Version 7.0 September 2021

NCFE CACHE Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator) (601/4573/0)

Qualification Specification

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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: • unit 01 – LO4 • unit 07 – AC3.3 • unit 13 – LO3 and AC2.2 and 2.3
v7.0	September 2021	Updated to new specification template. Qualification and delivery guidance updated.

Qualification summary

Qualification title	NCFE CACHE Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)		
Ofqual qualification number (QN)	601/4573/0	**Aim reference**	60145730
Guided learning hours (GLH)	250	**Total qualification time (TQT)**	900
Minimum age	18		
Age ranges covered by the qualification	Birth to seven		
Purpose Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required.		
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.		
Grading	Achieved/Not yet achieved		
Rules of combination	Learners must successfully complete all 13 mandatory units.		
Assessment method	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).		
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.		
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.		
Developed with	These unique qualifications were developed collaboratively with Crossfields Institute, including specialist input from Montessori Centre International as a lead development partner.		

Section 1: Introduction

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.

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.

Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

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

Entry guidance

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

Entry is at the discretion of the centre. However, learners should be aged over 18 to undertake this qualification.

Achieving this qualification

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

Please refer to the list of units in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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

Progression

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).

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to the materials that are listed in the resource sections of the unit guidance. 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.

Work/industry placement experience

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

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as per usual)

This qualification must be assessed in line with the early years educator qualifications assessment principles.

This is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

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

Internal assessment

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

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Please see the guidance document for creation of internal assessment tasks on our website.

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

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

Units

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

Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Theory theme

	Regulated unit number	Unit number	Unit title	Level	GLH
	F/506/4543	Unit 01	Study Skills	3	15
	J/506/4544	Unit 02	The Montessori Philosophy	3	20
	L/506/4545	Unit 03	Principles of Child Development and Observation in an Early Years Montessori Learning Environment	3	30

Early years best practice theme

	Regulated unit number	Unit number	Unit title	Level	GLH
	R/506/4546	Unit 04	Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment	3	20
	Y/506/4547	Unit 05	Promoting Children's Health and Well-being in an Early Years Montessori Learning Environment	3	15

Montessori curriculum theme

Regulated unit number.	Unit number	Unit title	Level	GL
D/506/4548	Unit 06	Activities of Everyday Living in an Early Years Montessori Learning Environment	3	20
H/506/4549	Unit 07	Education of the Senses in an Early Years Montessori Learning Environment	3	20
Y/506/4550	Unit 08	Numeracy and Arithmetic in an Early Years Montessori Learning Environment	3	20
D/506/4551	Unit 09	Literacy in an Early Years Montessori Learning Environment	3	20
H/506/4552	Unit 10	Knowledge and Understanding of the World in an Early Years Montessori Learning Environment	3	20
K/506/4553	Unit 11	Creativity in an Early Years Montessori Learning Environment	3	15

Professional placement theme

Regulated unit number.	Unit number	Unit title	Level	GL
M/506/4554	Unit 12	Developing own Montessori Practice in Professional Placement	3	25
T/506/4555	Unit 13	Developing own Montessori Principles in Professional Placement	3	10

Unit 01 Study Skills

Unit reference	F/506/4543	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
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 01
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.

Unit 01 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 or equivalent.

Additional assessment information for the unit

Learning outcome 1: Understand how to organise own learning process.

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

Learning outcome 2: Understand how to source information for study.

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

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

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

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

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

Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. It should focus on the principles of effective study and practical ways in which learners can improve their study skills. Learners should therefore be able to examine their own learning process, reflect on their own approach and challenges; and give details of sources and factors that have impacted their own learning process.

This should allow learners to further develop identified strengths and make improvements in their approach to study. This process is key to their professional development.

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

Recommended assessment methods include: reflective journal entry, professional discussion and written assignment.

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

Unit 02 The Montessori Philosophy

Unit reference	J/506/4544	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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 02
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.

Unit 02 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 or equivalent.

