

Headstart  
Montessori Teacher Training College



STUDENT  
**HANDBOOK**

2023

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## Welcome

In contacting us, you probably have some knowledge of the unique, child-centred Montessori approach to education for children. This method of imparting education is popular in most countries of the world including a number of Southern African countries.

Vital to the continuing success of Montessori in Africa is the training of those responsible for providing the Montessori education.

Headstart Montessori Training College is one of the largest Montessori training organisations in sub-Saharan Africa. It is a registered Montessori private, tertiary institution offering Accredited Early Childhood Development and Pre-Primary & Primary (Elementary) diplomas.

We do not offer you a 'quick-fix course', but one that is authentic and leads you to fulfilling your dream of being a fully qualified, Montessori Adult. If you decide to study with us, we offer you the support and availability of our dedicated and enthusiastic staff, both academic and administrative to ensure that you find these studies to be life changing.



Dr Lindsay van den Berg  
(Principal)

*Read this document carefully and keep it in a safe place for future reference.*

**Note:**

This Student Handbook is valid for 2023-24. Although the information contained in this Student Handbook has been compiled as accurately as possible, Management and staff accept no responsibility for any errors and omissions, which may occur. The College retains the right to amend any regulation or condition without prior notice. The information is correct up to 31 December 2023.

**Mission**

Headstart Montessori Teaching Training College is dedicated to providing quality tertiary educational opportunities to members of the Namibian community who for a variety of reasons, educational, political, cultural or gender were previously unable to access or complete their education. We accept a variety of entry routes including life-experience

**Vision**

Headstart is your Leading Teacher Training Provider for a better future.

**Values**

The following core values define our code of conduct, behaviour, ethical guidelines, interactions and decision making .

**Integrity** – We will adhere to honesty and loyalty in our conduct with others and it is associated with key behaviours such as openness, trustworthiness, reliability and dependability.

**Equity** - We will serve our employees, students, and stakeholders with fairness, reasonableness, and interpretation, and make decisions that are free from any bias or dishonesty.

**Accountability** - We will acknowledge and take responsibility for our actions, decisions and policies, including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, and be answerable for resulting consequences.

**Professionalism** – We will show commitment and dedication in relations with other people and competence in the work place.

**Contact Details****Walvis Bay Campus**

**Physical:** No 4 Seventh Street South, Meersig

**Postal:** P O Box 1379 , Walvis Bay ,Namibia

**Telephone:** +264.64.220959 /+264.811240730

**Fax:** +264.64.200439

**Email:** [info@headstartcollege.org](mailto:info@headstartcollege.org)

**Website:** [www.montessori.com.na](http://www.montessori.com.na)

**Facebook/Instagram:** Headstart Montessori College

## Introduction

Nelson Mandela once said,

*“Education is the most powerful weapon which you can use to change the world.”*

Wise words spoken, but even more specifically, early learning education is a far greater tool for success. Studies have shown that a child’s earliest years of development are the most critical.

The vast majority of neurons are developed between birth and age three, as this is the brain’s peak capacity to retain new information. Since children are most receptive to information at a young age, early learning exposure plays an essential role in fostering mental development. Science shows that taking in new sights, sounds and information plays a paramount component in the formation of active neural pathways.

Dr. Maria Montessori was one of the first educators to realise the capacity of young children to learn and to systematically examine how the young child learns best. She believed that all children have a natural desire to learn and given the opportunity will absorb everything in their culture and environment. She identified that the most sensitive period for learning was the period between birth and age six. The Montessori method has been proven for over 100 years and is known and taught worldwide.

The Montessori philosophy and curriculum fosters a love of learning and self-growth. Through the work children develop tools for learning that will prepare them for life. It makes learning easier for all children, with all learning styles and abilities.

In Her book *“The Absorbent Mind”*, Dr. Montessori wrote,

*“The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six. For that is the time when a man’s intelligence itself, his greatest implement is being formed. But not only his intelligence; the full totality of his psychic powers...At no other age has the child a greater need of an intelligent help, and any obstacle that impedes his creative work will lessen the chance he has of achieving perfection”*

## Psychologists have confirmed Montessori Early Childhood Education Theories

Recent psychological studies based on controlled research have confirmed these theories of Dr. Montessori. After analysing thousands of such studies, Dr. Benjamin S. Bloom of the University of Chicago, wrote in *Stability and Change in Human Characteristics*,

*"From conception to age 4, the individual develops 50% of his mature intelligence; from ages 4 to 8 he develops another 30%... this would suggest the very rapid growth of intelligence in the early years and the possible great influence of the early environment on his development."*

## **A Sense of Independence**

The Montessori approach to early childhood education not only teaches children how to fine-tune their motor skills but also helps them to develop a sense of independence. Some of the key examples to the teachings and benefits of the Montessori approach to early childhood education are:

- The observation that children take a natural pleasure in learning to master their environment and that this mastery is the basis of the sense of competence necessary for independence.
- The judgment that real learning involves the ability to do things for oneself, not the passive reception of a body of knowledge.
- That the child benefits from learning materials that are intrinsically interesting, reality oriented and designed to facilitate self-correcting and the refinement of sensory perceptions.
- That imposing immobility and silence hampers children's learning and that, given interesting work to do, children will establish their own order.

## **The College**

Headstart Montessori Teacher Training College is a privately owned Montessori College registered with the National Council for Higher Education and accredited by the Namibia Qualifications Authority.

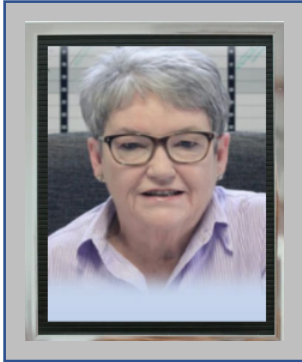
Headstart is dedicated to training prospective Montessori Adults in Montessori education. The following courses are offered at Headstart.

- (1) Diploma in Early Childhood Development & Pre-Primary Teaching (Montessori Specialisation) - NQF Level 5
- (2) Diploma in Early Childhood Development & Pre-Primary Teaching (Montessori Specialisation) - NQF Level 6
- (3) Diploma Primary Teaching (Montessori Specialisation)- NQF Level 6

The College is privately funded. It consists of a board of directors and shareholders who run the day-to-day activities of the college.

## Headstart Staff

### Academic Committee



#### Principal: Dr. Lindsay van den Berg

**Doctor of Education:** Berkley University, USA

**Masters degree:** Educational Counselling- La Salle University USA

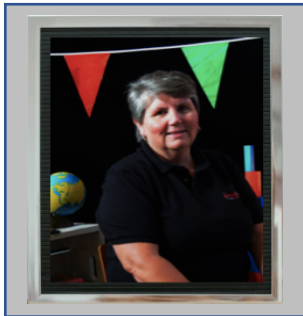
**Bachelors degree:** Education & Psychology - University of South Africa

**Montessori 0 - 6 Teachers' Diploma:** London Montessori College

**Montessori 6 - 12 Teachers' Diploma:** London Montessori College

**Montessori English Second Language Diploma:** London Montessori College

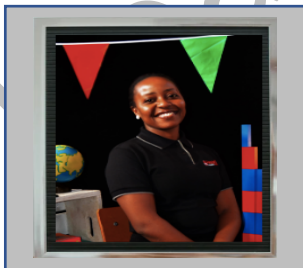
Dr Lindsay has been involved in Montessori education in Namibia for nearly four decades. Currently principal of Headstart Montessori College, Dr Lindsay is also the head trainer for the elementary students.



#### Vice Principal: Ms. Micaela Connor

Ms. Micaela is the owner and Principal of Casa Montessori located on the campus of the college.

Ms Micaela has two Montessori diplomas and a bachelor's degree in Language Management. She has been involved in Montessori in Namibia for close to 30 years. Ms Micaela is the principal of the laboratory classroom which forms part of the campus and Head Trainer for the Level 5 & 6 ECD Pre-Primary programmes. Ms Micaela is also the Dean of Students.



