



CREC EARLY YEARS
PARTNERSHIP



SCHOOL CENTRED INITIAL TEACHER TRAINING WITH QUALIFIED TEACHER STATUS

2019/20 UCAS APPLICATIONS OPEN ON 9TH OCTOBER*

www.earlyyearsteachertraining.co.uk

The CREC Early Years Partnership (CEYP) School Centred Initial Teacher Training (SCITT) programme offers a one-year full-time early years school based route to qualification as an Early Years or Primary Teacher with QTS.

CEYP is a consortium comprising the Centre for Research in Early Childhood, St Thomas Centre Nursery School, 2 regional teaching school alliances and over 50 'good' or 'outstanding' schools from across 4 local authority regions.

- Early years focus (2-7 years)
- Placements in Birmingham, Coventry, Solihull, & Cambridgeshire 'good' or 'outstanding' schools
 - Input from a team of specialists led by CREC
- Opportunity to gain QTS and 60 postgraduate credits



Overview

The CREC Early Years Partnership (CEYP) SCITT programme offers a one-year full-time early years school based route to qualification as a primary or early years teacher with QTS. The CEYP is based at the St. Thomas Nursery School and Children's Centre in Birmingham, which is an internationally renowned centre of outstanding early years integrated practice, including research, quality development, and initial and advanced professional development.

The SCITT programme will benefit from the direct contributions of Professor Chris Pascal and Professor Tony Bertram from CREC, both well acclaimed and highly experienced teacher educators, and a wider team of early years tutors and placement mentors. The Partnership which will deliver the programme currently consists of over fifty 'good' or 'outstanding' nursery or primary schools across the West Midlands and Cambridgeshire.

The programme will prepare trainees for teaching children aged from 2-7 (including the DfE designated age phases of Foundation Stage (3-5), and KS1 (5-7)).

The course is rigorous and carefully structured to combine:

- Three extended periods of continuous, directed school experience which will include a 'good' or 'outstanding' Foundation Stage class and a KS1 class
- High-quality centre-based training
- Action research based assignments

Trainees who successfully complete the course will have:

- Met the requirements of the Teacher Standards (2012)
- Demonstrated their ability to teach and make a positive impact on children's capacity to learn and progress
- Successfully completed a 60 credit Masters Level Unit
- Demonstrated their understanding and application of reflective practice and practitioner research

Programme Philosophy

The aim of the programme is to enable trainees to meet the DfE Teachers' Standards (2012) and equip them to develop a career as an early years QTS teacher.

The requirements for and content of this course have been developed to prepare its graduates for the

APPLICATION PROCESS

Prospective students will need to apply initially through the UCAS system. Once you have submitted your UCAS application there are a number of stages to the process which are outlined below.

Once submitted through the UCAS system, your application will be reviewed by the CREC Early Years Partnership (CEYP). Your suitability to teach will then be assessed by the following methods:

- Interview
- Criminal Records Check (DBS)
 - Physical health check
 - Professional skills test
- References

**OUR UCAS
PROVIDER CODE
IS 25R**

ENTRY REQUIREMENTS

All applicants should hold a grade C (or equivalent) in English, Mathematics and a science subject. You should also hold an undergraduate degree from a UK Higher Education Institution or equivalent.

Applicants will be required to present original copies of any award certificates demonstrating the above at the interview stage.

If you do not hold the above qualifications, but obtained an equivalent certification, please contact us to check whether you are eligible for Initial Teacher Training through the CREC Early Years Partnership.

challenges of the teaching profession. With the dynamic nature of the early years curricula, the programme has been designed by schools to enable and equip trainees to:

- Motivate children in their learning
- Plan activities and lessons that challenge children
- Encourage problem solving
- Support self-organisation skills
- Ensure children are active learners, both physically and mentally
- Ensure children are able to operate in an increasingly technological and digital age.

Whilst the course has a clear focus on the Foundation Stage prime areas (Communication and Language Development, Personal, Social and Emotional Development and Physical Development), the enhancement of children's learning through areas such as the arts, literature, ICT, music and the outdoor environment is also highlighted.

At the heart of the course is a shared view, from across the Partnership, of the child as a strong and highly competent consumer of life, with voice and the agency to take an active and participatory role in their own learning journey. The course aims to produce teachers who are able to create an enabling learning environment which meets the needs of the child and extends beyond the school setting into their home and community learning environment.

The course will have an additional focus on working with two year olds, supporting diversity and engaging positively with those young children and families with special rights, needs, and disabilities. The particular expertise of Nursery Schools in ensuring that the learning of children with SEN/D is supported in an inclusive environment will be capitalised on in this programme to deepen this aspect of trainees' proficiency.

The capacity of the trainee to work in partnership with other professionals (integrated health, education and social care) and parents/families to support early intervention and multi-professional working will also be emphasised.

The programme is designed at postgraduate level and will require the trainees to hone the skills of reflection, critical thinking and adaptability to be able to meet the ever developing world of education with confidence, resilience and creativity. It will also ensure the trainees are able to analyse and use evidence for

evaluation and quality improvement, and take on a system leadership role within locality services for children and families.

The setting of this course in the real world of practice provides the trainees with the opportunities to understand the context and experience working with children from a wide range of social, economic and cultural backgrounds. We are committed to training teachers who have the ability to recognise, value and exploit the benefits and advantages offered by such diversity and draw upon them to inform their practice.

Moreover, whilst the focus is to produce competent, reflective early years teachers with QTS, the programme also places emphasis on the ability to articulate a personal philosophy and professional values, and the opportunity to develop key transferable skills such as team work and autonomy. In essence, the programme does not seek to simply train future teachers in a series of competencies but to educate them for teaching in the 21st century, supporting the CEYP's vision of celebrating diversity and welcoming widening participation.

SELECTION CRITERIA

We are looking for candidates who not only meet the minimum entry requirements, but who can also demonstrate suitability for teaching, and the following skills, qualities and experience:

- A commitment to teaching and learning, particularly with reference to the early years
- Understanding of children as learners
- A clear educational philosophy
- Understanding of educational issues
- Recent experience of working with children or young people in an early years setting
- A satisfactory standard of written and spoken English
- Ability to use ICT
- Ability to establish effective working relationships
- Ability to take responsibility for their own professional development
- Understanding of the demands of this school based route into teaching
- Resilience

For more information visit our
website:
www.earlyyearsteachertraining.co.uk

Or get in touch

itt@crec.co.uk

0121 464 0020



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