Additional assessment information for the unit:

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

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

Unit assessment guidance

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

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

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

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

Unit 03 Principles of Child Development and Observation in an Early Years Montessori Learning Environment

Unit reference	L/506/4545	**Unit level**	3
Mandatory/Optional	Mandatory		
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: • developmental cognitive stages • neurological and brain development.		
	1.3. Explain the impact of an individual child's development on their learning.		
	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.		

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 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 03
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.

Unit 03 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 or equivalent, for example:

- *The Documentary Series* [DVD], Newcastle upon Tyne: Siren Films.
- *The Observation Series* [DVD], Newcastle upon Tyne: Siren Films.

Additional assessment information for the unit.

Learning outcome 1: Understand theories of child development.

1.1. **Child** includes stages from birth to seven. **Development** includes attachment, theories of stages of speech, language and communication, stages of physical development and personal, social, emotional and cognitive development.
1.2. This includes developmental stages from birth to seven.
1.3. Individual child's development incudes their stage of development and individual circumstances.
1.4. This includes an understanding of the individual child's stage of development and individual circumstances.

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

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

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

3.2. Learner must be able to draw on their own understanding of child development theory to inform their own observations of a child. This includes: speech, language and communication; personal, social and emotional development; physical development.
3.3. This includes use of observational assessment in evaluation.

Unit assessment guidance

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

Integrating theories of child development in relation to the Early Years Foundation Stage curriculum provides a context for observation skills which prepare the learner for the professional placement. Therefore, the observation skills that are introduced in this unit may be assessed during the professional placement.

Learners will therefore be required to gain an understanding of the principles of child development and observation including any ethical issues relating to child observation, and they will be required to demonstrate their ability to carry out child observations and assessments, supporting these observations with other evidence and evaluating the outcomes.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study and reflective journal.

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

Unit 04 Contemporary Early Childhood Practice in an Early Years Montessori Learning Environment

Unit reference	R/506/4546	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
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 04
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.

Unit 04 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.

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

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

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

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

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

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

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

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

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

Evidence for assessment in this unit should be portfolio based. It should explore the relationship of the Montessori early years approach with current curriculum and statutory requirements of early years education, including roles and relationships, inclusion, transition and additional support. It aims to make learners aware of opportunities to work collaboratively with others in supporting learning.

Learners will be assessed on a balance of their knowledge, skills and understanding of best practice through a variety of assessment methods including; tutor observed group discussion, reflective journal and written assignment.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.

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

Unit 05 Promoting Children's Health and Well-being in an Early Years Montessori Learning Environment

Unit reference	Y/506/4547	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	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 05
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.

Unit 05 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:

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

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

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

2.1. This includes working with parents and carers to help them value and improve their role in supporting children's health and well-being.
2.2. This includes children from babies to age seven.
2.3. Prevention and control of infection including:
- hand washing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunization
- exclusion periods for infectious diseases

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

3.1. Legal requirements regarding the welfare of children must include: health and safety, security, safeguarding, record keeping and reporting, and confidentiality of information.
3.2. Responsibilities of the Montessori early years practitioner in supporting the welfare of children must include: health and safety, security, safeguarding, record keeping and reporting, confidentiality of information.
3.3, 3.4. Possible types of abuse include:
- domestic
- neglect
- physical
- emotional
- sexual abuse.

Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. It should consider the health and 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.

Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work product and reflective journal entry.

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

Unit 06 Activities of Everyday Living in an Early Years Montessori Learning Environment

Unit reference	D/506/4548	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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.		

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 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 06
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.

