

## Be the Best: Manager (Early Years)

This set of nine CACHE and CPD approved online training courses is recommended especially for practitioners in leadership or management roles. All have been written by experts at the Early Years Alliance.



### Course details

- A set of nine CACHE courses, each with their own multiple-choice questionnaires
- Fourteen CPD credits across nine courses\*
- Optional narration of the course modules and questionnaires for accessibility
- Personalised downloadable CACHE certificates
- 70% pass mark
- Printable modules for future reference
- Be the Best: Manager certificate of training on completion.

\*1 CPD credit equals up to 1 hour of learning

### Course content

#### The Importance of Self-evaluation

- An introduction detailing why self-evaluation is important and why it should be included as part of a setting's regular cycle of long-term planning.
- Learn about six key elements of self-evaluation which includes areas such as informed judgement, reflection, impact and more.
- Details on different forms of self-evaluation, and how inspectors use this information when inspecting a setting.
- A look at what Ofsted expect when it comes to evidence that the provider is evaluating the quality of the provision.
- Important information on action planning, including how self-evaluation is measured, and a useful action plan that you can download and use.



## Characteristics of Effective Teaching and Learning

- Introduces the three characteristics of effective teaching and learning, which are playing and exploring, active learning and creating and critical thinking.
- Helps you to understand why the characteristics of effective teaching and learning are so important.
- Explains why observing the context of children's play is essential to help you plan activities effectively.
- Emphasises that how children learn is as important as what they learn.

## Improving Children's Learning Through Play

- Understand what counts as 'play' and 'playful' activities.
- Identify reasons why play is important in the early years.
- How key theories of child development link to the value of children's play.
- Understand the distinction between free play, guided play and highly structured adult-directed activities.
- Recognise the adult's role in supporting playful learning.

## Speech, Language and Communication

- Understand the whole process of communication and its development.
- Learn about why communication is important, including details on the foundations for learning.
- Information on the skills children need to develop to be successful communicators, as well as a look at the language pyramid which shows how different communication skills relate to each other.
- A look at the interaction between adults and children, including small but important behavioural changes such as letting the child make their own choices, letting children speak themselves and not questioning them.
- Information on enabling environments including a set of useful questions you can ask yourself to help you look at your setting from a child's viewpoint.

## Characteristics of Effective Leaders

- Setting the vision and culture.
- Emotional intelligence.
- Change management.
- Shared (distributed) leadership.
- Visits to another setting.
- Partnership with staff, parents, other service providers and stakeholders.
- Pitfalls to guard against.

**Language**

By language we mean both understanding (receptive language) and talking (expressive language). Understanding is about understanding words and how they are put together in sentences and then making sense of what people say. By talking we mean having words to describe objects and actions, how they are used to build up sentences and how we then use those sentences in conversation.

**How do we communicate?**

Spidergrams can be used for individual children with the EYFS ages and stages (Development Matters, plus two additional guides for Play and Speech Sounds). These can be shared with parents as a 'quick glance' guide. Copies of these (with a template to print off) are available in the 'Resources' tab when you have completed the course.

You have now finished this section, click the 'Home' button to return to the main menu.

EYFS ages and stage	Birth to 11 months	1 to 2 years	2 to 3 years	3 to 4 years	4 to 5 years
Child's age and stage					

**Language Pyramid:**

- Top: Attention and Listening
- Right: Language
- Bottom: Understanding of Language
- Left: Reading
- Inner Ring: Speech Sounds

Legend: Developing (Red), Expected (Yellow), Ahead (Green)



## Reflective Practice in the Early Years

- The different aspects of your work that will benefit from reflective thought.
- The process of reflective thinking.
- How team members work and actively learn together.
- The characteristics of children's learning and how you can support them to learn effectively.
- The process of planning for children's learning.
- Stages of reflection.

## Supporting Early Language Development

- How newborn babies communicate with their significant carer.
- The difference between infant-directed speech and baby-talk.
- The effect parents' responses to a babbling baby can have on their language development.
- Strategies which help support children's language development, and extend their vocabulary.
- The importance of reading, sharing stories and rhymes.

## Sustained Shared Thinking in the Early Years

- Understand the basic principles of Sustained Shared Thinking.
- Identify the different ways to engage with a child to aid their development
- Learn and use the SSTEW scales.
- Learn how to self-evaluate and reflect on your use of the scales.

