



Early Years LEADERSHIP & MANAGEMENT QUALIFICATION

Birmingham College

- ▶ Roles and responsibilities including effective supervision Accountability and self-evaluation to support continuous quality improvement
- ▶ Building partnership with parents, community and government agencies
- ▶ Managing conflict and complaints

Ensuring safeguarding and welfare of children

- ▶ Ensuring the provision of safe, inclusive, enabling environments for all children and their families
- ▶ Child protection and safeguarding
- ▶ Equal opportunities and Inclusive practice
- ▶ Managing behaviour
- ▶ Managing transitions to support continuity for children and families
- ▶ Staff: child ratios
- ▶ Employing suitable staff and safe recruitment
- ▶ Staff qualifications, training, support and skills
- ▶ Professional standards and behaviour
- ▶ Premises and equipment
- ▶ Health and safety including accident or injury
- ▶ Risk assessment
- ▶ Outings and teaching outdoors

Building & Developing Staff and Continuing Professional Development (CPD)

- ▶ Developing teacher learning to provide support and challenge in the use and adaptation of UK framework and standards in a local context
- ▶ Leading interaction: Improving teaching strategies
- ▶ Promote reflective practice in which practice is reviewed in response to feedback
- ▶ Providing support and challenge in order to improve outcomes for all children
- ▶ Improving teaching & strategies for rapid Improvement and change management

- ▶ CPD planning and strategies to engage and motivate adults

- ▶ Sharing innovative practice

Being accountable for good progress, information and record keeping

- ▶ Assessment to support progress, learning and development of individual children, and continuous quality improvement of the setting
- ▶ Knowledge and understanding of how babies and children learn and develop Children with special educational needs and disabilities
- ▶ Planning learning, development and care taking account of the needs of all children
- ▶ Use of assessment and progress checks
- ▶ Teaching activities and educational programmes for young children
- ▶ Sharing information with parents Information about the setting
- ▶ Changes that must be notified to the relevant government agency
- ▶ Action planning for leading practice

More information

Please contact the programme co-ordinator or a member of the Birmingham College team for further information on:

- ▶ Programme Fees
- ▶ Programme Dates
- ▶ Programme Duration
- ▶ Programme Entry Requirements



How to apply?

We are delighted that you are considering to attend the Executive Education Programme. To make it as easy for you as possible we have provided you with step by step instructions below.

Step 1: Complete Registration Form | Attach Passport Page | Attach passport size photograph

Step 2: Make Fee Payment | Receive Invitation Letters

Step 3: Submit Visa Application | Pre-Departures Briefing

Step 4: Arrive in the UK to attend the Executive Education Programme

How To Register: Please complete the registration form and return to the college on in@bcol.co.uk or Register online at: www.bcol.co.uk/registration

For more information

To request more information please contact the programme leader at the college / partner institute for any queries you may have.

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An introduction to a UK approach to leadership, standards and quality assurance

The programme is designed to equip managers and leaders of early years settings with the knowledge and skills to ensure high quality experiences for young children and babies. High quality provision is characterised by three key factors of workforce, practice and environment.

With the child at the centre these factors interact and enable the children's enjoyment, well-being, learning, development and positive long term outcomes. The programme promotes self-audit and practice improvement in each of these areas.

The programme is designed for overseas:

- ▶ leaders and managers currently or recently working in Early Childhood services
- ▶ professionals who have specific experience or interest in setting up early years provision
- ▶ professionals who wish to develop their career at an international level

CONTACT

Birmingham College

BMI Building, 9 Margaret Street,
Birmingham B3 3BS UK.

Tel: +44 (0) 121 212 0888

Fax: +44 (0) 121 212 0666

E-mail: in@bcol.co.uk | www.bcol.co.uk



The Benefits

There are significant benefits to attending the course. The programme will:

- ▶ Build on your prior experience to develop and extend your skills as an early years leader and manager
- ▶ Provide you with an overview of the government standards, framework and principles for learning, development and care for children under five in England.
- ▶ Enhance your understanding of how to ensure high quality learning, development and provision for young children and babies
- ▶ Focus on understanding the key values and principles underpinning approaches used in England, and consider how these practices may inform and be adapted for implementation in a local context
- ▶ Offer support and services for Continuing Professional Development
- ▶ Offer training at very affordable fees that can be considered as being an investment for career development.