Unit 06 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 and jars, nuts & bolts, locks & keys
- materials for cutting activities: scissors and cutting strips
- materials for threading activities: threading beads, sequencing cards, threading cards
- materials for sewing activities: sewing cards, sewing yarn, a variety of fabrics including felt and binca, buttons & haberdashery
- materials to support classroom skills: glue stick, date stamp, hole punch, paper clips, ruler, elastic bands, sellotape, stapler, pencil sharpener
- materials to support cooking activities: pictorial recipes
- materials to support dressing activities: dressing frames – velcro, zip (fixed and open), buttons (large and small), buckles, poppers, bows, laces
- materials to support personal hygiene: plaiting activity, cleaning spectacles
- materials to support mealtimes: laying a table activity
- materials to support polishing activities: polishing mirror, silver, brass and wood
- video presentations of a range of activities of everyday living.
- video clips of children engaging with activities of everyday living in Montessori learning environments.

Additional assessment information for the unit:

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

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

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

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

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

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

Unit assessment guidance

Evidence for assessment in this unit should be portfolio based. Learners undertaking this unit should focus on developing their understanding of the relevant materials as well as the ability to introduce, present and design relevant activities in the Montessori classroom which support the holistic development of the child, and the management of risk in the context of these activities.

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

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

Unit 07 Education of the Senses in an Early Years Montessori Learning Environment

Unit reference	H/506/4549	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
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 07
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.

Unit 07 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 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, or equivalent, or equivalent. This should include at a minimum:

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

Additional assessment information for the unit:

Learning outcome 2: Understand the Montessori approach to sensorial education.

2.2. Other areas of learning include: cognitive, physical, neurological and brain development as well as speech, language and communication.
2.3. Development of the whole child includes development from birth to age 7.

Unit assessment guidance

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

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

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

Unit 08 Numeracy and Arithmetic in an Early Years Montessori Learning Environment

Unit reference	Y/506/4550	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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.		

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 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 08
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.

Unit 08 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, or equivalent, or equivalent. 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 thousand cubes, 48 hundred squares, 48 tens, 150 units, unit cups

- group operations with the golden beads: full gold bead material as described above and to include minimum 3 sets of small number cards 1 – 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 squares
- early addition and subtraction exercises: snake game – tray with box containing 2 sets of short bead stairs, box containing 9 ten bead bars, 2 sets of small number rods in box, addition strip board, subtraction strip board
- in addition to the above mathematical hierarchy table mats, operations floor mats, minimum 3 wooden trays, maths exercise cards
- video presentations of a range of numeracy and arithmetic activities
- video clips of children engaging with numeracy and arithmetic activities in Montessori learning environments

Additional assessment information for the unit:

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

1.4. Range includes a minimum of three.

Unit assessment guidance

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

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

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

Unit 09 Literacy in an Early Years Montessori Learning Environment

Unit reference	D/506/4551	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		

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.		
	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 09
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.

Unit 09 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, or equivalent. This should include at a minimum:

- large moveable alphabet
- sandpaper letters
- insets for design
- early literacy materials: pink and blue series to include pink box 1, pink box 2, pink box 3, pink box 4, pink picture card, pink box 5, pink reading lists, sight words, pink phrase strips, capital letters, pink sentence strips, pink reading books, blue box 1, blue box 2, blue box 3, blue box 4, blue picture card, blue box 5, blue reading lists, sight words, blue phrase strips, blue sentence strips, blue reading books,
- early grammar materials: to include noun box 1 and 2, nouns singular and plural, adjectives box, noun and adjective game, verb box 1 and 2, preposition box, theme box (farm box)
- video presentations of a range of literacy activities
- video clips of children engaging with literacy activities in Montessori learning environments

Additional assessment information for the unit:

There are no amplification assessment requirements for this unit.

Unit assessment guidance

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

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

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

Unit 10 Knowledge and Understanding of the World in an Early Years Montessori Learning Environment

Unit reference	H/506/4552	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
	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.		

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 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.