#### Administrative Director: Ms. Rauna Nampala

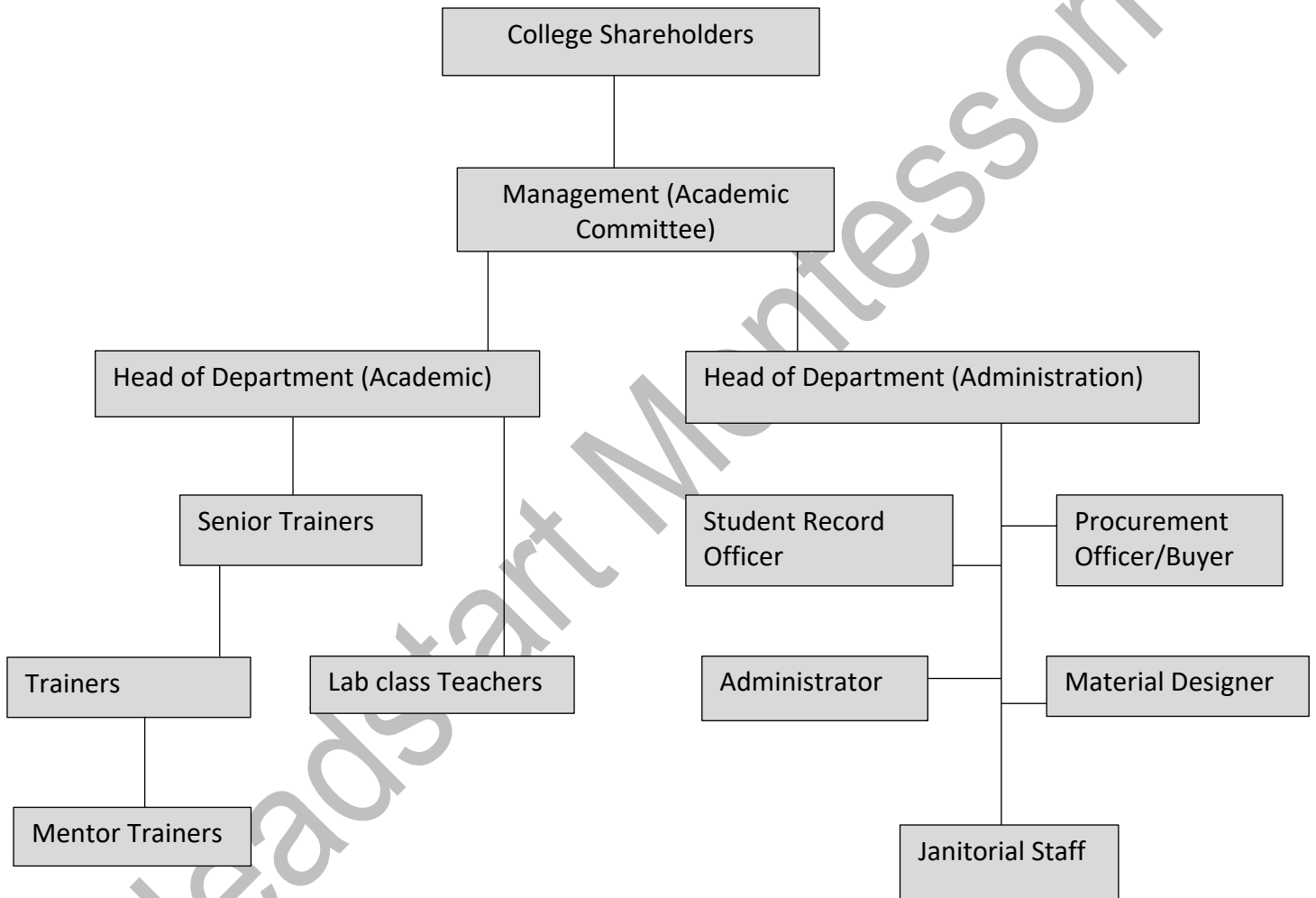
**Master of Business Administration:** UNAM

**Bachelor of Accounting:** UNAM

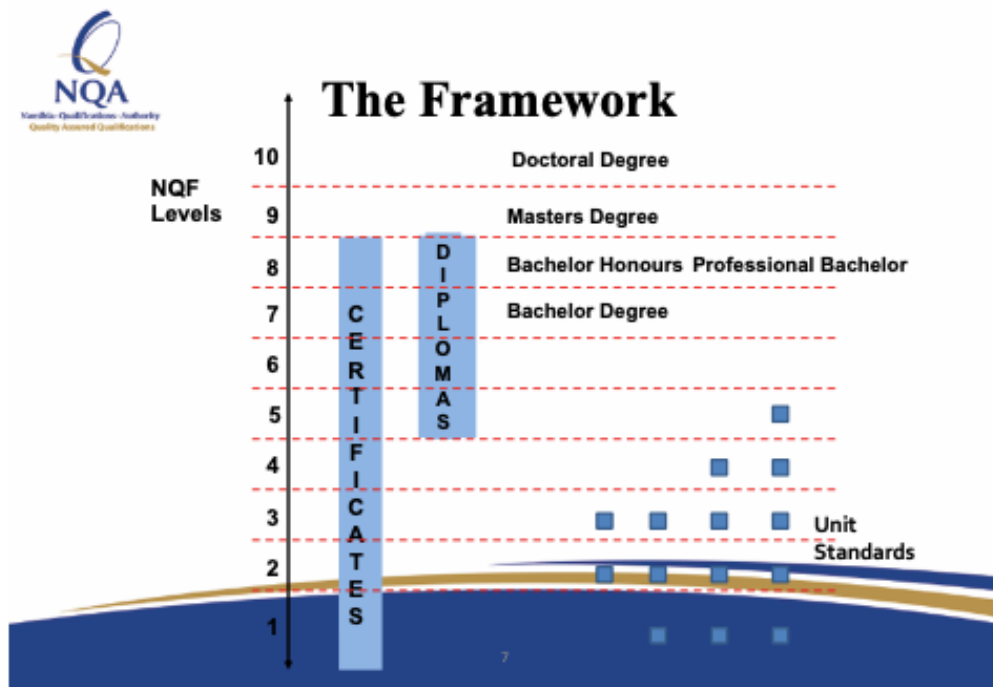
**Certificate in Banking, Finance & Credit:** Academy of Banking

Ms. Rauna is responsible for the college's administration and support services

### College Organogram







Source: Retrieved from NQA website

### Namibia Qualifications Framework Level Descriptors

Level 1	Grade 9
Level 2	Grade 10 and National (vocational) Certificates level 2
Level 3	Grade 11 and National (vocational) Certificates level 3
Level 4	Grade 12 (National Senior Certificate) and National (vocational) Certificate. level 4

Level 1 – 4 equate to High School grades 9-12

Level 5-7 equate to College diplomas/degrees

Level 7-10 equate to University degrees

### Headstart NQF Credits

Diploma in Early Childhood Development and Pre-Primary Teaching (Montessori Specialisation)- Level 5 = **240 credits**

Diploma in Early Childhood Development and Pre-Primary Teaching (Montessori Specialisation)- Level 6 = **120 credits**

Diploma in Primary Teaching (Montessori Specialisation)- Level 6 = **360 credits**

## Teaching Diplomas

### 1.Course Q2005

Diploma in Early Childhood Development and Pre-Primary Teaching (Montessori Specialisation) – NQF level 5

(3-year course)

#### Purpose of the Qualification

The Diploma in Early Childhood Development and Pre-Primary Teaching (Level 5) (Montessori Specialisation) is designed as an exit level before the Diploma in Early Childhood Development and Pre-Primary Teaching (Level 6) (Montessori Specialisation) as well as for the Diploma in Primary Teaching (Level 6) (Montessori Specialisation).

#### Entry

Prospective student should be over 17 years of age and be in possession of:

- Namibia Senior Secondary Certificate (NSSC) having a pass in four subjects, one of which must be English, with a minimum of 20 points.

OR

- Mature age entry: Students (over 24 years of age) who may not have achieved the minimum level of education to apply in the normal manner. However, it is a requirement for the applicant to have already been working with children, in a school environment for minimum 12 months. The student will be on Academic Probation, meaning that if they fail their first year with less than 45%, they may not continue.

OR

- Other school-leaving qualifications may be accepted on their own merit as alternatives and will be evaluated by the college using recognised criteria. If a prospective student does not have the required 20 points, they may still apply and discuss the requirements with the academic committee – this is of particular importance if he applicant is over 24 years of age, or work in the ECD environment.

OR

- Applicants with prior learning may apply for Recognition of Prior learning

**Mode of delivery**

All courses are delivered through online sessions blended with practical workshops throughout the year and a two week practicum in the second and third year.

The diplomas from Headstart are awarded on meeting course work standards that are independent of course delivery.

