



Early Years **TEACHERS** **QUALIFICATION**

Birmingham College

Mathematics

- ▶ Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. ▶ Problem solving ▶ **M a t h e m a t i c s**: Numbers ▶ Mathematics: Shape, space and measure

Understanding the world

- ▶ Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. ▶ People and communities ▶ The world ▶ Technology ▶ Cultural Awareness

Expressive arts and design

- ▶ Enabling children to explore and play with a range of media and providing opportunities for sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play, and design and technology.
 - ▶ Exploring and using media and material ▶ Being imaginative

Ages and stages and learning goals

- ▶ Child development and pedagogic approaches
 - ▶ Introduction to how babies and children learn and develop ▶ Working with babies Working with two year olds ▶ Working with three to five year olds ▶ The role of the Key Person to support attachment, transitions and positive relationships ▶ Teaching activities and educational programmes
 - ▶ Characteristics of effective teaching and learning:
 - ▼ Playing and exploring
 - ▼ Active learning
 - ▼ Creating and thinking critically

Working with Children, parents and community

- ▶ Facilitating effective partnerships for learning and development ▶ Involving and listening to young

- children ▶ Partnership with parents ▶ Working with vulnerable children and families

English language acquisition

- ▶ Providing learning opportunities for children to explore the English language ▶ Valuing home language ▶ Understanding and speaking English ▶ Sharing books in English

Safeguarding and Welfare

- ▶ Creating high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. ▶ Staying Healthy ▶ Child Protection First Aid ▶ Food Safety ▶ Keeping Safe
 - ▶ Recognising and supporting children with Special Educational Needs and Disabilities ▶ Managing Behaviour

Planning for learning development and assessing progress

- ▶ Helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. ▶ Ongoing assessment ▶ Observing children ▶ Planning learning, development and care taking account of the needs of all children ▶ Assessing, and supporting, children with special educational needs and disabilities ▶ Progress checks ▶ Meeting information requirements ▶ Sharing information with parents ▶ Action planning for 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 curriculum framework, pedagogy and assessment

Early Years teachers and practitioners make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct.

This programme focuses on developing an in-depth understanding of child development, up-to-date knowledge of areas of learning for babies and young children, and policies to support best practice. The programme emphasises positive relationships with young children, their parents and the wider community, and helps participants to build skills in working with families to maximise best outcomes for children.

The programme is designed for

- ▶ Overseas practitioners / teachers currently or recently working in Early Childhood services
- ▶ Individuals who have relevant experience with young children or can demonstrate interest in working in this field
- ▶ Individuals who work in health- related services, with families, or in specialist units for young children with additional needs.

CONTACT

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The Benefits

The programme will:

- ▶ Build on your prior experience to develop and extend your skills as an early years practitioner/teacher and enhance your understanding of child development
- ▶ Focus on understanding key principles and approaches used in England to deliver high quality early years education and care, and consider how these practices may inform and be adapted for implementation in a local context.
- ▶ Provide you with an overview of pedagogic approaches and curriculum used in England
- ▶ Offer support and for Continuing Professional Development
- ▶ Offer training at very affordable fees and 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 child development and pedagogic approaches used in the early years context in England
- ▶ to enable participants to gain an understanding of policy, frameworks and standards used in early years settings in England
- ▶ to enable participants to understand statutory requirements, including the early years curriculum, and how to meet and fulfil these requirements
- ▶ to promote the engagement of participants with current principles of partnership working to effectively support good outcomes for children
- ▶ to enable participants to develop skills for planning and assessing young children's learning.



Programme Learning outcomes

By the end of this programme, participants will have:

- ▶ demonstrated knowledge and understanding in how to be an effective early years practitioner
- ▶ demonstrated an understanding of child development and how to plan and assess babies' and young children's learning and development
- ▶ demonstrated knowledge and understanding of the curriculum framework for learning, development and care for children under five used in England
- ▶ engaged with the latest understanding of characteristics of effective teaching and learning for babies and young children and
- ▶ acquired an understanding of recent policy developments in early years provision, and key policies required for early years settings
- ▶ demonstrated knowledge and skills that will support their professional development in the early years field including principles of partnership working
- ▶ engaged in reflective practice to deepen understanding of effective pedagogy 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, DPsychol, 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 / Higher Diploma in Early Years Teaching.

Professional Certificate in Early Years Teaching (PCEYT)

30 Classroom Teaching | 20 Guided Self Study

Professional Diploma in Early Years Teaching (PDEYT)

60 Classroom Teaching | 40 Guided Self Study

Professional Higher Diploma in Early Years Teaching (PHDEYT)

90 Classroom Teaching | 60 Guided Self Study

Programme Structure

Introduction to Early Years Setting practice (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 practice in early years settings
- ▶ Introduction to UK standards, framework and principles
- ▶ The importance of involving parents in their children's learning

UK curriculum framework for babies and young children

- ▶ Introducing the seven areas of learning and development and characteristics of effective teaching and learning.

Communication and Language

- ▶ Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- ▶ Communication and Language: Listening and attention
- ▶ Communication and Language: Understanding
- ▶ Communication and Language: Speaking
- ▶ Developing Communication skills through songs, rhymes and storytelling

Physical development

- ▶ Providing opportunities for children to be active and interactive
- ▶ Moving and Handling
- ▶ Health and self-care
- ▶ Understanding the importance of healthy lifestyle choices

Personal, Social and Emotional Development

- ▶ Helping children develop confidence, positive relationships and manage their feelings.
- ▶ Making relationships
- ▶ Self-confidence and self-awareness
- ▶ Managing feelings and behaviour

Literacy development

- ▶ Encouraging children to link sounds and letters and to begin to read and write and giving children access to a wide range of reading materials to ignite their interest.
- ▶ Reading
- ▶ Writing