Unit 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 and zoology): learners should be introduced to the range of Montessori activities that develop the child's immediate relationship to plant and animal life. Specific attention should be paid to sparking the child's curiosity and following individual areas of interest.
- The world and its communities (geography): learners should be introduced to the Montessori approach to learning about the world and its communities. Learners should be introduced to the underlying aims as well as the practical activities offered within this area of learning.
- Time (history): learners should be introduced to the Montessori approach to developing a child's sense of time and their place in history. A range of activities should be explored in order to develop this sense of time in the child's personal experience as well as to introduce the wider view of natural evolution
- Natural sciences: learners should be introduced to the Montessori approach to observation and experimentation in both physical and life sciences. Learners should explore how methodology can be introduced as a way of working with a child's innate interest through the practical activities and experiences that are associated with this area.

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, or equivalent. 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
- timelines: squared paper, photographs
- clock with moveable hands
- felt, plastic or fabric timeline divided into sections representing geological eras floating and sinking: bowl of water, plastic mat, drying cloth, apron, objects that float, objects that sink, different types of wood, plasticine shapes
- exploring magnets: heading cards, collection of everyday objects – metal and non-metal, magnet
- videos of children exploring activities in the Montessori environment
- videos demonstrating the use and presentation of a range of Montessori activities within this area of learning
- video examples of engaging in sustained shared thinking

Additional assessment information for the unit:

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

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

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

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

Unit assessment guidance

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

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

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

Unit 11 Creativity in an Early Years Montessori Learning Environment

Unit reference	K/506/4553	**Unit level**	3
Mandatory/Optional	Mandatory		
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.		
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.

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Unit 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, pinecones and seed pods, flowers, shells, feathers, milk bottle tops, clothes pegs and lolly sticks, food colouring, cotton wool, needles and threads, beads, lightweight tools and wood.

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

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

Additional assessment information for the unit:

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

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

Unit assessment guidance

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

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

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

Unit 12 Developing Own Montessori Practice in Professional Placement

Unit reference	M/506/4554	**Unit level**	3
Mandatory/Optional	Mandatory		
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 focusing on the application of communication skills, practical skills, role- modelling, and engagement with policies and procedures of an early years setting. This unit sets out the requirements for the learner to be able to demonstrate their understanding of the skills required in the Montessori early years learning environment through working in a practical context with children up to the age of seven.		

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.		
	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.		

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 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.		
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.

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

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

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

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

Learning outcome 3: Be able to carry out the teaching cycle of observe, plan, implement, reflect on and assess children's learning
Skills in observation, planning, assessment and recording are necessary to facilitate learning in the Montessori early years setting. This teaching cycle allows the Montessori early years educator to engage with matching what they provide to a child's current interests and needs.

Learning outcome 4: Be able to effectively implement policies and procedures in the context of a Montessori early years setting
Caring for young children carries great responsibility and Montessori early years educators must have an up-to-date awareness of these responsibilities in order to support the 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

- pro formas for tutor and mentor observation
- organisation documentation provided by the centre in order to ensure all professional placements are undertaken safely and with the welfare of the children in the Montessori learning environment in mind at all times
- access to a Montessori early years education setting.

Additional assessment information for the unit:

Learning outcome 1: Be able to work effectively with others in the context of a Montessori early years setting.

1.1. Others include children, the key person, colleagues, parents or carers, and other professionals.
1.2. This includes effective communication with children, key persons, colleagues, parents or carers, and other professionals. Effective communication skills include an awareness of confidentiality issues, the ability to share the results of assessment, and the ability to work cooperatively and collaboratively to provide planned and continuous support of children's learning and development. Appropriate communication also includes good command of English in both spoken and written form, so that communication is professional at all times.

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

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.
2.2., 2.3. Current early years education curriculum requirements include:

- communication and language (for example, extending vocabulary, language structure, and dialogue)
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

2.5. 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.

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

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

4.1 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.

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

- records and reports
- medication requirements
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents

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

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

Unit assessment guidance

The professional placement provides an opportunity for the learner to gain experience in a real work environment and evidence their skill in practice. As a developing practitioner, the learner will be required to integrate knowledge, understanding and skill in developing their child-centred holistic approach to teaching.