**Exit Outcome**

- Illustrate the historical evolution of Early Childhood Development and Pre-primary education in Namibia.
- Produce a daily programme for a child in Early Childhood Development environments and Pre-Primary schools.
- Create and maintain a healthy and safe environment for young learners.
- Apply the roles of the subjects taught in early childhood development.
- Assess competence in the academic areas of the pre-primary class.
- Meet the professional requirements of an early childhood development practitioner through reflection, adherence to professional standards, and a positive work ethic.
- Present the Montessori concrete materials as materialized abstractions.

**2. Course Q0652**

Diploma in Early Childhood Development and Pre-Primary Teaching (Montessori Specialisation) - NQF level 6

(1 year course)

**Purpose of the Qualification**

This programme is a statement of the standards to be achieved to gain 360 credits in Montessori Early Childhood Development/Pre-Primary.

240 credits for course Q2005 (level 5) and the remaining 120 from course Q0652 (Level 6)

The course is designed to provide the prospective teacher with opportunities to acquire the specific knowledge, skills and attitudes necessary to effectively supervise an Early Learning Environment including the Pre-Primary year, both Montessori and non Montessori within the Namibian context.

This course aims to:

- Promote excellent practice and leadership and equality of opportunity
- Respect for diversity in the learning environment
  
- To provide access to a recognized ECD qualification that includes a Montessori bias.
- To enable students to plan and implement an ECD/Montessori learning programme based on knowledge of child development from 2½ to 8 years and work with children in a specific phase work towards achieving the learning outcomes of Grade 0 or R.
- To improve community-based ECD services for young children by raising the level of ECD (Montessori-biased) teaching competence and/or by providing opportunities for training in support and leadership roles.
- It is designed to provide the graduate with opportunities to acquire the knowledge, understanding, practical skills and attitudes necessary to effectively supervise an ECD/Pre-Primary Learning Environment. In Namibia, Early Childhood Development is from 0 – 8 years The Level 6 diploma is an adjunct to and does not replace the original Level 5 diploma offered by this institution that has just been extended to fulfil demand.

### Entry

- Be in possession of an accredited Montessori Level 5 Early Childhood Diploma, with a final mark of at least 60% in which case you can start at the 240-credit mark.

OR

- Applicant to be over 18 years of age and be in possession of Namibia Senior Secondary Certificate (NSSC) having a pass in four subjects, one of which must be English, with a minimum of 20 points.

OR

- Other school-leaving qualifications may be accepted on their own merit as alternatives and will be evaluated by the college using recognised criteria. If a prospective student does not have the required 20 points, they may still apply and discuss the requirements with the academic committee – this is of particular importance if you are over 24 years of age, or work in the ECD field.

**Mode of delivery**

All our courses are delivered through online sessions.

The diplomas from Headstart are awarded on meeting course work standards that are independent of course delivery.

**Exit Outcome**

At the conclusion of this course, graduates will have:

- An intellectual knowledge of the history and theory of education together with the contribution made by Dr Maria Montessori
- An ability to plan and deliver a developmentally appropriate learning programme that is underpinned by the critical understanding of child development and learning theories by the use of the Montessori delivery method.
- The ability to make and present appropriate scientifically designed learning materials that enhance learning.
- An underpinning of academic knowledge to develop learning environments.
- An understanding of areas of learning and development with an appropriate and contextually relevant emphasis on literacy, numeracy and life skills by using Montessori manipulative materials.
- An ability to observe and assess the children's learning, development and responses to the learning environment continually, in order to formulate practice and planning on an individual basis.
- Have developed a wide repertoire of skills that can be used appropriately in working with individual children, small groups and large groups of children.
- Demonstrate a range of strategies for challenging all types of discriminatory and biased behaviour, based on relevant theoretical understanding of oppression and cultural worldviews.
- Acquired writing and technological skills and strategies that can be used effectively for recording observations in learning programmes and for communication in ECD services as well as for assessment and report writing and other forms of written communications.
- Have a high level of professional and practical competencies, as teachers of children from 2 ½ - 8 years.
- Be a strong and valuable leader in education in Namibia and Montessori education in particular.

### 3. Course Q1193

Diploma in Primary (Elementary) Teaching (Montessori Specialisation) - NQF level 6

(3-year course)

#### Purpose of the Qualification

The overall purpose of the qualification is to:

- Produce educators who have strong theoretical, practical, foundational and reflective competence.
- Be capable of becoming leaders in Namibian education development.
  
- Provide professional educational services, operating effectively in primary schools and learning sites.
- Deliver high quality teaching and learning programmes within the role of the Montessori trained educator and to allow them to enter higher levels of academic achievement at other tertiary institutions.
- Provide academic skills such as higher order reading and writing as well as independent research skills.
- Equip educators to be agents of change and transformation through creative and innovative praxis.
- Help to improve the standard of Primary Education in both urban and rural Namibia and beyond.

#### Entry

Be in possession of an accredited Montessori Level 5 Early Childhood Diploma Alternatively, prospective students must have completed and pass (by 60%) the first year of diploma Q2005 before they can enrol in the Primary (Elementary) course; this is considered a bridging year that presents the Montessori Philosophy.

There are limited places each year

Be over 18 years of age and be in possession of:

- A Namibia Senior Secondary Certificate (NSSC) having a pass in four subjects, two of which must be English and Mathematics, with a minimum of 20 points.

There is no mature age entry or Recognition of Prior Learning for Course Q1193 Diploma in Primary Teaching Diploma (Montessori Specialisation) Level 6.

#### Mode of delivery

All our courses are delivered through online sessions blended with practical workshops throughout the year and a two week practicum placement in each year of study.

The diplomas from Headstart are awarded on meeting course work standards that are independent of course delivery.

### **Exit Outcome**

The Purpose of this qualification is to provide prospective student primary teachers a method of study that will give them a nationally recognised diploma in Primary Teaching using the Montessori method of teaching for children between the ages of 6 and 12.

Please Notice: the Montessori Method of Education is to help children learn in an easier way using practical, hands-on, manipulative materials.

### **Application Procedure**

Application for admission to study at Headstart opens each year on the 1<sup>st</sup> of September for admission the following year.

Registration is restricted to the number of places available.

*The first applicants to settle their registration deposit will take the first places available.*

Application for registration closes when all the places are filled. Late registration is only offered by arrangement with the college.

1. The prospective student approaches the college and is sent a Handbook including an Application for Enrolment form (usually by email).
2. After reading the student Handbook, the prospective student decides if this is the college they want to attend and if the course is right for them.
3. The Application for Enrolment form is completed and sent back to the college accompanied by the required documentation.
4. Incomplete application forms will NOT be considered.
5. The applicant also signs to signify that they have received and read the Handbook.
6. The College Administration department will contact the prospective student to inform them if they meet the criteria for admission and acceptance letter send out.
7. The prospective student then pays the deposit into the college bank account and sends proof of payment to the college.
8. After confirming the registration deposit the college invites the student for the **compulsory** orientation at the Walvis Bay Campus where they can have any outstanding questions answered, the refund procedure explained, assessment and attendance policy clearly explained, the year's calendar issued and online classroom orientation with a device (smart phone, tablet, or computer).
9. The orientation follows a format which is recorded and signed by the student to show all was explained.

**10.** The student also signs the Financial Contract & Learning Agreement to confirm that they are legally responsible for the monthly payments to complete the annual fees and are serious about studying.

**11.** After study material has been received no refunds or transfers are possible .

**12.** Students continuing their studies with Headstart must complete the re-registration form before the end of January every year. Their application **MUST** be accompanied by proof of payment of their registration deposit.

The registration letter will reflect entry mode including the Mature Age Entry route.

### **Admission**

The Headstart Montessori Teacher Training College does not discriminate, in their policy of admission, on the basis of ethnicity, religion, or gender, and complies with the provisions of the policies and procedures of Namibia, the SADC countries and is committed to assisting all to gain reasonable access to Higher Education however,

- Headstart Montessori Teacher Training College has adjusted their traditional entry requirements to facilitate a more equity-driven student body.

- If a student belongs to a group, of whatever nature, which requires the student not being able to attend certain functions at certain times, please feel free to discuss that need with the Programme Director or Principal who will do their utmost to accommodate the student.

- If a student is medically diagnosed that they have a historical, physical, emotional or sociological condition that might need special consideration to enable them to successfully complete the course, please furnish the Training College with details prior to conducting studies and we will attempt to the best of our ability to accommodate you.

