging in continuing professional development includes reflecting on own areas for professional development and identifying future goals in continuing own Montessori professional development.</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</p>

	<p>should give opportunities to both reflect on actual practice and also to integrate the learner's relationship to the broader Montessori vision, aims and purpose. Reflective practice relies on the autonomous learner to organise their evidence as appropriate to meet the assessment criteria. Personal learning and development will be different for each learner and there is no standardised programme for this to take place. Every effort should be made to support each learner to achieve their goals once these have been recognised and appropriate action decided upon.</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>
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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.

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

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 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** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

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

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.

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 that are listed in the resources sections of the guidance. **Library facilities** with the full range of Montessori-Pierson primary texts by Maria Montessori and all significant secondary sources. Any other recommended resources, such as videos or recommended reading must be available to learners.

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 CACHE Customer Support.

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.