



Tudor Grange
Teaching School Hub

*Serving Solihull, Redditch,
Bromsgrove and Stratford-on-Avon*

NPQEYL Welcome Letter

Autumn 2023




















Dear Participant,

Huge congratulations on being accepted on to our NPQEYL Programme. As we know, research tells us that leadership is second only to teaching in making a difference to outcomes for young people. The programme you are embarking on will further enhance the contributions you can make to this.

The NPQEYL aims to help you to lead great quality teaching and curriculum, whether in a subject, year-group, key stage or a phase.

The aim of this letter is to help you begin to familiarise yourself with the programme and to start feeling ready for the exciting challenges and opportunities ahead of you.



NPQEYL	Year 1						Year 2				Time
Term's Theme	Theme 1		Theme 2		Theme 3		Theme 4				
National Seminar IDI	National Seminar 1  1.5 HRS		National Seminar 2  1.5 HRS		National Seminar 3  1.5 HRS		National Seminar 4  1.5 HRS				6 hours
Chapter focus for the half term	Chapter 1: Implementation	Chapter 2: Culture	Chapter 3: Professional Development	Chapter 4: Child Development	Chapter 5: Curriculum and Assessment	Chapter 6: Additional and Special Educational Needs and Disabilities	Chapter 7: Working in Partnership	Chapter 8: Organisational Management - Policy and HR	Chapter 9: Organisational Management - Finance and Risk		
Asynchronous Independent Study Module A – 'Learn that...'	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	Module A • Unit 1 • Unit 2	30 hours (Approx.)
Local Seminar Delivery Partners	Local Seminar 1  2 HRS <small>* First seminar in person</small>	Local Seminar 2  1.5 HRS	Local Seminar 3  1.5 HRS	Local Seminar 4  1.5 HRS	Local Seminar 5  1.5 HRS	Local Seminar 6  1.5 HRS	Local Seminar 7  1.5 HRS	Local Seminar 8  1.5 HRS	Local Seminar 9  1.5 HRS	14 hours	
Asynchronous Independent Study Module B – 'Learn how to...'	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	Module B • Unit 1 • Unit 2	30 hours (Approx.)
Application of learning case study Preparation for the summative assessment		Case study task focusing on content from Chapters 1 and 2		Case study task focusing on content from Chapters 3 and 4		Case study task focusing on content from Chapters 5 and 6			Case study task focusing on content from Chapters 7, 8 and 9		6 hours
Local Workshop Delivery Partners		Local Workshop 1  4 HRS		Local Workshop 2  4 HRS		Local Workshop 3  4 HRS			Local Workshop 4  4 HRS	16 hours	



National Professional Qualification for Early Years Leadership (NPQEYL)

All NPQs in the suite have been carefully constructed with some key areas of learning in mind, and these are listed below:

KEY AREAS OF LEARNING

				
Effective communication and teamwork	Leadership clarity & team alignment	Change management & implementation	Professional learning & growth	Self management & awareness

Course structure and approach

The NPQEYL has *18 months* of study followed by an assessment period.

Our **flexible** study approach is underpinned by high quality, **web-based self-study** with plenty of **online discussion** with your peers and **support** from your course leader.

You will have heard from TDT when your national online seminar is, but you will also find the information about that, and the dates and venues of all other activities listed above in the attached calendar. Key activities in these sessions will include:

Key Activities

					
Hold a mirror up to your current setting, studying how it works	Get a window into other types of schools – different phases, specialities, localities	Courses designed for participants from a variety of backgrounds & schools	Be properly prepared to deal with the most common real-life leadership challenges	Learn from detailed interviews with great leaders – not just what they do but how they think	Experience repeated opportunities to practise real change and implementation

Your facilitators will be:



Victoria Abrahamart

victorialouiseabrahamart@gmail.com

Victoria has been working as an Early Years professional for over 25 years. She is a qualified teacher and has experience in a variety of roles: Early Years Improvement Adviser (working with PVI, childminders and schools across the West Midlands); Early Years leader; SENCo; Children's Centre Teacher, and an Early Years Advisory Teacher.