- Recognition of Prior Learning (RPL) is available as an entry option. Qualified and Registered assessors from the College can arrange this to be conducted at a cost to the student dependent on the hours needed to assess the work.

### **Recognition of Prior Learning Policy (RPL)**

Recognition of Prior Learning is the process whereby a student's prior learning can be formally recognised in terms of already registered qualifications and/or unit standards, including where and how the learning was attained for teaching.

RPL acknowledges that people never stop learning, whether it takes place formally at an educational institution, or whether it happens informally.



The process of RPL is as follows:

- Identifying what a student knows and can do.
- Matching the student's knowledge, skills and experience to specific standards and the associated assessment criteria of our qualification.
- Assessing the learning against those standards; and
- Crediting the student for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past

In practice what this means is that a learner or an employee's non-traditional or non formal experience and learning can be recognised. But it must be realised that this is a Montessori-based and biased course and knowledge of that Method of Education is necessary.

Only in exceptional circumstances will admission of students through an RPL route be allowed to exceed 10% of the total number of students in the programme.

**All Prospective Students are required to:**

1. Complete the relevant application/enrolment form and return to the administrator at the college completed with all required documentation.

2. Secure a work experience placement (Practicum) from your second year in your locality that does not conflict with workshop time or their own personal/work commitments prior to commencing the course to alleviate any pressure once the course has commenced.

(a) The modules outlined herein are complemented and consolidated through practical work experience.

(b) A work experience programme (Practicum) of 100 hours for Level 5 (two weeks in Year 2 and another 2 weeks in Year 3) must be completed outside of scheduled class time in order to satisfy the requirements of the work experience module.

(c) Work Experience (Practicum) of an additional 50 hours (2 weeks) must be completed in year 4 for Q0652.

(d) A work experience (Practicum) file that includes a record of the presentations, notes, self-reflections will be expected throughout all the work experience.

(e) 80 hours of workshops are also necessary for course completion.

(f) The practicum placement provides the opportunity to merge classroom learning with practical experience under the tutelage of experienced and qualified professionals in a recognised (by the college) Montessori/Early Childcare setting.

(g) Headstart does require all students to perform their practicum placement at an authentic Montessori school. There are best practices that determine whether a school is practicing authentic Montessori.

### **Non-Namibian Students**

According to the Immigration Control Act of 19 August 1993, all International students (SADC and Non-SADC) should be in possession of a valid approved Study Permit and Visa before entering Namibia for the purpose of studying. All prospective students are required to apply for a Study Permit and Visa on the prescribed forms obtainable from the Namibian Embassy in any country or the nearest Namibian Embassy. This can be sent to the college by email.

Only persons with permanent Namibian Residence, Refugees or Asylum Seekers and Diplomatic representatives are exempted from applying for a Study Permit and Visa. The mentioned categories are exempted on condition that they provide the relevant documentation (i.e., Permanent Residence Permit, approved and endorsed Refugee/Political Asylum Seekers status, a Courtesy Visa which confirms diplomatic status) to the College. Study Permits, Work Permits and Tourist Visas are not interchangeable. Candidates in possession of a work permit still need to apply for a study permit if offered provisional admission to the college.

### **Verification of Qualifications**

Due to the reciprocal educational agreement among the SADC countries, the procedure used to get qualifications recognised in any other SADC country is to take it to the relevant qualifications authority who liaise with the NQA (Namibia Qualifications Authority) to confirm the authenticity of the programme.

### **Re-Registration Continuing Students**

All current students are required to complete a new registration form for each year before the end of every January– after results have been made available.

Full Deposits for re-registration must be paid on or before the 31<sup>st</sup> January each year. The remaining balance must be paid regularly each month from the end of February until 30<sup>th</sup> June.

### **Re-Registration for a failed course/module**

1. All students who are to repeat a year due to failure or drop-out must apply, in writing, to the Academic Committee for permission to do so before the 31<sup>st</sup> January each year.
2. Once permission has been given:
  - (a) Complete a new Application for Enrolment form
  - (b) Settle any outstanding fees from the previous (failing) year.
  - (c) Settle 50% of the current year fees.

- (d) Understand that you will have to repeat all assignments.
- (e) attend all workshops and write the challenge exam.
- (f) The student will subsequently have to pay the current annual fee for any further year of study.
- (g) During the years of your course, if a student fails more than once, they may have to appear in front of the academic committee to ascertain if they should continue

### **De-Registration Procedure**

- If a student neglects to hand in an assignment on the required date, they can hand it in late (only by one month)
- If a student neglects to hand in two consecutive assignments, they will be warned and if the assignments are not immediately forthcoming, they will receive a written warning before being de-registered.
- If a student is derelict in paying their fees, they will be reminded after one month and after the second month, they will be given a warning, if no improvement, they may be de-registered.

*If a de-registered student wishes to continue with their course immediately the year following de-registration, they are required to re-register at (50% of current academic year's tuition fees) and fulfil all their outstanding commitments. See re-registration for failing students, below.*

If a registered student either fails any part of the assessment process and/or does not fulfil the attendance requirements, they will have to repeat the year at a fee equal to 50% of current year course fees.

*Note: Any outstanding balance from previous years should be settled in full.*

### **Examination Policy**

The examinations are reviewed and adjusted by the academic committee according to the examination policy of the college and situational circumstance. Students will be informed of any changes in a timely manner.

**Programme Fees for 2023**

The Tuition fee deposit MUST be paid at the beginning of each year

**Q2005 ECD & Pre-Primary Level 5 (240 Credits)**

Fees per year - N\$13 000

Tuition deposit: N\$6500 fully paid by 20<sup>th</sup> January 2023

Monthly installments for 5 months starting on or before 28<sup>th</sup> February and ending on 30 June: N\$ 1300

**Q0652 ECD & Pre-Primary Level 6 (120 Credits -One Year Only)**

Fees - N\$14 000

Tuition deposit: N\$7000 fully paid by 20<sup>th</sup> January 2023

Monthly installments for 5 months starting on or before 28<sup>th</sup> February and ending on 30 June 2023: N\$ 1400

**Q1193 Primary (Elementary) Level 6 (360 Credits)**

Fees - N\$15 000

Tuition deposit: N\$7500 fully paid by 20<sup>th</sup> January 2023

monthly instalments for 5 months starting on or before 28<sup>th</sup> February and ending on 30 June 2023: N\$ 1500

**Tuition Fees**

- Students are required to start paying 10% of the remaining balance one (1) month after 50 % registration deposit is settled.

**Q2005 ECD & Pre-Primary Level 5- N\$ 1300 per month (February-June 2023)**

**Q0652 ECD & Pre-Primary Level 5- N\$ 1400 per month (February-June 2023)**

**Q1193 Primary (Elementary) Level 6- N\$ 1500 per month (February-June 2023)**

- Students in arrears up to two (2) months installments will be suspended from classes until fees have been paid in full.
- Students will not be allowed to sit for any exam with outstanding amounts of their accounts
- No transcripts/examination results shall be released to any student before clearing all outstanding fees.

**Other Fees:**

<b>Other fees Payable</b>		
	<b>Description</b>	<b>Amount N\$</b>
1.	Late registration fee <i>Payable after closing date of registration (20<sup>th</sup> January)</i>	Additional 300
2.	Application Fee	Free
3.	Diploma Replacement (Duplicate)	300
4.	Transcript Print out/Duplicate	50
5.	Proof of Registration Duplicate	50

**Payment Plans****1. Level 5 (Pre-Primary)**

First year students

Tuition deposit (50% of course fee) payable at registration/ on or before 20 January 2023.

10 % per month thereafter for 5 months February to June.

Second and Third-year students

Tuition deposit (50% of course fee) payable at Registration on or before 20 January 2023.

10 % per month thereafter for 5 months February to June.

### **2.Level 6 (Pre-Primary)**

Tuition deposit (50% of course fee) payable at Registration on or before 20 January 2023.

10 % per month thereafter for 5 months February to June.

### **3.Level 6 (Elementary)**

Tuition deposit (50% of course fee) payable at Registration on or before 20 January.

10 % per month thereafter for 5 months February to June.

### **Refund Policy**

The colleges strives to conduct fair and transparent refunds to students or sponsors. Below is the formula to calculate refunds due to a student or sponsor after one (1) month of registration.

