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Contents:**The Certificate Syllabus**

This Certificate is designed to help candidates develop their professional thinking and practice and enhance the quality of teaching and learning. It is for practising teachers and practitioners, focusing on the development of knowledge, skills and understanding in the key aspects of teaching and learning in early years settings. It helps candidates to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

What is the qualification structure?

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

The Diploma can also be taken as a standalone qualification.

The table below shows what is involved in each module.

Learning hours in preparation: 150

Recommended programme duration: 4 months per module

Assessment: Portfolio of evidence of practice, learning and reflection

Evidence length: 3600 words with work-based records

Eligibility

Candidates must:

- be a full or part-time practitioner employed in an early years setting. For the purpose of this syllabus, Cambridge understands the Early Years setting to be those children up to and including the age of 6 years old.
- teach in their current institution over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- teach a group with a minimum of six young children
- be responsible for planning, teaching and formatively assessing groups of young children.

Language requirements

To take part in the Certificate programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR).

Please download the syllabus

[https://essarp-](https://essarp-my.sharepoint.com/:b/g/personal/administrador_essarp_org_ar/IQBQKxNxTVtVR5BA4mYe1LAIAQdnfFNEB8DSJMTbehw-SPo?e=HKyK2W)

[my.sharepoint.com/:b/g/personal/administrador_essarp_org_ar/IQBQKxNxTVtVR5BA4mYe1LAIAQdnfFNEB8DSJMTbehw-SPo?e=HKyK2W](https://essarp-my.sharepoint.com/:b/g/personal/administrador_essarp_org_ar/IQBQKxNxTVtVR5BA4mYe1LAIAQdnfFNEB8DSJMTbehw-SPo?e=HKyK2W)

Bibliography:

Methodology: Two essential principles underpin the design of the qualification: effective practice and effective professional development. The programme involves a spiral of professional learning, each stage being a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the candidate can engage with these in more depth and detail and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- observation
- reflection
- learning with and from mentors.

These processes work together. It is crucial that candidates receive feedback to inform their continuous reflection on their learning experiences. Observation and reflection are much more effective with the support of a mentor. The mentor develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification.

The mentor understands the essential principles of the Cambridge PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.