## Understanding and Addressing Behaviour in the Early Years

- Defining behaviour
- Influences on children's behaviour
- Addressing common behaviour issues using different approaches such as High Scope, facilitated support, changing behaviours and using rewards and sanctions.
- Identifying triggers for behaviour and the 'ABC Check'
- Early intervention
- Persistent and challenging behaviours
  - Biting
  - Sexualised behaviours
  - Swearing
  - Bullying
  - Children with SEND
  - Other issues
- Physical intervention
- Reasonable force
- Risks of physical intervention
- Intervention procedures including what to record

Contents

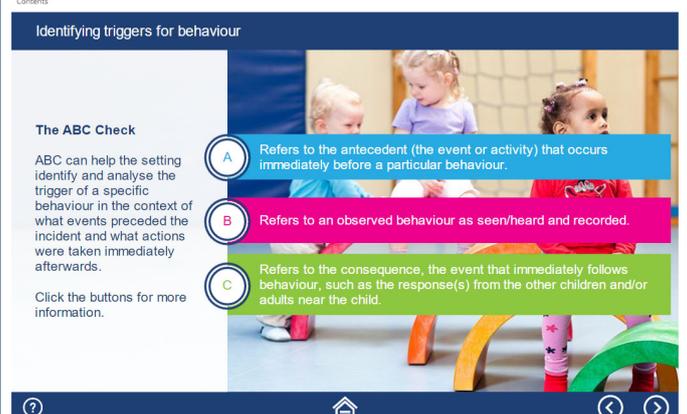
### Identifying triggers for behaviour

**The ABC Check**

ABC can help the setting identify and analyse the trigger of a specific behaviour in the context of what events preceded the incident and what actions were taken immediately afterwards.

Click the buttons for more information.

- A** Refers to the antecedent (the event or activity) that occurs immediately before a particular behaviour.
- B** Refers to an observed behaviour as seen/heard and recorded.
- C** Refers to the consequence, the event that immediately follows behaviour, such as the response(s) from the other children and/or adults near the child.



# Key features

- Visually engaging and highly interactive
- Video to highlight key learning points
- Answer explanations for those who achieve the pass mark
- Additional resources to expand learning

# Cost

1. This set of nine CACHE courses costs £95 + vat (£142 when purchased individually).
2. All Alliance members already receive these courses for free as part of their membership. Annual Alliance membership for an early years setting is only £112.00.

## Important note before your purchase

Have you considered becoming a member of the Early Years Alliance? All the courses in this 'Be the Best: Manager' package and many more would be free of charge as one of the benefits of Early Years Alliance membership. Please visit their website for more information: [www.eyalliance.org.uk](http://www.eyalliance.org.uk)

EduCare Learning Limited are not able to issue refunds if you purchase 'Be the Best: Manager' and then subsequently decide to become a member of the Early Years Alliance. For more information visit: [www.eyalliance.org.uk/educare-bundles](http://www.eyalliance.org.uk/educare-bundles)

All the courses in 'Be the Best: Manager' have their own individual CACHE certificates. However, if you would like to receive a 'Be the Best: Manager' overall certificate, please email all your nine successfully completed course certificates to the Early Years Alliance at: [training@eyalliance.org.uk](mailto:training@eyalliance.org.uk). An administration fee of £15 will apply.

Contents

## The key elements of self-evaluation

**Self-evaluation is not:**

- a list of what you do in your setting
- a one-off event, it should always be work in progress
- burdensome - if it is being used effectively
- one person's job to complete.

You have now finished this section, click the 'Home' button to return to the main menu.

Contents

## Intervention procedures

Any instance of applying reasonable force through physical intervention should be recorded immediately and reported to the designated person for safeguarding in the setting.

A written record should include the following as a minimum. Click the numbered circles for more information.

Contents

## Communication

Communication can be verbal and non-verbal. As children develop, they will use communication to share information, comment, ask questions, express wants and needs and develop social relationships. It can be both verbal and non-verbal; for example, using facial expressions, eye contact, gestures and touch.

Non-verbal communication can even start pre-birth. According to research at the University of Dundee babies may be able to recognise their mother's touch while still in the womb, helping them to bond and communicate non-verbally even before birth. They found that babies were most likely to reach out and touch the wall of the uterus when their mother caressed her bump.

Two-way verbal communication starts at birth with a look, smile or cry, and how we respond, even at this early stage, will impact on the development process. We all know that children develop in different ways and this is particularly the case with children's speech, language and communication development. Some develop quickly whilst others may take longer and this applies across the spectrum, to boys, girls, siblings and peers.

## Why choose us?

“ Our collaboration with EduCare has enabled us to give early years practitioners access to the very best high quality, free and subsidised specialist training courses for their teams every year as part of the Alliance membership package. ”

Neil leitch  
CEO, Early Years Alliance



www.educare.co.uk  
01926 436 211  
online@educare.co.uk