Number of lessons available before and on the date of cancellation divided by number of lessons available for the programme multiplied by the total amount of tuition fee for the year.

### **Example:**

Refund for a level 5 student. Tuition fee for level 5 is NS13000.00. Student had 7 lessons available before and on date of cancellation. The programme contains 34 lessons for the academic year.

Calculation for refund due to student :

$7/34 \times \text{NS}13\,000 = \text{NS} 2676.47 + \text{N\$} 100 \text{ administration fees}$

**The student is responsible to provide:**

- Own writing materials,
- Travelling costs
- Meals during workshops
- Accommodation costs – The college is not a residential college and has no facilities for overnight stays.

**The College is responsible to provide:**

- All material to complete the programme, Study guides, practical's book, textbooks, lecture support
- All workshops
- Examination costs
- Invigilation costs
- Assessments by qualified assessors and moderators

If a student wishes to complete an assignment or practice or conduct research at the college, please book a space with the administrator.

**HEADSTART MONTESSORI BANKING DETAILS**

**Bank:** First National Bank

**Branch:** Walvis Bay

**Branch code:** 282172

**Account name:** Headstart Montessori Training College

**Account No.** 62083639842

**Reference:** NAME & STUDENT NUMBER

*Please note:*

Only Bank deposits, Electronic Fund Transfer, cash or cell phone banking will be accepted (NO E-WALLET). On registration students will receive a laminated card with a unique account number to use and reference when making payments.

When depositing monthly fees, Students should use their name, surname and account number as the reference.

When depositing fees directly into the account above, students should ensure that they keep a copy of the deposit slip, or the EFT 'Confirmation of Payment' page, should there be a discrepancy in allocation of fees. Students may forward a copy by email to the Accountant or Administrator.

Accountant email: [gerhard@headstartcollege.org](mailto:gerhard@headstartcollege.org)

Administrator email: [info@headstartcollege.org](mailto:info@headstartcollege.org)

*Cash deposits will be charged a 'cash deposit fee' as charged by First National Bank which will be added to student's account.*

## General Course Requirements

1. At least 90% attendance required for all workshops. A register is taken at each workshop and records are kept together with notes and assignment marks.
2. Unfortunately, regardless of the reason for a student's absence, due to the method of study, the college cannot give credit for ANY absences, regardless of the severity of the reason, even if certificates from doctors or death certificates are presented.
3. Successful completion of all assignments for each course module.
4. Completion of material-making for each module.
5. Successful completion of examinations. This will consist of written examinations in theory and materials.
6. Practicum files must be kept recording the student's work experience.
7. From year 2 every student is required to spend a minimum of 2 weeks a year in a Montessori school during the course for practicum placement. This has to be completed before graduation can take place.
8. Completion of all the requisite practicals for the relevant part of the course.

## Prescribed texts

### Textbooks

Several textbooks are included in the fee of the programme. Some will be given out as a printed books, others will be available on the digital online classroom. Students can access them on-line with their login details.

Please make sure you have all the requisite books. You will be asked to sign for receipt of same .



**Recommended for further reading :**

*The Discovery of the Child* by Maria Montessori

*Basic Montessori* by David Gettman

*Maria Montessori, Her Life & Works* by E M Standing

*Spontaneous Activity in Education - The Intermediate Montessori Method* by Maria Montessori

*The Montessori Elementary Material - Vol. 2 of the Intermediate Montessori Method* by Maria Montessori

**Assessment**

Assessment should provide both the college and the students with evidence of how well the students have learned what we intend them to learn. What we want students to know and what they should be able to do guides the choice of design of the assessments.

Headstart Montessori Teacher Training College is committed to a process during which assessment of all its students, programmes and facilities can take place in circumstances of mutual respect.

Headstart promotes practices and procedures that ensure proper student support. These include advice and guidance to the student; development needs are matched against unit standard requirements, regular but not unlimited assessment (limited to two attempts) of the student in terms of the outcome requirements, the identification and support of special requirements and an appeals procedure.

Assessment and internal moderation provide for access to assessment through the use of a range of valid assessment methods, the resolving of queries related to unit standard requirements, the use of qualified assessors and regular sampling of findings and action on inconsistencies. Suitably qualified staff will conduct the internal moderation.

If a student is not competent after two attempts, the Academic Committee will meet with the student and trainer to see if there is any way the college can help with competency.

Headstart provides for proper monitoring and review of the process and record keeping system. Records of students are complete and stored securely, records of internal moderation are retained and made available for the purposes of verification and auditing, and information forwarded to the awarding body for registration and certification is complete and accurate.

*The assessment system aims to encourage proper review by internal & external moderation, the implementation of corrective action where necessary, the review of the effectiveness of the internal process. The student, future employer and other stakeholders are used to evaluate the quality and effectiveness of Headstart's stated aims, which will lead to continuous improvement. Headstart achievements against its plan are monitored and reviewed and used for guidance for future development activities.*

There are many different types of assessment tools that can be used to assess a student's proficiency on a given learning objective, and that same activity can be used to assess different objectives.

A combination of module appropriate assessment procedures will facilitate the assessment of learning outcomes of this course.

**These methods will include but not be limited to:**

- Written examinations
- assignments – written research to answer questions, observations, material making and presentations of equipment
- discussions, in large and small groups with feedback
- material making
- collection of work online to make an album/file of work
- practicum placement files
- student records
- skills demonstration.

**Note:**

*This course should be seen as a tertiary level programme and the assessment procedure reflects this fact.*

As a student, your understanding of the young child, the Montessori Method and the learning and teaching processes will deepen as you study and pursue your own study agenda.

Assessments will be systematically conducted throughout the course by a qualified and registered assessor and will include:

- Note of attendance, preparation, attitude and participation at workshops these will be discussed at faculty level.
- Marks for in-class tests will form part of the assessment
- The student has the right to appeal the assessment
- The mark given for the assignments
- The mark given for the Theory Examinations
- The marks are weighted according to complexity.

50% (2.5 on the marking scale) is the minimum pass mark for assignments, tests & exams although it is expected that students will strive to do better.

To progress to a Level 6 course, 60% is the entrance mark, but if that is not gained, proof of minimum 1 year teaching experience in a school should be provided for a ECD Pre-Primary course.

*We take the fact that English is a second language for most students into account. Time is spent throughout the course on academic English improvement.*

### **Academic Transcripts**

Transcripts will be given to each student at the end of the academic year following the completion of a year of study and diplomas in March the following year for graduating students. The final mark on the transcript will be a weighted version of all the marks. However, a pass of 2.5 for each area is essential before the student may successfully pass onto the next year of the course.

Not yet competent students will have to repeat the year with all that it entails.

### **Self-Tests**

For each online lesson, a self-test must be completed during the lesson. These are given on any section of work that has been completed. It serves to give the student an idea of how they are doing. Many exam questions will be taken from the self-tests.

### **Assignments**

Assignments are assigned during online sessions and submitted on due dates. Dates for assignment completion are available on the digital classroom. All assignments must be completed and marked before final exams may be written.

#### *Note:*

The more information you have, the more you will be able to understand and implement what you are studying.

At the first class of each year the trainer will explain what is expected and how your work must be set out to gain the most marks.

### Sequence of work schedule

Ensure that you attend the compulsory orientation where the timeline of the course is discussed, and the Assessment Policy and Procedure is understood.

1. Access the classes online.
2. Complete the relevant self-test.
3. Complete the reading assignment.
4. Complete the written assignment.
5. Add to or amend your assignments in light of the information that you received.
6. Practice the presentations.
7. Complete your observations.
8. When ready, ask your trainer to observe your presentations & sign them off usually during a workshop.
  - a. These practical presentations represent the practical assessment section of the course.
9. Write the theory examination at the conclusion of each section.

### Practical Workshops

Workshop Dates- will be advertised in the classroom Calendars will be given out at the initial orientation and posted in the digital classroom. All workshops will be held at the campus in Walvis Bay unless by previous arrangement. Workshops will be held at the daily From 8.00-16.00

### Calendar Notes:

- If a student is not sure if they can fulfill the attendance requirements of the course- kindly consider carefully before registering for the course
- A student is required to attend 90% of the workshop sessions before they are eligible to write examinations.
- A student may NOT arrive late or leave early except in exceptional circumstances and the time will be deducted from their total hours.
- No one other than the student self may sign the register on the students behalf.
- Workshops are always held in Walvis Bay at the campus.
- Workshop sessions start at 08:00 am and finish at 16:00pm
- Students are encouraged to contact the office prior to attending a workshop to ensure that no changes have been made.
- If a student cannot attend a workshop, kindly inform the college in advance.
- Students should ensure they come prepared to the workshops as directed-failure to be complaint in this regard may entail a notation in your file and probation followed by suspension if the matter is not rectifies.

