

# STADIO

## HIGHER EDUCATION

### SCHOOL OF EDUCATION

## HIGHER CERTIFICATE IN PRE-SCHOOL EDUCATION

NQF 5 | 124 CREDITS | SAQA ID: 117849 | MIN. 1 YEAR | MODE: CONTACT LEARNING

CAMPUSES: BELLVILLE (CAPE TOWN), CENTURION (PRETORIA), MUSGRAVE (DURBAN)

& WATERFALL (MIDRAND)

### CAREER OPPORTUNITIES

• ECD PRACTITIONER

• PLAYSCHOOL TEACHER

• NURSERY SCHOOL TEACHER

### DESCRIPTION

The STADIO Higher Certificate in Pre-School Education is a formal qualification in early childhood development (ECD), aimed at people who want to work in an ECD centre, or who are already working and want to achieve a qualification on the National Qualifications Framework (NQF). ECD is the phase between birth and Grade R (0–5 years), where the child's foundational cognitive abilities, attitudes and skills develop.

As an ECD practitioner, you play a vital role in developing young children. It is your care, oversight and attention to detail that will help little ones grow to their full potential.

## ARTICULATION POSSIBILITIES

Once you have successfully passed the Higher Certificate in Pre-School Education, you may continue your studies towards the Bachelor of Education in Foundation Phase Teaching or the Bachelor of Education in Intermediate Phase Teaching qualification. You will have to complete a bridging year, after which you will continue with your second year of studies in the Bachelor of Education in Foundation Phase Teaching or the Bachelor of Education in Intermediate Phase Teaching qualification. The credits will depend on the modules you elect in the Higher Certificate qualification.

## MODE OF DELIVERY - CONTACT LEARNING (BLENDED CONTACT)

The programme is offered in STADIO's **Blended Contact** mode of delivery. Contact learning is aimed at students who want to attend venue-based face-to-face classes at one of STADIO's campuses. The Blended Contact mode combines classroom and online learning and teaching in a manner that includes some flexibility, while optimising the time students spend on campus. Based on the nature of the module, each module utilises a unique combination of the following learning settings:

- **Classroom:** Classroom sessions involve learning by doing, debating, arguing, trying, experimenting, practising, analysing, and sharing — all the skills students will need when they enter the world of work. Students will have the opportunity to contribute to the learning process and at the same time they will learn from the contributions of their fellow students. Class attendance of venue-based sessions is compulsory.
- **Synchronous online:** These are live online teaching sessions facilitated by a range of lecturers from different campuses. STADIO believes in encouraging students to think and engage laterally and to consider different perspectives and this is what students will get from having different experts share their knowledge with them. Students will be advised of the date and time of the session at the start of the semester, and they may connect from the comfort of their home, or from any other venue. They may also come to campus to make use of the campus Wi-Fi to join these sessions. Some of the live online sessions may be recorded, while others will not. It depends on the nature of the session and the lecturer will advise students beforehand. The lecturer will also use these sessions for group work and for discussions. These sessions are also compulsory, as they are an integral part of the teaching programme.
- **Asynchronous online:** These are recorded lectures which students will watch in their own time, but within the timelines provided in the course environment. In these short sessions, the lecturers will explain the theoretical concepts and they will work through examples, etc. Students enjoy the benefit of watching these important sessions repeatedly during the semester, as they prepare for their assessments.

Students will find a detailed timetable indicating the combination of sessions on the learning management system (Canvas) at the start of the semester. This will enable them to plan their schedule ahead of time, and to optimise travelling arrangements to and from the campus.

Contact learning is suited to students who are able to attend and are interested in participating in face-to-face classes on a physical campus and who want to become part of a campus community with all the activities that go with being on the campus. It is important to realise that class attendance is compulsory and students must commit to regularly attend classes on campus if they want to be successful and derive the best benefits of contact learning.

## OUTCOMES

1. Design a daily programme for the effective teaching of the Pre-School child.
2. Facilitate the healthy development of a child from birth to Pre-School.
3. Recognise and advise on treatment of common childhood disease and social ills.
4. Identify and describe the stages of child development.
5. Carry out the duties and behaviour associated with effective teaching in the pre-school stage.
6. Competently manage a classroom in an ECD site.
7. Plan and establish an ECD site using indoor and outdoor space.
8. Display sound financial skills in the management of an ECD centre.
9. Read, write and speak the language/s of communication and facilitation.

## ADMISSION REQUIREMENTS

The admission criteria for the Higher Certificate in Pre-School Education are:

- a Senior Certificate (SC); OR
- a National Senior Certificate (NSC), with a minimum of 40% in three modules including a Home Language, and a minimum of 30% in three other modules; OR
- a National Senior Certificate – Vocational Level 4 (NC(V)),  
*with*  
a minimum of 40% in English Home Language or 50% in English First Additional Language.

## ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

### Other access pathways

STADIO is committed to achieving inclusion and to overcome barriers to access and success in higher education. Applicants who do not meet the stated admission criteria, but who have relevant work experience and/or prior learning may apply for admission under the policy on Recognition of Prior Learning (RPL). STADIO admits a maximum of 10% per cohort via RPL.

The implementation of RPL is context-specific, in terms of discipline, programme and level. Further information may be obtained from your Student Recruitment Advisor.

### School-based Teaching Practice

Teaching practice is an integral part of teacher education that provides you with the opportunity to experience the excitement of a classroom environment and contributes to your professional development as a future teacher. Teaching practice is compulsory in the Higher Certificate in Pre-School Education programme. Various teaching practice assessment methods are used during this time to evaluate the student, including reports from the school, the School of Education (SOE) teaching practice assessor, the school mentors, and your eventual Portfolio of Evidence. In addition, the SOE monitors and verifies the placement of all students at schools.

A student can only commence with teaching practice once the placement has been verified by the Teaching Practice Department of the SOE.

Please note the following:

You will have to spend a total of 3 consecutive weeks (15 days) in a school under the supervision of a mentor teacher as part of your studies. You are required to attend the school from Monday to Friday for the full duration of the school day. You have to do teaching practice in Semester 2 in a Grade 00 and/or Grade 000 and/or Grade R class. Transport costs to and from school are to the account of the student.

You will be required to video-record some lesson presentations and upload these to the Learning Management System for marking, so you have to ensure that you have a suitable tablet or laptop device with sufficient storage space and data, as stipulated in the Minimum System Requirements section of this Information Pack.

You will receive full details of how your teaching practice sessions will work during the course of your studies.

## SPECIFIC REQUIREMENTS

### MINIMUM SYSTEM REQUIREMENTS:

- **Wi-Fi:** Reliable broadband Internet access (Wi-Fi is available on all of our campuses, but you may prefer access from home as well).
- **Web browser:** Chrome/Safari/Opera/FireFox.
- **Computer/Laptop:** A current Windows or Apple Mac computer/laptop capable of running the Office 365 software (which STADIO provides you as a STADIO student). Office 365 includes Word, Excel, PowerPoint and Outlook.
- **PDF Viewer:** The free Adobe Acrobat software.
- **Scanning documents:** Ability to scan and upload documents (typically from your cellphone or smartphone).
- **Email/cellphone for notification and communication.**
- **Communication:** A cellphone or smartphone for receiving notifications and communication (additionally WhatsApp is recommended for collaborating in student groups).

### ACCESS TO TECHNOLOGY:

STADIO School of Education uses its ONLINE student administration and learning environments to provide students with materials and resources, to conduct online assessments, create discussion opportunities and render a range of administrative services.

Therefore, having continuous access to the ONLINE facilities is essential for efficient communication, learning and success.

## LANGUAGE OFFERINGS PER CAMPUS

BELLVILLE	CENTURION	MUSGRAVE	WATERFALL	DISTANCE
Afrikaans English isiXhosa Conversational Sign Language	Afrikaans English isiZulu Sepedi Setswana Xitsonga (HL only) Conversational Sign Language	Afrikaans English isiZulu Conversational Sign Language	Afrikaans English isiZulu Sepedi Setswana Xitsonga (HL only) Conversational Sign Language	Afrikaans English isiZulu isiXhosa Sepedi Setswana Xitsonga (HL only) Conversational Sign Language

## STUDENT SUPPORT FOR CONTACT LEARNING STUDENTS

### C4SS - CENTRE FOR STUDENT SUCCESS

The Centre for Student Success supports students with academic, psychological and financial wellness.

### SAS - STUDENT ADMINISTRATION & SUPPORT

Student Administration & Support is the first port of call for all student queries and requests, they can channel your requests to the right individuals.