Placement tutors and placement mentors will provide constructive and developmental feedback, referencing the assessment criteria. Learners will be encouraged to develop a reflective and analytical attitude towards their work.

Recommended assessment methods include: professional discussion, work products, tutor observation, witness statement and reflective journal entry.

This unit may also provide evidence to support assessment criteria in other units. Opportunities for relevant evidence from the real work environment should be given priority whenever possible and practical for the learner and assessor.

AC 1.2 may be met with scenarios or role play as not every learner may have the opportunity to fulfil the complete assessment criteria on professional placement. Evidence from tutor observations, group presentations and peer assessment will be used to verify the assessment criteria in this instance.

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

All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by placement tutor assessors on a pass or refer basis. Witness statements may be contributed as supporting evidence by the placement mentor; however the placement tutor assessor is responsible for overall assessment decisions.

Unit 13 Developing Own Montessori Principles in Professional Placement

Unit reference	T/506/4555	**Unit level**	3
Mandatory/Optional	Mandatory		
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 focusing on the reflective practice, the continuing personal and professional development of the Montessori educator, and the learner's engagement with the Montessori vision, methods and purpose.		

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.		
	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.

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Unit 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".[2]

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

Resources

Access to a Montessori Early Years Education setting.

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

Additional assessment information for the unit:

Learning outcome 2: Be able to engage in reflective practice

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

Learning outcome 3: Be able to use reflective practice.

3.1. This includes the initial phases of a reflective journal.

Unit assessment guidance

As a part of their initial Study Skills unit of the same qualification, learners will be introduced to the skills required for reflective practice. Reflection on their own learning, as well as the children in their care, is at the heart of all Montessori practice. Therefore it is important to make effective use of this when considering evidence that can be included in a portfolio.

The evidence for assessment of this unit will be produced during the professional placement, though as the previous unit demands an approach which integrates the theory, best practice and curriculum units, this unit also encourages learners to engage with reflective practice in a way that holistically connects these three thematic categories of units.

This engagement is focused and formalised through an individual, personal reflective journal, which will record stages on the journey undertaken by the learner, in much the same way as they are recording the stages in development of the children with whom they work.

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

Recommended assessment methods include professional discussion and reflective journal entry.

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

Section 3: Assessment and quality assurance information

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

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

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref.	Assessment method	Assessing competence / skills	Assessing knowledge / understanding
A	Direct observation of learner by assessor: • by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness

- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles

Assessment strategies and principles relevant to this qualification

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

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 assessment requirements for the **unit** they are assessing or quality assuring.

Early years educator qualifications assessment principles

1. Introduction

1.1. This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding organisations that offer EYE qualifications in the sector. It should also be read alongside individual unit assessment requirements where appropriate.
1.2. These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1. Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.
2.2. Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent Assessor, qualified to make assessment decisions.
2.3. Competence/skills-based assessment must include direct observation as the main source of evidence.
2.4. Simulation may only be utilised as an assessment method for competence/skills-based learning outcomes where this is specified in the assessment requirements by the individual awarding organisation.
2.5. Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities. Expert witnesses must only be used for observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an Assessor qualification, as a qualified Assessor must assess the testimony provided by an expert witness when making summative assessment decisions.
2.6. Assessment of knowledge-based learning outcomes may take place in or outside of a real work

environment.

2.7. Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff qualified to make assessment decisions.

3. Internal Quality Assurance

3.1. Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1. **Occupationally competent:**
This means that each Assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2. **Occupationally knowledgeable:**
This means that each Assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3. **Qualified to make assessment decisions:**
This means that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

4.4. **Qualified to make quality assurance decisions:**
Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5. **Expert witness:**
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence.
- they can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence.
- that they have no conflict of interest in the outcome of the evidence.

Section 4: Explanation of terms

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

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 sequential 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 2 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 judgement 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 that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.

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

Section 5: Support

Support materials

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

- learner's evidence tracking log (LETL)

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.

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