Programme Aims

The aims of this programme are as follows:

- ▶ to engage participants with current understanding of leadership in the early years context
- ▶ to enable participants to gain an understanding of policy, framework and standards in early years settings
- ▶ to enable participants to understand statutory requirements and how to meet and fulfil these requirements and needs
- ▶ to promote the engagement of participants with current standards, principles and issues related to supporting children's learning and development outcomes



- ▶ to enable participants to develop skills for assessing the quality of early years settings and services

Programme Learning outcomes

By the end of this programme, participants will have:

- ▶ demonstrated understanding, knowledge and skills in how to be an effective early years leader
- ▶ demonstrated an understanding and knowledge of government standards, principles and the framework for learning, development and care for children under five in England
- ▶ Engaged with the latest understanding of characteristics and features of high quality inclusive learning environments for young children and babies
- ▶ demonstrated an understanding of recent policy developments in early years provision, and of policy formation in settings
- ▶ acquired and demonstrated the knowledge and understanding to manage, lead and administer early years provision
- ▶ demonstrated knowledge and skills that will support their professional development in the early years field
- ▶ engaged in reflective practice to deepen understanding of effective leadership in the early years.

Programme Delivery

The Programme is delivered through workshops, seminars, classroom activities and teaching. The sessions are designed to be thought provoking, interactive and enjoyable.

The trainers uphold the highest of professional standards whilst delivering the course. The team of trainers are well qualified & experienced British native trainers who all have vast knowledge of delivering the programme overseas. The programme allows the trainers to understand the participants individual needs and requirements and provide tailored support and solutions.

Dr Cathy Hamer BEd, BA (Hons), MAppSci, AFBPsS, CPsychol, DPschol, Csci

Dr Hamer is an early years teacher, Registered Practitioner Psychologist, Chartered Scientist, Educational and Health Psychologist. She works



Strategically, Operationally and as a practitioner across the statutory, voluntary, independent and private sectors for children and young people's services promoting integration and best practice. Her interests include early years and learning, language and literacy, working with parents, listening to young children and working with disabled children, young people and their families. She has conducted original collaborative research evolving a model for 'Parents in partnership with practitioners: Creating a reality'. Dr Hamer has developed Sure Start local programmes, and designed and delivered Children's Centres. She works for a range of national organisations and delivers training, advice and support across the UK and internationally.

Lucy Williams BA (Hons), PGCE

Miss Williams has over eight years experience of early years project management and training development gained through her work in national children's charities in England. Miss Williams has overseen large-scale evidence based government funded programmes rolled out across the early years sector to support practice improvement.

Miss Williams has developed and delivered a range of training for early years leaders, managers, practitioners and volunteers including early literacy and listening to young children training.

Award

Upon successful completion of the programme participants will be awarded a Birmingham College Certificate/Diploma in Early Years Leadership & Management.

Professional Certificate in Early Years Leadership & Management (PCEYLM)

30 Classroom Teaching | 20 Guided Self Study

Professional Diploma in Early Years Leadership & Management (PDEYLM)

60 Classroom Teaching | 40 Guided Self Study

Programme Structure

Introduction to Early Years Settings (A UK Standards Perspective)

- ▶ Developing high quality learning environments which support children's learning and development, promote children's well-being and foster positive relationships between children, parents and staff.
- ▶ Introduction to working in early years Introduction to UK early years settings
- ▶ Introduction to UK standards
- ▶ Government framework for early years settings
- ▶ Introduction to UK principles which value play, exploration and active learning
- ▶ Characteristics and features of high quality inclusive environments
- ▶ Forming positive relationships with children and parents and the key person approach
- ▶ Strategies to communicate, engage and involve parents in their children's learning
- ▶ The importance of community and multi-agency partnerships

Leadership and Management

- ▶ Focusing on the key role of leaders and managers in developing the workforce and ensuring high quality learning, development and provision
- ▶ Understanding leadership and management Effective leadership in securing and improving quality
- ▶ Understanding statutory duties and developing policies
- ▶ Quality improvement principles, systems and processes and securing impact