



MMEL Teacher Training Summary

Manual Sections One to Four: Introduction to the training programme

UNIT 1:

Module A: Class Planning

Module B: Teaching Skills

Module C: MMEL learning targets

Module D: EYFS learning goals

Module E: Portfolio of Study

Certificate awarded for completing Unit 1

UNIT 2:

Module: F: Advanced Class Plans

Module G: Policies and Codes of Practice

Module H: DVD and final assessment

Certificate awarded for completing Unit 2

MMEL Teacher Training Certificate awarded for completing Unit 1 and 2

MMEL Distant Learning Training Manual SECTIONS ONE TO FOUR	
Content	An introduction to: <ul style="list-style-type: none"> • the Melody Movement Early Learning curriculum • the Melody Bear concept • the training programme
Total duration	Reading time: 30 minutes
Outcomes	The trainee will: <ul style="list-style-type: none"> • have an understanding of Melody Movement Early Learning curriculum syllabus stepping stones • have an overview of the Melody Bear concept • have an overview of the stages of the training programme • have chosen the syllabus to use for her training; either Little Bear Feet for toddlers aged 18 months to 2 1/2 year or Melody Movement for ages 2 to 4 years

Cross Reference to: Pages 2 to 22 of the MMEL Training Manual

MMEL Distant Learning Training Manual MODULE A: CLASS PLANNING	
Content	An introduction to class planning including: <ul style="list-style-type: none"> • the criteria for delivering an age appropriate pre-school dance and movement class • how to use Melody Bear as a tool to engage, excite and motivate the children • syllabus content • class management and teaching styles • demonstration and use of voice and language in class • pastoral care and inclusive practices • implementing sample class plans • how to use the award structure
Duration: Module preparation	Reading time: 30 minutes Practical time: a minimum of six practical 30 minutes teaching sessions, using the six introductory plans supplied, totalling 3 hours totalling 3 hours
Duration: Module task	Study time to prepare four class plans: 2 hours Practical teaching time: deliver the four 30 minutes teaching sessions totalling 2 hours
Total duration:	7.5 hours
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain relevant practical teaching experience • develop the skills to instigate and structure age-appropriate class plans • be able to effectively use the syllabus to deliver a balanced class of skill based content and creative themes • generate a happy class atmosphere conducive to early years learning • understand the importance of a nurturing environment for young students' personal growth, development and sense of wellbeing • effective use of the award structure
Module preparation	<ul style="list-style-type: none"> • Read the module guidelines • Study the syllabus notes, songs and music • Teach the six introductory class plans provided • Teach own class plans based on the material provided in the syllabus
Module task	The trainee prepares two basic class plans using the content of her chosen syllabus; ie Little Bear Feet or Melody Movement
Module task assessment criteria	The trainee should demonstrate an understanding of: <ul style="list-style-type: none"> • Class welcome and warm-up • Suitability of exercises chosen • Balanced class content • Creative theme content • Cool-down and movement sticker choice
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	The module is required to complete: Module C: MMEL Learning Targets Module D: EYFS Learning Goals Module E: Portfolio of Study

MMEL Distant Learning Training Manual MODULE B: TEACHING SKILLS	
Content	<p>Work sheets to aid:</p> <ul style="list-style-type: none"> • MMEL vocabulary and learning targets • understanding the delivery of the syllabus • basic child and group observations • self-assessing class management and teaching methods • developing creative themes and story-led class techniques
Duration: Module preparation	Reading time: 30 minutes
Duration: Module task	<p>Practical time: a minimum of five 30 minute teaching sessions totalling 2.5 hours</p> <p>Study time to complete the work sheets: 1.5 hours</p>
Total duration:	4.5 hours
Outcomes	<p>The trainee will:</p> <ul style="list-style-type: none"> • gain an understanding of the MMEL vocabulary and learning targets • develop an appreciation of basic child and class observations • recognise techniques to deliver creative themes and story-led classes within the parameters of the Melody Bear concept • experience an introduction to post class analysis and self-evaluation
Module preparation	<ul style="list-style-type: none"> • Read the module guidelines and Teaching Skill tasks • Teach the six introductory class plans
Module task	The trainee submits five Teaching Skill tasks from the choices of tasks A to T in the training manual listed on page 35.
Module task assessment criteria	<p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> • the role of Melody Bear as a tool to engage, excite and motivate the class • delivery the syllabus • observing individual students and the class as a whole • the MMEL vocabulary and learning targets • self-assessing teaching methods
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs, training DVD and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	<p>The module supports:</p> <p>Module A: Class Planning</p> <p>Module C: MMEL Learning Targets</p> <p>Module D: EYFS Learning Goals</p> <p>Module E: Portfolio of Study</p> <p>Module F: Advanced Class Planning</p>

