

# STADIO

## HIGHER EDUCATION

### SCHOOL OF EDUCATION

## HIGHER CERTIFICATE IN PRE-SCHOOL EDUCATION

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

MODE OF DELIVERY: DISTANCE LEARNING

#### 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 - DISTANCE LEARNING (ONLINE DISTANCE)

The programme is offered in STADIO's **Online Distance** mode of delivery. STADIO's distance-learning programmes offer students excellent, quality education, without the requirement of having to attend compulsory venue-based classes. Distance-learning students study with flexibility wherever they are, on a study schedule that suits their circumstances.

Upon registration, distance-learning students receive access to STADIO's state-of-the-art learning management system (Canvas). Students have access to all learning materials on this platform, including a detailed plan for the semester/year indicating all the learning and assessment activities. Study material and any additional teaching resources will be available online. However, students may also request study guides in printed format, if preferred. Students will access, complete, and submit all formative assessment tasks (assignments and tests) online. Summative assessments will mostly be venue-based.

Distance-learning students may also join and participate in scheduled live lecturing sessions online, at critical points during the semester, to integrate concepts and ask questions. These classes will be presented by either the lecturer or an external professional or industry specialist. Recordings of these sessions will be available online. The schedule for the online classes will be available on the learning management system at the start of the semester.

Students will always have access to a module Question and Answer forum, where they can ask questions on the material. The lecturer will respond to their queries in this forum or during the scheduled consultation engagements. All lecturers will have weekly online consultation meetings, where students can join to ask questions or to discuss aspects of the work.

Distance learning is suited to students who want to study from wherever they are, without having to attend classes in person at a venue. Other than the requirement to submit assessment tasks on time, distance learning offers the student flexibility to plan his/her own study schedule. This option is also ideal for working adults, mature learners, or for school-leavers who enjoy learning at their own pace, live distantly from STADIO's campuses, or who have other commitments to attend to during the day. Even though learning happens at a distance, the student still has access to expert lecturers, up-to-date study material and peer engagement via the virtual learning environment. Studying via distance learning is largely enabled through technology. You need access to a computer, as well as internet connectivity, to access and submit your assessments, and to join live sessions or watch recordings online.

## 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.

It is the responsibility of the student to arrange for leave from an employer for the required number of weeks for teaching practice in 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 class. Transport costs to and from school are to the account of the student.

If you are already employed at a school or pre-school, your school or pre-school must meet the minimum requirements for a functional school and your mentor teacher must be suitably qualified. You are required to provide a letter of employment from the school. If your school or pre-school does not meet our minimum requirements or you don't have a suitably qualified teacher in your school who can act as a mentor teacher, you will have to spend your teaching practice weeks in another school or pre-school. 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.

## STUDENT SUPPORT FOR DISTANCE LEARNING STUDENTS

Out of sight does not equal out of mind at STADIO!

### 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.

### THE BUDDY PROGRAMME

The Buddy programme exists to help first year students to make the transition between secondary and tertiary studies.

## CURRICULUM OUTLINE (1 YEAR STUDY OPTION - FULL-TIME)

YEAR	1st YEAR
Compulsory (All)	English for Teachers EFT100 (24 credits)
	Teaching Practice 1 TP100 (30 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>

The credits for each module in the curriculum outline table is shown in brackets.

## CURRICULUM OUTLINE (2 YEAR STUDY OPTION - PART-TIME)

YEAR	1st YEAR	2nd YEAR
Compulsory (All)	English for Teachers EFT100 (24 credits)	Teaching Practice 1 TP100 (30 credits)
SEMESTER 1	1st YEAR	2nd YEAR
Compulsory (All)	End-User Computing EUC152 (10 credits)	Grade R Teaching GRT101 (12 credits)
	Early Childhood Development Studies ECD101 (12 credits)	
SEMESTER 2	1st YEAR	2nd YEAR
Compulsory (All)	Health Education in Early Childhood Development HEA102 (12 credits)	Classroom Practice CRP102 (12 credits)
		Practical Management of an Early Childhood Development Centre MAN102 (12 credits)
<b>CREDITS P/YEAR</b>	<b>58</b>	<b>66</b>

The credits for each module in the curriculum outline table is shown in brackets.

## MODULE DESCRIPTIONS

### 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.

## MODULE DESCRIPTIONS CONTINUED

### 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.

### 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.

### 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.

### TEACHING PRACTICE 1

The purpose of this module is to equip the students with the necessary knowledge and skills to design and facilitate age appropriate activities and lessons for young learners from birth to Grade R. Students should be able to apply their knowledge of the South African National Curriculum Framework (NCF) Document, and the Curriculum and Assessment Policy Statement (CAPS) Documents for Grade R learners, when planning and presenting developmentally appropriate lessons and activities. In addition, the module also provides 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.

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FEES & PAYMENT  
OPTIONS



PRESCRIBED  
TEXTBOOKS



VISIT OUR WEBSITE  
[www.stadio.ac.za](http://www.stadio.ac.za)



I'M READY!  
APPLY ONLINE NOW



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[hello@stadio.ac.za](mailto:hello@stadio.ac.za)



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+27 87 158 5000

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