



**CHILDCARE: CENTRE MANAGER – MQF/EQF  
LEVEL 5  
INFORMATION HANDBOOK**

**ON**

**The process of validation of informal and non-  
formal learning for Childcare: Centre Managers  
in Child Care Centres**

## **The Assessment Board**

The Assessment Board is appointed by the Minister responsible for Jobsplus by means of Article 26 of the Employment and Training Services Act 2018 to ascertain proficiency or competency in a particular occupation.

This handbook describes the process that the Assessment Board adopts to assess applicants in Childcare at MQF level 5. Successful candidates are awarded a Certificate of Competence pegged at Level 5 within the Malta Qualifications Framework and also the European Qualifications Framework and which is endorsed by the National Commission for Further and Higher Education.

### **Information Meeting of the Assessment Board Members with Candidates**

Prior to the Process for the validation of informal and non-formal learning, the Assessment Board will meet with the prospective candidates. During this meeting the Assessment Board will explain in detail what is expected of the candidates for them to achieve a certificate of competence as Childcare: Centre Manager at MQF/EQF Level 5.

#### **Eligibility:**

Candidates who are interested in acquiring the Certificate of Competence awarded can apply for their knowledge, skills and competences to be assessed, recognised and validated if they possess the necessary competences and skills as defined in the Assessment Criteria included in this handbook.

#### **Candidates must:**

Hold a valid First Aid Certificate that is recognised nationally.

Be registered with the Food Safety Commission as a Food Handler.

Have at least 3 years experience in management of Child Care/ pre- school settings, catering for children from 0-3 years. This is in line with the L.N. 295 of 2012 which regulates the Validation of Informal and Non-formal Learning,

Be well aware of the relative legislature and regulations.

These candidates will also need to present the contact details of two referees that can confirm their experience and endorse skills claimed to the Assessment Board, prior to being assessed.

Candidates will need to present to the Assessment Board a Portfolio including a description of the responsibilities of a childcare worker, a description of the contributions the candidate made at the childcare centre where s/he is employed, testimonials of any formal and/or informal training that the candidates would have undertaken and any certificates that they would have been awarded, if they had followed formal training in supervision, management and or related areas with regard to child care.

These testimonials are to be authenticated by signature and possibly stamp of the institute/referee. These testimonials may be in the form of authenticated work activities which candidates would have carried out during their studies and or experiences (photos of activities and resources created by the candidates themselves may be included). Attached to the portfolio a candidate needs to present also a CV.

The Assessment Board is free to contact the institution and/or referee at will to confirm experiences and training claimed by the candidate.

All candidates will need to sit for a written test and attend an interview. The candidates will also need to submit their portfolio during the interview.

Candidates will be assessed on the criteria laid down in the Occupational Standards issued by the Malta Further & Higher Education Authority, which can be downloaded from the following link: [Childcare Centre Manager.pdf](#)

### **Re-sits**

It is important to note that if candidates do not pass any one of the assessment components they would be eligible for a re-sit in the failed component/s. Date, time and venue of re-sit would be communicated to the candidate by Jobsplus official. The candidate will be guided by the Assessment Board with respect to the areas for improvement before the re-sit.

### **CCM501: Understanding Child Development**

The Centre Manager has a comprehensive understanding of child development. The Centre Manager understands how young children learn, grow, and develop in the first three years of their life to ensure that the centre is providing a learning programme that enables all children to develop holistically and reach their full potential.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. support Childcare Educators and families in responding to the developmental needs of every child (including physical, cognitive, social, emotional, and linguistic);
3. provide constructive feedback to Childcare Educators on their observation, planning, and assessment of pedagogical processes to support the holistic development of all children;
4. ensure that the service provision provided by the centre is underpinned by a holistic learning programme that incorporates all areas of child development;
5. recognise development as a continuing process of interaction between the individual child, adults, and the world around them, resulting in evolving capacities.

### **CCM502: Protecting and Promoting Children's Rights**

The Centre Manager has a comprehensive understanding that even the youngest children have rights and full entitlement to the rights enshrined in the United Nations Convention of the Rights of the Child. The Centre Manager ensures that the centre's policies, programme, and practice safeguard and promote children's rights. The Centre Manager promotes awareness of children's rights to ensure a shared vision among all stakeholders and knows how to proceed in cases of potential harm or suspected abuse.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. respect children as persons in their own right, ensuring equality of access and removing any barriers to participation;
3. actively support children's rights through the centre's policy, programme, and practice;
4. establish a shared vision among Childcare Educators and families to ensure that the concept of the child as rights-holder is anchored during the child's stay at the centre;
5. encourage recognition of young children as social actors, with particular interests, capacities, and vulnerabilities with Childcare Educators and families;
6. adhere to national and international legislation, regulations, and the centre's policies and procedures regarding children's rights and protection;
7. meet the requirements and adhere to codes of conduct posed by the aforesaid legislation, regulations, policies, and procedures.