Cross Reference to: Pages 33 to 35 of the MMEL Training Manual

MMEL Distant Learning Training Manual MODULE C: MMEL LEARNING TARGETS	
Content	An introduction to the MMEL Learning targets including: <ul style="list-style-type: none"> • stability movements • travelling and dance movements • exploring what moves and how the body moves • connecting dance and movement to the world around us • sensitivity to music and sounds • additional learning goals parts 1 and 2
Duration: Module preparation	Reading time: 30 minutes
Duration: Module task	Study time to complete two practice report sheets: 45 minutes Study time to complete two MMEL learning target reports to complete the module: 45 minutes Practical time: Module A teaching sessions are used to complete the module
Total duration	2 hours
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain a detailed understanding of the MMEL vocabulary and learning targets • plan classes to show an effective use of the MMEL learning targets reflected by the choice of syllabus exercises and creative themes
Module preparation	<ul style="list-style-type: none"> • Read the module content • Complete the two practice summary report sheets recognising MMEL learning targets in class plans of own choice
Module task	<ul style="list-style-type: none"> • Complete two summary report sheets of MMEL learning targets shown in trainee's own class plans prepared in Module A
Module task assessment criteria	The trainee should demonstrate an understanding of planning classes with an effective use of the MMEL learning targets, listed below, reflected by the choice of syllabus exercises and creative themes <ul style="list-style-type: none"> • Stability movements • Travelling and dance movements • Exploring what moves and how the body moves • Exploring where the body moves • Sensitivity to music and sounds • Expressing feelings and emotions through dance and movement • Connecting dance and movement to the world around us • Additional learning goals – part 1 • Additional learning goals – part 2
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	<ul style="list-style-type: none"> • Class plans prepared in Module A are required to complete Module C • Module E: Portfolio of Study

Cross Reference to: Pages 36 to 46 of the MMEL Training Manual

MMEL Distant Learning Training Manual MODULE D: EYFS LEARNING GOALS	
Content	An introduction to the EYFS learning goals with regard to a pre-school dance class including: <ul style="list-style-type: none"> • the characteristics of effective learning • the three primary areas of learning • the specific areas of learning
Duration: Module preparation	Reading time: 30 minutes
Duration: Module task	Study time to complete two practice report sheets: 45 minutes Study time to complete two EYFS learning target reports to complete the module: 45 minutes Practical time: Module A teaching sessions are used to complete the module
Total duration	2 hours
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain a basic understanding of the EYFS learning goals • plan classes to show an appreciation of EYFS learning goals reflected by the choice of syllabus exercises and creative themes
Module preparation	<ul style="list-style-type: none"> • Read the module content • Complete the two practice summary report sheets recognising EYFS learning goals in class plans of own choice
Module task	<ul style="list-style-type: none"> • Complete the two summary report sheets of EYFS learning goals shown in trainee's own class plans prepared in Module A
Module task assessment criteria	The trainee should demonstrate an understanding of planning classes with an appreciation how the syllabus complements the EYFS learning goals, listed below, reflected by the choice of syllabus exercises and creative themes <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creative and thinking critically • Personal, social and emotional development • Communication and language • Physical development • Literacy • Mathematics • Understanding the world • Expressive art and design; using media and being imaginative
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Additional reading	<ul style="list-style-type: none"> • www.foundationyears.org.uk • Practical EYFS Handbook by Penny Tassoni
Module pathway	<ul style="list-style-type: none"> • Class plans prepared in Module A are required to complete Module D • Module E: Portfolio of Study