## Compulsory Areas of Study

The development of students' core skills is a key objective of Headstart's education and training. The opportunity to develop these skills will arise through a range of modules though in-class discussion, assignments, portfolio development, observations etc.

### The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate (Vocabulary and Grammar are important)
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement

Note that practice is VITAL without it, your trainer will NOT sign off your presentation.

## SMART Teaching

Teacher trainers at Headstart use the SMART teaching strategies.

**Specific objectives** - which are given, to make sure that student's know what they should know and do.

**Measurable** - by the students as they realise what will be assessed and how.

**Attainable** - for the students.

**Realistic** – by having appropriate tasks to complete.

**Time-Appropriate** – achievable within the timespan of the seminar/session/course.

The teaching mimics Montessori teaching in the classroom with multi-ability students in every year-group; teaching to multiple intelligences and different learning styles.

## Learner Records

- Copies of application forms will be kept in individual files.
- A copy of all mark sheets will be kept on-line and sent to the student A record of attendance and payments will be maintained.
- Copies of all correspondence between the college and the student will be kept confidential in their personal files, plus records of any personal meetings.

## Observation Sessions

As an integral part of the Courses, 'Directed Observations' are necessary for the completion of the course.

The precise directions and sequence for these various observations are to be found, together with the assignments. Kindly read them before attempting an observation.

### To facilitate a successful observation the following points should be considered:

1. Read what is required for any specific observation. Make a list to enable you to focus on key issues and provide a comprehensive basis for your report.
2. Read the appropriate chapter of work to gain insight as to 'why' the student needs to observe the specific areas, children, adults or incidents.
3. Try and be as objective as possible, removing all preconceived ideas and notions.
4. Reports should be brief and 'to the point'. Make sure that you have noted what was requested.

Observations are important as the Montessori teacher bases preparation on the observations made.

## Quality Assurance

The college is on possession of a Quality Assurance Manual that acts as the central repository of the processes that underpin Headstart's approach to the management of quality.

It details a range of procedures and codes of good practice that help to order the Institution's approach to quality assurance in the following areas of activity:

- Policies
- Definitions
- Design and approval of programmes
- Teaching and learning
- Student support
- Assessment
- Monitoring and review

Codes of good practice set a minimum standard, with the expectation that they should be observed unless the partner concerned can demonstrate processes that exceed the criteria detailed in the codes. In addition, the Manual contains a variety of guidance and advice that is commended to users to assist in the enhancement of the student learning experience.

### **Plagiarism and Cheating**

Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. Students, who are found to have engaged in unethical academic behaviour, including the practices described below, are subject to penalty by Headstart Montessori Teacher Training College.

In this regulation, "work" is defined as including the following: written material, laboratory and computer work, musical or art works, oral reports, audio-visual or taped presentations, lesson plans, and material in any medium submitted to an instructor for grading purposes.

### **Plagiarism**

A student commits plagiarism when he or she:

- submits the work of another person as their own original work .
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline such as footnotes, internal references, and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work.
- paraphrases material from a source without sufficient acknowledgement as described above .
- Students who are in doubt as to what constitutes plagiarism in a particular instance should consult their course instructor.

### **Multiple Submissions**

'Multiple submission' is the resubmission of work by a student that has been used in identical or similar form to fulfil any academic requirement at Headstart or another institution. Students who do so without prior permission from their instructor are subject to penalty.

**Falsifying Materials Subject to Academic Evaluation**

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared by someone else (e.g., commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

**Cheating on Assignments, Tests and Examinations Cheating includes, but is not limited to:**

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests and examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners including cell phones or pieces of paper not given by the college
- impersonating a candidate on an examination or test, or being assigned the results of such impersonation

**Aiding Others to Cheat**

It is an offence to help others or attempt to help others to engage in any of the conduct described above.

**Enforcement and Penalties**

The faculty and departments have the authority to enforce proper standards of academic integrity by whatever internal procedures seem most appropriate to their disciplines. In all cases, a student suspected of plagiarism or cheating must be notified of an allegation (which must be documented fully by the instructor), and the student must be given a reasonable opportunity to be heard.

If there is convincing evidence to support an allegation, penalties will be imposed by the academic department, the faculty, or the Principal. The academic department in which the course is offered may impose penalties only at the course level; the faculty in which the student is registered may impose penalties only at the program level; and a student may be suspended either temporarily or permanently.



Penalties may be combined within or between levels. Academic staff have a duty to ensure that the punishment fits the offence, e.g., normally, for a first offender, only penalties at the course level should be imposed.

The following penalties, in ascending order of severity, may be imposed for plagiarism, cheating or related offences.

**At the assignment level:**

- a reprimand (no transcript entry) requiring that the student re-do the assignment or a similar assignment (no transcript entry)
- assigning a failing grade for the assignment (no transcript entry)
- assigning a failing grade for the assignment (grade change recorded on transcript)

**At the programme level:**

- disciplinary probation for a defined period (transcript entry for period of probation)
- permanent record entry on the student's transcript

**At the College level:**

- temporary suspension (permanent transcript entry)
- permanent suspension (permanent transcript entry)

If the student has a previous record of infractions, the department or faculty may wish to consider, or recommend to the academic committee, a more severe penalty. A student on whom a penalty has been imposed for an offence against academic integrity may additionally forfeit the opportunity for graduation "With Distinction."

The College reserves the right to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments.

**Appeals**

A student may:

- appeal a decision made by an instructor to the head of the department in which the student is registered
- appeal a decision made by the head of department to the Programme Director of the faculty in which the student is registered
- appeal a decision made by the Programme Director to the Principal.

### **Assignment, File, Presentations Submissions**

Assignments are used by the college to ensure that the student is gaining the requisite information as the course progresses. If assignments are not submitted, we do not know if you are ready to write your exams, you may have incorrect information.

- All assignments and the relevant practicals must be submitted and marked and signed BEFORE any examination may be written.
- All assignment, files and practical presentations MUST be submitted on time.
- Late File submissions will result in a penalty
- Resubmissions (files, practical presentations) will be marked ONLY if it accompanied by a letter.

### **Course Extensions/Re-registrations**

Course extensions are allowed on an individual basis and in consultation with the the Academic Committee within three years of starting course.

An extension of two years (24 calendar months) may be allowed.

After a first extension of one year (cost 50% of tuition fees) and the student still needs more time to complete the course, the cost of a new course will be required for re registration.

### **Graduation**

On successful completion of all the requirements of the course students will be awarded:

- a Diploma,
- a final Statement of Results.
- A Student will not be allowed to graduate if they have any assignments or fees outstanding.
- Graduation will be held in Walvis Bay, usually at the Town Hall in March of each year.
- Each student will be able to invite 2 guests to enjoy the occasion with them.
- Graduates will be allowed to wear plain black undergraduate caps and gowns which can be hired from the campus for a deposit and fee.

**Diploma Certification**

On completion of the requisite credits and all the course work including examinations, observations, teaching practice and also, having no outstanding fees, library books or unresolved disputes, Headstart Montessori Teacher Training College will award the successful student with a diploma .

**Assessment Appeals & Disputes Procedure**

As a student you have the right of assessment appeal. If you wish to appeal, please follow the procedure set out below:

Please complete the appeal form and return it to: The Programme Director

Should you have not received a response within 5 working days please appeal directly to the academic committee.

**Step 1**

Where a student disagrees with the assessment given s/he must explain the reasons for this to the assessor concerned as soon as possible. In most circumstances this will be immediately after receiving the assessment decision.

The assessor should consider the student's explanation and provide a response through: A clear explanation or a repeat explanation of the assessment decision following a re-evaluation of the evidence

Completion of section 1 of the Student's Appeal Form

Amendment of the student's assessment record, if appropriate

This should take place within 5 working days.

If the student agrees with the outcome at this stage, then the appeal will not proceed further.

If the student is not happy with the outcome, then the Appeal will proceed to Step Two.