### **CCM503: Developing and Maintaining a Safe, Secure, and Healthy Environment**

The Centre Manager develops and maintains a safe, secure, and healthy environment for all children. They are aware of health and safety regulations, policies and procedures and is proactive in identifying and minimising risks for children, staff members, families, and visitors. They collaborate with Legally Responsible Persons, staff, and families to address any concerns regarding the health, safety, and security of the children.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. develop, together with staff members, policies, procedures and practices that minimise risks, and communicate these with different stakeholders;
3. identify and minimise risks to ensure that the premises and equipment are safe for children, members of staff and visitors;
4. assess, monitor, and report risks to the Legally Responsible Person and proceed with the necessary action;
5. ensure that all members of staff have valid certification in Paediatric First Aid and Food Handling;
6. draw and implement a plan of action that addresses individual dietary or medical needs or any risks identified by the Health and Safety Officer and/or External Review team;
7. ensure that one's own health and hygiene do not pose a threat to others;
8. ensure that all members of staff have valid certification in Paediatric First Aid and Food Handling

### **CCM504: Collaborating with All Stakeholders**

The Centre Manager collaborates with all stakeholders in professional ways. The Centre Manager nurtures positive strength-based relationships focused on the sharing of strengths, diverse skills, and expertise to build a community of engaged learners – adults and children alike. The Centre Manager keeps everyone in the centre's community, including parents, educators, and professionals focused on what they are working towards and why they need to work together to build a collaborative work environment.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. build an inclusive model of collaboration where everyone is valued as a professional;
3. focus on strengthening the skills that collaborative leadership requires;
4. focus everyone on the vision and goals of the centre;
5. guide and support each team in strengthening their work together;
6. collaborate professionally with all stakeholders;
7. build and maintain meaningful positive relationships with all stakeholders;
8. collaborate with all children and value them as active protagonists in constructing change;
9. develop conditions that help Childcare Educators feel valued and safe to actively share their strengths and talents with each other;
10. respect the uniqueness of each individual;
11. strengthen relationships and sustain genuine partnership and trust with parents;
12. seek the support from various external professionals/agencies regarding particular issues arising at the centre;
13. liaise and collaborate with the External Review Team during the External Review process;
14. deepen the commitment of all stakeholders to provide better outcomes for children and families.

#### **CCM505: Working in Partnership with Parents**

The Centre Manager acknowledges that the best long-term outcomes for every child are achieved when all staff members work in partnership with parents. The Centre Manager, together with staff members, supports the parents' interest and right to be actively engaged in their children's well being, learning, and development in Early Childhood Education and Care services.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. ensure that the parent's right to be involved and engaged in their child's life at the childcare centre is supported and respected;
3. ensure that partnership with parents is embedded in the ongoing day-to-day exchanges that take place between parents, educators, and children;
4. ensure that parents are central in decision-making about their child;
5. ensure that all staff members are building respectful and trusting relationships with parents;
6. develop honest and regular two-way clear communication with parents;
7. utilise the knowledge of each child's family and encourage staff members to do so;
8. ensure that all staff members connect and engage with parents on a regular basis;
9. ensure that the progress in learning and development of each child is documented and shared with parents;
10. ensure that parents are being supported and provided with opportunities to contribute to their to their child's learning and development, both in the childcare centre and at home;
11. respect the family's religious and cultural backgrounds and beliefs.

### **CCM506: Leading to Enhance the Quality of Learning and Care**

The Centre Manager employs empowering strategies to lead, motivate, and engage Childcare Educators to enhance the quality of learning and care. The Centre Manager, in liaison with all stakeholders, leads, monitors, and evaluates the implementation of policies, programmes, and practices that support child-centred, inquiry, and play-based learning and responsive caregiving.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. foster belief in the idea that children are not passive recipients but competent and able active participants;
3. recognise children of all ages and families as key contributors in a democratic pedagogical approach to learning;
4. be open to new ideas and be willing to learn from the suggestions of others;
5. establish and implement - in partnership with all stakeholders - a philosophy underpinned by the principles of quality Early Childhood Education and Care;
6. provide a direction to the learning programme through a compelling vision statement;
7. inspire and guide staff to bring quality-enhancing practices to their daily work;
8. lead and manage provision that promotes care, learning, and development through engagement, relationships, responsive caregiving, and child-centred, inquiry, and play-based learning;
9. monitor and evaluate the effectiveness of the service provision and determine strategies for improvement;
10. ensure that staff at the centre are aware of, and are provided with, relevant knowledge and information on the care, learning, and development of young children;
11. fully commit themselves to helping every educator reach their full potential to enhance the quality of the education and care provided;
12. support parent and community engagement to enrich the learning experience for all children;
13. support multi-agency work to ensure that the diverse developmental and learning needs and outcomes of all children are met;
14. engage in an ongoing process of self-reflection and critical evaluation of the centre's policy, programme and practice that support the well-being, learning, and development of all children.