Cross Reference to: Pages 47 to 52 of the MMEL Training Manual

MMEL Distant Learning Training Manual MODULE E: PORTFOLIO OF STUDY	
Content	Guidelines to preparing a portfolio of study
Duration: Module preparation	Reading time: 5 minutes
Duration: Module task	Collating modules A to D and the evidence of additional learning: 2 hours
Total duration:	2.05 hours
Outcomes	The trainee will: <ul style="list-style-type: none"> • consolidate training experiences to date • receive feedback from the training consultant at the Melody Bear HQ
Module preparation	<ul style="list-style-type: none"> • Read the module content • Collate a minimum of three evidences of additional learning
Module task	<ul style="list-style-type: none"> • Complete a portfolio of study and submit to the training consultant at the Melody Bear HQ • The presentation of the portfolio completes Unit 1
Module task assessment criteria	<ul style="list-style-type: none"> • Modules A to D are assessed as detailed in the module summaries • The trainee demonstrates an understanding of professional development with a minimum of three evidences of additional learning
Resources required to complete the module	<ul style="list-style-type: none"> • Training manual modules A, B, C and D • Access to documentation to support additional learning
Module pathway	<ul style="list-style-type: none"> • Modules A, B, C and D are collated in the Portfolio of Study to complete Unit 1 of the MMEL training programme

Cross Reference to: Pages 53 to 56 of the MMEL Training Manual

Unit 2: Final Assessment

MMEL Distant Learning Training Manual MODULE F: ADVANCED CLASS PLANS	
Content	Guidelines to preparing detailed class plans showing: <ul style="list-style-type: none"> • the use of the syllabus to prepare creative age-appropriate class activities • development of exercises and creative themes to progress the individual child and the class as a whole • child and group observations in line with the MMEL learning targets and EYFS learning goals • Post class analysis and self-assessment
Duration: Module preparation	Reading time: 30 minutes Practical time: teacher's choice to prepare for the module
Duration: Module task	Completing the four practice observation reports: 90 minutes Preparing two advanced class plans: 90 minutes Practical time for practice observation reports: two 30 minute classes totalling one hour Practical time for delivering two advanced class plans: two 30 minute sessions totalling one hour
Total duration	3.5 hours
Outcomes	The trainee will: <ul style="list-style-type: none"> • gain the skills to run an age-appropriate pre-school class and progress students • use Melody Bear and story-telling as an effective tool to engage, excite and motivate the class • plan classes as detailed in Module A with consideration to: class welcome, warm-up, suitability of exercises chosen, balanced class content, creative theme content, cool-down and appropriate sticker choice to reinforce vocabulary or theme • choose syllabus exercises and creative themes to meet the MMEL learning targets and complement the EYFS learning goals • appreciate the importance of the choice of the music used from the syllabus to aid the narrative thread and emotional content of the class activities • understand the use of props to aid children's physical and social development • observe children and the class as a whole to accommodate children's current and future needs • introduce child-led activities within the context of a Melody Movement Early Learning class • generate a happy class atmosphere conducive to early years learning • understand the importance of a nurturing environment for young students' personal growth, development and sense of wellbeing • implement post class analysis to self-evaluate class content, students' responses, teaching methods, class management techniques and use this information for future classes • provide a high quality experience for children and their parent/carer • demonstrate an understanding of record keeping

Module preparation	<ul style="list-style-type: none"> • Read the module content • Complete observational reports • Teach own class plans, considering the requirements listed in the module to prepare advanced class plans
Module task	<ul style="list-style-type: none"> • Complete two advanced class plans for submission to the training consultant at the Melody Bear HQ
Module task assessment criteria	<p>The trainee should demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Class planning as detailed in module A: <ol style="list-style-type: none"> 1. <i>Class welcome and warm-up</i> 2. <i>Suitability of exercises chosen</i> 3. <i>Balanced class content</i> 4. <i>Creative theme content</i> 5. <i>Cool-down and movement sticker choice</i> • the use of props to aid children’s physical, social and creative development • the learning targets of the syllabus by identifying a minimum of two MMEL <u>or</u> EYFS learning targets for each exercise • individual child progression in line with the MMEL or EYFS learning target, by identifying a minimum of two within the advanced class plan • group or class progression in line with the MMEL or EYFS learning targets, by identifying a minimum of two within the advanced class plan • post class analysis but including a minimum of two of the following: <ol style="list-style-type: none"> 1. <i>evaluating the content of the class</i> 2. <i>commenting on how the children responded to the class content, including areas of success and areas requiring further development for the children and for the teacher</i> 3. <i>the success of the teaching methods used</i> 4. <i>class management techniques</i> • forward planning by including a minimum of two of the following: <ol style="list-style-type: none"> 1. <i>areas to revisit; exercises and/or creative themes</i> 2. <i>exercises to aid future class management techniques</i> 3. <i>exercises to progress the children in line with the MMEL and EYFS learning targets</i> 4. <i>aids to encourage creativity in future classes, eg picture cards, props, ‘surprise bag’</i> 5. <i>Future themes to respond to children’s interest and personal comments to facilitate child-led creative themes within the parameters of a Melody Bear class</i> • record keeping, including age and number of children attending, date of class, class theme; skill or story-led, parent involvement, special day presentation
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Training manual • Melody Bear • Sound equipment • Class props where appropriate
Module pathway	<ul style="list-style-type: none"> • Module F is completed after Modules A to D and is required for Module H