**Step 2**

The assessor forwards, to the Internal Moderator (IM) for the relevant Unit within 5 working days of Step one:

The original assessment record and student evidence, where appropriate The Student Appeal Form with section 1 completed

The IM re-considers the assessment decision, normally involving an evaluation of:

The student's evidence and associated records

The assessor's rationale for the decision

The opinion of another assessor

The opinion of the student

The IM should complete Section 2 of the Student Appeal Form and provide the student with the re-considered decision within 14 working days of receiving the Appeal. Where the student remains unhappy with the reconsidered assessment decision, the Appeal must proceed to the Investigatory Panel (Step Three).

### **Step 3**

If no resolution has been reached, the Step Two Internal Moderator forwards the details to the Chief Internal Moderator (CIM). These should include:

Student Appeal Form

Assessment records

Any written comments from the I.M (e.g., background details)

The CIM will then, within 10 working days, convene a panel comprising: The CIM; The Stage Two IM; Another IM from the same programme area

The panel will evaluate the situation and complete Section 3 of the Student Appeal Form and the student will be informed of its decision within 5 working days. If the student is still not satisfied with the outcome s/he has the right to take the Appeal to the Appeals Panel (Step Four).

### **Step 4**

The CIM will then forward relevant details to the Programme Director and these should include the:

Student Appeal Form, appropriately completed (including the reason for the decision of the Investigatory Panel)

Assessment record sheets

Written comments from the IM (as supplied to Step Three Panel)

The Programme Director will convene, within 10 working days of notification, a panel comprising of:

The Director for Quality Assurance; The Step Two IM; The original assessor

The student should be invited to attend with a witness or colleague of the student if they wish. The panel will reconsider the assessment evidence, led by the director for Quality, Assurance.

The panel must reach a decision and inform the student of the result within 5 working days, in writing.

The decision of the panel is final.

Records of all Appeals should be logged and made available as appropriate to: The External Verifier.

**Transfer Policy**

There is no automatic policy of transfer from one Training College/Course to another. Students wishing to transfer from any other Montessori Course/institution or non Montessori childcare programme will need to contact the academic committee for a list of colleges with which Headstart has articulation agreements.

Uniformity, consistency and integrity of programme operations compel a strong preference for strict compliance with all curriculum requirements within the confines of the current programme operation. Recognition of Prior Learning will be applied through the office of a registered assessor. Any qualifications employed as to transfer placement and credit for prior learning will therefore be subjected to the highest standards of scrutiny and justification.

The transferring student would be required to pay for any 'top-up' course and theory examination and the practical examination and must be able to produce his/her portfolio of work at the appropriate level to substantiate level of compliance with the specific Headstart Montessori Programme. The transferring student will subsequently be advised, in writing, of the outcome of the assessment process and for which parts of the Headstart Montessori Course they will be given credit.

## **Dismissal of Students Policy**

Criteria for Dismissal:

- Arriving on campus property under the influence of alcohol or drugs. Forcible removal by security may be necessary.
- Arrest history and conviction for a legal offense. If arrested but NOT convicted or found not guilty, the student will be suspended awaiting trial.
- Incorrect information deliberately given on the Application form.
- Non-compliance with the requirements of the course.
- Theft of intellectual property – blatant plagiarism
- Common or garden theft of property – legal action will be taken
- Continual harassment to staff and/or other students
- Work standard not adequate after the Training College has provided additional academic assistance and advice.
- Non-appearance at lectures and tutorials without valid reasons (90% attendance is required) make-up sessions may be arranged with the relevant trainer with the knowledge and permission of the Programme director.
- Failure to make tuition payments when due.

### **Procedure for Dismissal:**

1. Student is given two, separate, verbal warnings. Each warning clearly stating the problems each warning in the presence of two faculty members.
2. If the same problem continues to persist after step 1, the student is given a written warning that the student must sign in the presence of two faculty members.
3. If the same problem continues, even after implementation of steps 1 and 2, as above, the student is given a letter of dismissal and is requested not to return to the course.
4. No further payments are due from the student. Previous payment is forfeited.

### **Withdrawal or Cancellation of Admission (Registration) Procedure**

1. A faculty meeting with the student wishing to withdraw or cancel their registration is held to establish the reasons for the same.
2. In the case of pregnancy or illness, or financial hardship, a deferral of the course for up to two years can be arranged. A new agreement will be entered into whereby the student will be responsible for the payment of the new fees less any amount already previously paid.
3. If the reason(s) for withdrawal/cancellation is/are due to any other reason than stated above, all previous payments will be forfeited forthwith.

*A potential student may cancel any application/registration and receive a refund of all monies paid less banking charges, before classes start and before any books are issued.*

### **Insurance Cover**

The Headstart Montessori Teacher Training College is covered by means of a 'Public Liability' insurance policy for any person who uses the facilities of the College. It is up to the individual student to ascertain if this facility is available in any other school that is visited.

### **Future Employment**

*Headstart Montessori Training College cannot guarantee employment placements for its graduates, but vacancies in schools are circulated to graduates and students as they come to the notice of the College.*

### **Grievance Policy**

- If a lecturer, trainer, staff member or student associated with Headstart Training College wishes to express a complaint relating to a programme or action of an employee, or any other person associated with the College he/she is encouraged to utilise the following process:

- All complaints and responses need to be formalised in writing, detailing the complaint, the name(s) of the programme official or employee involved in the matter and any other specific statements relative to the cause of action. - All complaints must initially be addressed to the Programme Director.

- If the matter cannot be amicably resolved within 14 days of receipt of the initial complaint the matter will be forwarded, in writing with all the relevant documents to:

A qualified arbitration specialist who will be appointed at the discretion of the Programme Director or Principal. This Specialist, as an impartial, independent investigator will decide the matter under arbitration and submit a written recommendation to the College who will reconsider the adverse action based on the decision of the investigator.

Pertinent data relating to the grievance/investigation will be maintained with the student's records.

### **Harassment Policy**

Headstart Montessori Teacher Training College is committed to a policy of equality of opportunity and aims to provide a working and learning environment which is free from unfair discrimination that will enable staff and students to fulfil their personal potential. All individuals should be treated with dignity and respect whether at work or study; staff and students have an important role to play in creating an environment where harassment is unacceptable.

The purpose of the policy is to assist in developing and encouraging a working and learning environment and culture in which harassment is known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisals.

This policy aims to ensure that if harassment or bullying does occur, adequate procedures are readily available to deal with the problem and prevent it reoccurring. Harassment can have a detrimental effect upon the health, confidence, morale, learning and performance of those affected by it.

Steps to take if you are harassed/bullied - what to do and who to contact: If you feel that you are being subjected to any degree of sexual, racial or other form of personal harassment, including bullying, do not feel that it is your fault or that you have to tolerate it.

There are various ways in which you can deal with harassment from simply asking for it to stop, through to making a formal complaint. If you feel you are the victim of harassment you should keep a written record for all incidents, including dates and times and if appropriate the names of any witness to the incident or incidents.

### **Step One - informal action**

Tell the person their behaviour is offensive and ask them to stop. If at all possible, tell the person that their behaviour is causing you offence and that you want the unacceptable behaviour to stop. Frequently the harasser is unaware that their actions are inappropriate or objectionable or there may have been a misunderstanding or misinterpretation.

Even where the behaviour was intentional, a swift and clear indication that the behaviour is unacceptable may well be enough.

Get some support from a friend or colleague .If you feel unable to confront the person directly, or talking to them has had no effect, or if you want to talk it through with someone else then talk to a friend or colleague, it may enable you to gain the confidence to handle the situation. Alternatively, you can seek a confidential meeting with any of the college staff members or see a professional for help .

Your discussion will be treated in confidence. In some circumstances your Advisor may need to consult others in order to decide the best way to help you. This is likely to be necessary if, in their judgement, there is an unacceptable risk to you, another person or the College itself, but, in all cases, they will discuss this with you beforehand and confidentiality will be maintained.



## **Step Two -formal action**

Make a formal complaint in writing

If informal action proves ineffective and you wish to make a formal complaint you must do so in writing. Your advisor will provide you with guidance on who to write to and will assist you with the letter.

Students should address a written complaint to: The Dean of students or academic committee.

You will receive an initial response to your formal complaint within five working days.

A preliminary investigation will be made which will be appropriate to the nature of your complaint and appropriate for staff or students. You may be accompanied by a colleague, another student, or a harassment advisor at any meetings. Although the investigation may require you to recount details of specific incidents, you will not be asked to do so unnecessarily or repeatedly.