### **CCM507: Promoting the Centre's Inclusiveness in the Social, Physical, and Learning Environment**

The Centre Manager promotes the principles of inclusive care and education in early childhood. Together with staff members, they regularly reflect on the centre's inclusiveness in the physical, social, and learning environment. The Centre Manager engages effectively with parents, colleagues, and wider professionals in the ongoing assessment and appropriate provision for children with disabilities.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. adhere to international and national legislation and policy that promotes a rights-based approach to supporting the active participation of all children;
3. promote inclusive culture, practice, and pedagogy in the childcare centre;
4. establish and sustain inclusive social, physical, and learning environments;
5. secure the active engagement and inclusion of children with disabilities through the curriculum;
6. recognise the significant role of play in the curriculum for all children;
7. monitor the development, implementation, and regular review of learning experiences aimed to address the needs of all children;
8. liaise with the Legally Responsible Person to modify the physical environment;
9. identify and provide resources that will allow children with disabilities to access and be fully included in the learning experiences offered;
10. ensure that relevant background information about children with disabilities is collected, recorded, and updated;
11. liaise regularly with staff members and parents of children with disabilities to ensure that both the needs of the children and their parents are met;
12. collaborate with external professionals and/or agencies where appropriate, to optimise support for children with disabilities;
13. provide opportunities for all staff members to reflect on the centre's inclusiveness in the physical, social, and learning environment.

#### **CCM508: Establishing Ongoing Professional Growth**

The Centre Manager participates together with staff members in ongoing, sustainable, and meaningful professional development to ensure that the team's dispositions, knowledge, and skills are aligned with the profession's ever-changing knowledge base. The Centre Manager supports the professional growth of Childcare Educators in alignment with the centre's goals for educators and the programme.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. be intentional and focused to influence change in practice;
3. take responsibility for one's continuing professional development and contribute to the professional development of staff members;
4. build a connection between the professional development that they are offering and the vision, goals, and core values of the centre's programme;
5. adopt a strength-based view of every Childcare Educator - as capable and eager to learn;
6. establish protocols that hold every individual accountable for their attitude, behaviour, and choice of actions in relation to their own professional growth;
7. take on the role of a pedagogical leader to support the team in the development of their professional competences;
8. encourage collaboration, sharing, and joint activities that engage Childcare Educators in new and meaningful ways;
9. encourage and support centre-based professional development initiatives.

### **CCM509: Implementing and Monitoring an Internal Review Process**

The Centre Manager understands that internal review or internal evaluation is a necessary process for more sustained change and quality improvement within the centre. The Centre Manager, with the involvement of the whole team, facilitates implementation and monitors a continuous cycle of internal evaluation to systematically inquire into and evaluate the effectiveness of policies, programmes, and practices. The outcome of this collaborative internal review is used to inform decision-making, improve quality of practice, and promote positive outcomes for children. The Centre Manager is aware that internal evaluation complements an external review conducted by the national regulatory authority.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. ensure that ongoing internal review is a continuous process at the centre;
3. engage in evaluation for improvement motivated by the need to make changes that will have a positive impact on the learning and well-being of children;
4. engage with staff members in evaluative thinking, an ongoing process of questioning, reflecting, learning, and modifying;
5. ensure that the centre has a strategic plan to engage in strategic internal evaluation;
6. communicate with stakeholders the purpose and benefit of the internal review process;
7. convince staff members of the merits of using data for productive change;
8. create the conditions in which data can become an integral part of the centre's decision making;
9. use a range of research tools to engage with and consult the views of different stakeholders;
10. ensure all plans and actions are directed at improving children's care and educational experiences at the centre;
11. ensure that the internal and external review processes are providing an opportunity for all involved to implement new practices, learn from challenges and consider where they are, where they want to be, what went right and went wrong.

### **CCM510: Meeting Regulatory Requirements**

The Centre Manager is aware of the main compliance regulations, directions, and standards issued by the national authorities that regulate the sector. Together with the staff members, the Centre Manager ensures that the centre's policies, procedures, programmes, and practices reflect national legislation, regulations, standards, and policies. The Centre Manager is able to prepare for an External Review and involves all staff members to address the required actions and recommendations put forward in the report.

The candidate must have the necessary knowledge and skills to:

1. manage and administer their workplace;
2. reflect on daily practice to ensure they are meeting the regulatory standards to which the centre is expected to adhere to;
3. ensure that the requirements set out in the National Standards for Early Childhood and Care Services (0-3 years) **Retrieved from this link:** [Early\\_Years.146700384962.pdf\(schoolslearningoutcomes.edu.mt\)](https://schoolslearningoutcomes.edu.mt/Early_Years.146700384962.pdf) and other relevant legislation,

frameworks, and standards concerning the care and education of children aged zero to three are met;

4. develop, implement, and review the centre's policies and procedures with all staff members to ensure these meet the regulatory requirements;

5. guide staff members to reflect on the purpose and expectation of an external review;

6. plan for and actively participate in addressing the required actions and recommendations put forward in the External Review reports.