MMEL Distant Learning Training Manual MODULE G: Policies and Codes of Practice	
Content	Guidelines on suggested policies and codes of practice
Duration: Module preparation	Module reading time: 15 minutes Preparing policies and codes of practices: 12 hours
Duration: Module task	Review your policies and codes of practice and prepare documentation to submit: 1 hour
Total duration	13 hours
Outcomes	The trainee will establish <ul style="list-style-type: none"> • procedures, polices and codes of practices conducive to running a safe environment for staff, students and their families • good business practices • a high quality experience for children and their parent/carer
Module preparation	<ul style="list-style-type: none"> • Read the module content • Research and prepare policies and codes of practice
Module task	<ul style="list-style-type: none"> • Present policies and codes of practices
Module task assessment criteria	The trainee should demonstrate an understanding of suitable policies and codes of practice including the following areas: <ul style="list-style-type: none"> • Health and safety including insurance • Safeguarding and promoting children’s welfare • Admissions policy • Data protection and confidentiality • Photo and video • Staffing including DBS checks • Sharing information • Student registration • Notice of leaving • Fee structure • Uniform requirements • Leaving and collecting children • Watching week • Special day presentations • Day to day record keeping • Complaints procedures
Resources required to complete the module	<ul style="list-style-type: none"> • Training manual module G
Additional resources	<ul style="list-style-type: none"> • www.cdet.org.uk
Module pathway	<ul style="list-style-type: none"> • Module G is prepared by the trainee when she commences teaching but presented with Module F and H

Cross Reference to: Pages 61 to 64 of the MMEL Training Manual

MMEL Distant Learning Training Manual MODULE H: Final DVD Assessment	
Content	Guidelines on preparing a DVD teaching demonstration
Duration: Module preparation	Reading time: 5 minutes (Class plan preparation and post-class self-assessment is included timing is included in Module H)
Duration: Module task	Practical time: One 30 minute class
Total duration	35 minutes
Outcomes	The trainee will demonstrate her teaching skills and consolidate the learning experience to date. The trainee is assessed on: <ul style="list-style-type: none"> teaching methods, including the use of Melody Bear to engage, excite and motivate the class use of voice, facial expression and body language demonstration of exercises including musicality, artistry and dramatic interpretation creativity of the class within the parameters of the Melody Bear's concept interaction with the students, including the ability to adapt and embrace the dynamics of the group within the prepared class plan
Module preparation	<ul style="list-style-type: none"> Read the module content Ensure adequate teaching experience to feel secure with the delivery of the class
Module task	<ul style="list-style-type: none"> Present a DVD teaching demonstration to the training consultant at the Melody Bear HQ
Module task assessment criteria	The trainee should demonstrate: <ul style="list-style-type: none"> effective teaching methods including the use of Melody Bear to engage, excite and motivate the class effective use of voice, facial expression and body language to engage the class a secure demonstration of exercises including musicality, artistry and dramatic interpretation a creative class within the parameters of Melody Bear's world the ability to interact with the students including an ability to adapt and embrace the dynamics of the group within the prepared class plan
Resources required to complete the module	<ul style="list-style-type: none"> Syllabus, CDs and picture cards Training manual Melody Bear Sound equipment Class props where appropriate Filming facilities
Additional reading	<ul style="list-style-type: none"> www.cdet.org.uk
Module pathway	<ul style="list-style-type: none"> The filmed class required for Module H is an advanced class plan submitted in Module F

Cross Reference to: Pages 65 to 68 of the MMEL Training Manual

MMEL Individually tailored training with a one to one consultant session	
Content	Arranged to meet the needs of the individual teacher using material from the modules together with business support and advice on structuring a pre-school class timetable
Duration	2 hours and 30 minutes
Outcomes	Arranged to meet the needs of the individual teacher
Resources required to complete the module	<ul style="list-style-type: none"> • Syllabus, CDs and picture cards • Support handbooks from the class-in-a-box • Module material