Victoria has a particular interest in early learning and development. She has worked with researchers and authors to develop and deliver Early Years specific projects. She views learning as a lifelong process and a progressive journey, and continues to collaborate with professionals to strengthen and support her ongoing professional developments



Caroline Albanese

calbanese@stjames.tgacademy.org.uk

Caroline completed a Post Graduate Certificate in Education to become a qualified teacher in 2004. After gaining extensive senior management experience across several primary schools as an Early Years Lead and Deputy Head of School, Caroline is now an Early Years Advisor with the Tudor Grange Academy Trust.

Caroline also provides regular support and quality assurance services to early years setting outside of the trust. In addition to this, Caroline is a qualified professional development tutor, leading professional development within early years leadership, early mathematics and language and communication.

Caroline is committed to raising standards and improving outcomes for learners across the early years sector.

Victoria and Caroline will be your first port of call with any queries relating to your NPQEYL, if you have any further questions do contact us.

Facilitators have completed extensive training so that they can support you in your programme. Asynchronous engagement in discussion boards will enable your facilitators to craft the sessions to suit your contexts, and to respond to questions you may have, using the materials provided by TDT

This is such an exciting time for us in the profession – the suite of professional qualifications will enable us to question our own tacit knowledge and theories of action, so that we can make evidence-based decisions in our schools. The fundamentals of school improvement depend on the culture of improvement and strong relational trust that will ensue.



Expectations during sessions

1. Attendance at sessions is mandatory. This includes webinars and face-to-face sessions.
2. During face-to-face sessions, participants are expected to wear professional dress.
3. During webinars, participants are expected to have cameras on and be able to use a microphone. The sessions are interactive, and use break-out rooms to discuss provocations, and thus engagement via camera and microphone is essential.
4. This is your space to learn, and we would ask that you put aside all other environmental distractions and priorities to engage fully in the sessions.
5. Your participation and engagement are pre-requisites to enable you and your colleagues to optimise the learning opportunities. This will mean that your preparation, using the asynchronous materials, in advance, is key, and that you are ready to respectfully share your perspectives on these. The programme will endeavour to enable you to question your own theories of action, so that you might enhance decision making in your own setting and others that you might encounter.
6. the learning opportunities. This will mean that your preparation, using the asynchronous materials, in advance, is key, and that you are ready to respectfully share your perspectives on these. The programme will endeavour to enable you to question your own theories of action, so that you might enhance decision making in your own setting and others that you might encounter
6. It is expected during the session for you to wear a red lanyard and not leave the lodge without being accompanied by TGAT staff.

We hope this serves as a useful introduction to your qualification. On the next page, you will find details of the schedule, including the dates of the various elements of the programme, some of which are local sessions and other are national events. TDT will be organising the national events and you should await further information from them regarding these elements.

We are really looking forward to working with you. If you have any questions, please do not hesitate to get in touch, using the following email address: tsh@tgacademy.org.uk

Billie Stewart,
Curriculum Advisor NPQ

Programme dates

Delivery Session Name	Session Links	Date	Start Time	End Time
National Seminar 1	Online	16/11/2023	15:30	17:00
Local Seminar 1	Face to face	13/12/2023	09:30	11:30
Local Seminar 2	Online	22/01/2025	15:30	17:00
Face to face workshop 1	Face to face	08/02/2024	13:00	17:00
National Seminar 2	Online	04/03/2024	15:30	17:00
Local Seminar 3	Online	20/03/2024	09:00	10:30
Local Seminar 4	Online	13/05/2024	15:30	17:00
Face to face workshop 2	Face to face	05/06/2024	12:30	16:30
National Seminar 3	Online	12/06/2024	15:30	17:00
Local Seminar 5	Online	10/07/2024	15:30	17:00
Local Seminar 6	Online	16/09/2024	15:30	17:00
Face to face workshop 3	Face to face	07/10/2024	09:30	13:30
National Seminar 4	Online	05/11/2024	15:30	17:00
Local Seminar 7	Online	27/11/2024	15:30	17:00
Local Seminar 8	Online	09/01/2025	15:30	17:00
Local Seminar 9	Online	11/02/2025	15:30	17:00
Face to face workshop 4	Face to face	20/03/2025	12:30	16:30

The Face-to-Face sessions will be conducted at Tudor Grange Academy Solihull in The Lodge building.

Please use the QR code to access the map to see where this is located on the Academy site:



Tudor Grange Teaching School Hub

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