# CURRICULUM OUTLINE

YEAR	1st YEAR
Compulsory (All)	Institutional Teaching Practice 1 ITP100 (12 credits)
	School-based Teaching Practice 1 TPR100 (18 credits)
Electives	English For Teachers EFT100 (24 credits)  <b>OR</b>  English Home Language 1 EHL100 (12 credits) OR Afrikaans Home Language 1 AHL100 (12 credits) OR isiXhosa Home Language 1 XHL100 (12 credits) OR isiZulu Home Language 1 ZHL100 (12 credits) OR Sepedi Home Language 1 SPHL100 (12 credits) OR Setswana Home Language 1 SWHL100 (12 credits) OR Xitsonga Home Language 1 XTSHL100 (12 credits)  <b>AND</b>  English First Additional Language 1 EFA100 (12 credits) OR Afrikaans First Additional Language 1 AFA100 (12 credits) OR isiXhosa First Additional Language 1 XFA100 (12 credits) OR isiZulu First Additional Language 1 ZFA100 (12 credits) OR Sepedi First Additional Language 1 SPFA100 (12 credits) OR Setswana First Additional Language 1 SWFA100 (12 credits)
SEMESTER 1	1st YEAR
Compulsory (All)	Early Childhood Development Studies ECD101 (12 credits)
	End-User Computing EUC152 (10 credits)
	Grade R Teaching GRT101 (12 credits)
SEMESTER 2	1st YEAR
Compulsory (All)	Classroom Practice CRP102 (12 credits)
	Health Education in Early Childhood Development HEA102 (12 credits)
	Practical Management of an Early Childhood Development Centre MAN102 (12 credits)
<b>CREDITS P/YEAR</b>	<b>124</b>

## NOTES:

- Sepedi, Setswana and Xitsonga language choices are not offered at the Durban Musgrave and Bellville Cape Town Campuses.
- isiXhosa is only offered on the Bellville Cape Town Campus.
- The credits for each module in the curriculum outline table is shown in brackets.

## MODULE DESCRIPTIONS

### AFRIKAANS FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Afrikaans. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### AFRIKAANS HOME LANGUAGE 1

The purpose of this module is to give the student a good overview of Afrikaans as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach Afrikaans with confidence and to speak with clarity and meaning in a way that will enhance their Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

### CLASSROOM PRACTICE

This module aims to introduce students to the theory of aspects of education. The purpose of the module is to create an awareness about the challenges posed by the changes in education in South Africa and to investigate ways of coping with these changes. Students will gain a good understanding of the varied roles of the teacher and will be introduced to the importance of being a reflective practitioner.

### EARLY CHILDHOOD DEVELOPMENT STUDIES

The purpose of this module is to develop students' knowledge and skills in teaching children from birth to five years using the South African National Curriculum Framework (NCF) for Children from Birth to Four as a springboard for planning, facilitating and assessing developmentally-appropriate teaching and learning activities in early childhood development centres.

### END-USER COMPUTING

Students entering Higher Education come from a variety of backgrounds, and some may have had limited opportunities to develop the computer literacy skills they will need to cope with tertiary studies. This module includes an online training component which allows student to practice simulated MS Office tasks at their own pace, supported by integrated feedback which helps them to identify and remedy their mistakes; and an assessment component which will count towards their overall module result. Students will also complete several assignments in which they will be expected to apply the MS Office tools that they have practiced in the online environment.

### ENGLISH FOR TEACHERS

The purpose of this module is to improve a student's English language capacity to ready them for further academic study and then their future teaching career. The module aims to develop English language skills and communication, active participation and reflection skills through the use of a comprehensive study manual and tasks. It will empower students to teach with confidence, speak with clarity and meaning in a way that will enhance their teaching.

### ENGLISH FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in English. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### ENGLISH HOME LANGUAGE 1

The purpose of the module is to give the student a sound overview of English as a subject, from the grammar knowledge they will need as a teacher to the analytical and critical thinking skills they will develop through the study of a variety of texts and the language used to construct them. Grammar and language are common elements that are addressed across all units and by the end of the course the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

## MODULE DESCRIPTIONS CONTINUED

### GRADE R TEACHING

The purpose of the module is to introduce students to Grade R (the Reception Year) teaching and learning in the Foundation Phase using the relevant CAPS as well as CAPS-related documents pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12. The emphasis is placed on understanding the importance of the development and growth of the Grade R learner and understanding the concepts of learning and school readiness in preparing young learners for formal schooling. The module follows an integrated approach that will equip the teacher to enable Grade R learners to flourish in terms of physical, emotional, intellectual, language, perceptual and social development. Students will learn to develop developmentally-appropriate activities that will promote emergent literacy and mathematical content, concepts and skills and understand the importance of assessment as a core focus of the teaching and learning process.

### HEALTH EDUCATION IN EARLY CHILDHOOD DEVELOPMENT

The purpose of this module is to introduce students to the complex health needs facing young children in South Africa today and equip them with the knowledge, skills and attitudes to cope with health-related issues which guide their interactions with both children and adults in their community. Core content provides students with the knowledge to promote the holistic development of children within the South African context. This knowledge can be applied in creating health and safety policies for implementation in all areas of an early childhood education centre and can be used to provide advice to parents on how to support children with health issues.