### **The outcomes from such an investigation may include:**

- Further discussion with the parties concerned
- Instigation of the Grievance Procedure
- Instigation of the Disciplinary Procedure

Whatever decision is taken you will be informed of it and of the reasons for it.

*No one should fear that they will be victimised for complaining about bullying/harassment.*

## **Ethics Policy**

Student teachers all hope to one day become teachers of children, working in schools and being an integral part of the community. They are expected to become models whom the children will want to emulate.

Because of this, it is vital that students are of good character and standing in the community.

After an application and in light of the role of technology in daily life. It is incumbent on the college to check to ensure that you are suitable to be a student at Headstart.

The college will consider the following factors that will have an impact on your being accepted into Headstart:

- *If you have a criminal record:* Your past records will be assessed, and a decision will be made based on the same. A suspended sentence will be seen as the same as a prison sentence.

- *If you were accused & convicted:* of a crime, whether or not you received a suspended or custodial sentence or a fine of any nature it is improbable that you have the moral stamina to be a teacher.
- *If You have been convicted of escaping:* In case you have been found guilty of escaping from detention (during or while detention or had escaped and were taken into detention later), it will have an adverse impact on your application.
- *If you are/were associated with a criminal group:* In case you have been a member of organisation or group that has bad records and the police reasonably suspects your involvement in the group/organisation's criminal activities, it will impact your application.
- *If You are/were involved in any crime or offensive acts:* If the police force in Namibia or any other country reasonably believes your involvement in criminal acts your admission will be refused.
- *Your past records prove you of an immoral character:* If your past and/or present records show that you are not of a good character you will be denied the opportunity to study at Headstart.
- *If you are found to have lied concerning any criminal convictions, moral or character flaws that might impact on your ability to become a teacher –* your admission will be denied.

## Student Appeals form



Name of Student	
Name of Assessor	
Date	
Brief details of Unit Standard and Assessment Criteria	
<b>SECTION ONE</b>	
Student's reasons for disagreeing with assessment decision	
The Assessor's rationale for the decision	
Student's signature	
Assessor's signature	
<b>SECTION TWO</b>	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's signature	
Advising Assessor's signature	

Date	
<b>SECTION THREE</b>	
Decision and rationale of the Investigatory Panel	
Signature of CIM Convener	
Date	
<b>SECTION FOUR</b>	
	The above decisions have been explained to me and I accept the assessment decision.
Student's signature	
Date	

## Recognition of Prior Learning Form



Learner Applicant: \_\_\_\_\_

Assessors 1: \_\_\_\_\_ Reg No: \_\_\_\_\_

Assessors 2: \_\_\_\_\_ Reg No: \_\_\_\_\_

Date of assessment: \_\_\_\_\_ Date of completion: \_\_\_\_\_

Evidence to be assessed:  Appropriate Unit Standard

School leaving certificate		
Mathematics fundamentals		
Literacy fundamentals		
E.C.D. Standards (up to and including Level 4)		
Other related Unit Standards		
Work Experience		
E.C.D.		
Au pair		
Learnership		
Age / Life experience		
Witness and other Reports on practical experience		
Testimonials		
Portfolio		
Videos of practice / presentations		
Performance records		
References		

Use additional paper and staple to this form together with anything that may assist in the assessment of prior learning.		
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Result:

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Communicated to Student: Yes/No Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## List of Montessori Schools/Observation Centres

	Name of School	Name of Owner	Contact No	Email	Address
1.	Headstart Lab class	Dr. Lindsay van den Berg	0811240730	<a href="mailto:info@headstartcollege.org">info@headstartcollege.org</a>	Walvis Bay, Erongo
2.	Casa Montessori Pre-Primary	Micaela Connor	0812623167	<a href="mailto:micaela@headstartcollege.org">micaela@headstartcollege.org</a>	Walvis Bay, Erongo
3.	PromiseLand	Jessica Mostert	0812007599	<a href="mailto:coordinator@promiseland.com.na">coordinator@promiseland.com.na</a>	Walvis Bay, Erongo
4.	Bay Kids Academy	Angela Mujigijera	0818444133	<a href="mailto:angela@headstartcollege.org">angela@headstartcollege.org</a>	Walvis Bay, Erongo
5.	Divine Grace Centre	Lisken Somaes	0814739449	<a href="mailto:liskensom@gmail.com">liskensom@gmail.com</a>	Walvis Bay, Erongo
6.	Children's House	Drien Setzkon	0815988965	<a href="mailto:drien@cogroup.co.ao">drien@cogroup.co.ao</a>	Windhoek, Khomas
7.	Early Birds	Karen Farmer	0811227586	<a href="mailto:karinbfarmer@hotmail.com">karinbfarmer@hotmail.com</a>	Windhoek, Khomas
8.	One World Montessori	Gina Giampaolo	0812723222	<a href="mailto:gina.giampaolo@gmail.com">gina.giampaolo@gmail.com</a>	Windhoek, Khomas
9.	Light House Montessori	Melani van Dyk	0812297971	<a href="mailto:melani@lighthousemontessori.edu.na">melani@lighthousemontessori.edu.na</a>	Windhoek, Khomas
10.	Windhoek Montessori School	Hileni Shikongo	0812740461	<a href="mailto:hileni@headstartcollege.org">hileni@headstartcollege.org</a>	Windhoek, Khomas
11.	Brightstart	Virginia	063 202588	<a href="mailto:bright@iway.na">bright@iway.na</a>	Luderitz, Karas
12.	Montessori Centre International	Olga Rossler	0812222563	<a href="mailto:Rossler.olga@gmail.com">Rossler.olga@gmail.com</a>	Luderitz, Karas
13.	Montessori Toddler	Diane Metzger	0816046731	<a href="mailto:systemella@yahoo.com">systemella@yahoo.com</a>	Luderitz, Karas
14.	Sunshine Corner Montessori	Toni Bosch	0817896530	<a href="mailto:toniboschtb@gmail.com">toniboschtb@gmail.com</a>	Swakopmund, Erongo
15.	One Tree Montessori	Laura Connor	0813658945	<a href="mailto:laura@onetreemontessori.com">laura@onetreemontessori.com</a>	Swakopmund, Erongo
16.	Montessori Academy	Nikki Gantz	0818834683	<a href="mailto:swakopmontessori@gmail.com">swakopmontessori@gmail.com</a>	Swakopmund, Erongo
17.	Wakeup Montessori day Care	Jolandi Seibes-Katjire	0814535880	<a href="mailto:wakeupdaycare@iway.na">wakeupdaycare@iway.na</a>	Windhoek, Khomas
18.	Superkids Montessori	Raina Kakoro	0811416342	<a href="mailto:superkidsmontessori@yahoo.com">superkidsmontessori@yahoo.com</a>	Ongwediva, Oshana
19.	Little Chameleons Pre School	Eva Engel	0812931751	<a href="mailto:Eva.J.Engel@hotmail.com">Eva.J.Engel@hotmail.com</a>	Windhoek, Khomas
20.	Kids Paradise	Samantha Tembo	0813813704	<a href="mailto:Kidsparadise1@outlook.com">Kidsparadise1@outlook.com</a>	Okahandja, Otjozondjupa
21.	Lano Private School	Hilya Ngonga	0811279577	<a href="mailto:lanoschool@hotmail.com">lanoschool@hotmail.com</a>	Onayena, Oshikoto
22.	Litte Sprouts Montessori	Nancy Kamati	0813509992	<a href="mailto:natse24@hotmail.com">natse24@hotmail.com</a>	Oshakati, Oshana
23.	Barbina Montessori Pre-Primary	Daphny Willem	0812027531	<a href="mailto:barbinapreprimary@gmail.com">barbinapreprimary@gmail.com</a>	Walvis Bay, Erongo
24.	Windhoek Kinderhaus	Michaela Triebner	0812690996	<a href="mailto:whkkinderhaus@gmail.com">whkkinderhaus@gmail.com</a>	Windhoek, Khomas
25.	Little Penguins Montessori	Sophia van Zyl	061227769	<a href="mailto:whkkinderhaus@gmail.com">whkkinderhaus@gmail.com</a>	Windhoek, Khomas
26.	Little Adventure	Ebben Esser Kapali	0811227173	<a href="mailto:kapalie12@gmail.com">kapalie12@gmail.com</a>	Windhoek, Khomas