### INSTITUTIONAL TEACHING PRACTICE 1

The purpose of this module is to equip the student with the necessary knowledge and skills to design and facilitate an appropriate curriculum for children aged two to five years which includes children in Grade R. Institutional Teaching Practice (ITP) is a module that supports the school-based Teaching Practice module. The ITP module is practical in nature and provides the opportunity for students to plan, present and make resources for teaching young children in school-based settings, taking into account diversity of learner context and needs. By the end of the module, students will be able to plan and facilitate age-appropriate teaching and learning activities in a pre-school and Grade R programme, using the South African National Curriculum Framework (NCF) for children aged birth to four, and the Curriculum and Assessment Policy Documents (CAPS) for Language, Mathematics and Life Skills respectively.

### ISIXHOSA FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in IsiXhosa. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### ISIXHOSA HOME LANGUAGE 1

The purpose of this module is to give the student a good overview of IsiXhosa as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach IsiXhosa with confidence and to speak with clarity and meaning in a way that will enhance their Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

### ISIZULU FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in IsiZulu. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### ISIZULU HOME LANGUAGE 1

The purpose of this module is to give the student a good overview of IsiZulu as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach IsiZulu with confidence and to speak with clarity and meaning in a way that will enhance their Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

## MODULE DESCRIPTIONS CONTINUED

### PRACTICAL MANAGEMENT OF AN EARLY CHILDHOOD DEVELOPMENT CENTRE

The purpose of this module is to equip students with the necessary knowledge, skills and strategies to manage an early childhood education centre / school. This module will contribute to the development of a teacher who has sound subject knowledge, identifies content particularly pertaining to all aspects related to managing an ECD centre in South Africa, is competent to design and implement various strategies and techniques, can communicate effectively using appropriate vocabulary, is knowledgeable about the law and is able to select and apply varied assessment techniques.

### SCHOOL-BASED TEACHING PRACTICE 1

The purpose of the module is to provide students with the opportunity to put theory into practice by becoming acquainted with the school environment. Students are able to observe the routine school programme and become involved in classroom practices by assisting the mentor teacher as well as teaching lessons or activities in a pre-school classroom, from birth to reception year (Grade R). Students are required to attend a minimum of 3-weeks (15 consecutive days), in school in the relevant grade.

### SEPEDI FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Sepedi. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts in order to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### SEPEDI HOME LANGUAGE 1

The purpose of this module is to give the student a good overview of Sepedi as a subject, which includes the grammatical knowledge that they need as a teacher, through to analytical and critical thinking that they will gain through the study of a variety of texts. This module will empower the student to teach Sepedi with confidence and to speak with clarity and meaning in a way that will enhance their Intermediate Phase teaching. Grammar and language are common elements that are addressed across all units and by the end of the course the student will not only understand how language works, but they will also be able to produce written tasks that are accurate, clear and correct.

### SETSWANA FIRST ADDITIONAL LANGUAGE 1

The purpose of the module is to develop communicative language competency in Setswana. Language and grammar are central to the module and students improve these skills by learning about, and correctly applying these language and grammar elements to various formal and informal texts. Focusing on different genres, students engage with the texts to develop multiple skills; namely speaking, listening and critical understanding through the processes of reading, writing and discussion.

### SETSWANA HOME LANGUAGE 1

The main aim of this module is to give the student a good overview of Setswana as a subject, which includes the grammatical knowledge that they need as a teacher, to the analytical and critical thinking that they will acquire through the study of variety of texts. This module will empower the students to teach Setswana with self-confidence and to speak with clarity in a way that this will enhance their Intermediate Phase teaching skills. Grammar and language are common elements that are addressed throughout all units, in order for students not only understand how to use language, but also be able to produce a written task that will be readable, understandable and error free. By the end of the course, not only will the student understand how language works, but they will be able to produce writing that is accurate, clear and correct.

### XITSONGA HOME LANGUAGE 1

The main aim of this module is to give the student a good overview of Xitsonga as a subject, which includes the grammatical knowledge that they need as a teacher, to the analytical and critical thinking that they will acquire through the study of variety of texts. This module will empower the students to teach Xitsonga with self-confidence and to speak with clarity in a way that this will enhance their teaching skills. Grammar and language are common elements that are addressed throughout all units, in order for students not only understand how to use language, but also be able to produce a written task that will be readable, understandable and error free. By the end of the module, not only will the student understand how language works, but they will be able to produce writing that is accurate, clear and correct.

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FEES & PAYMENT  
OPTIONS



PRESCRIBED  
TEXTBOOKS



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