Student Prospectus, Policies & Procedures
Level 6 Diploma in ECD Montessori Teaching
2014
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Legal Status

Headstart Mercy Montessori Teacher Training Centre is registered as follows:

a) Company (Pty) registration number: 2005/029138/07

b) Company directors: Andrew John Cunningham
   Joan Susan Cunningham

c) Administrator: Lynn Moss

d) Assistant Administrator: Kay Orrell

Registration Status

Registered on the National Qualification Framework by:

- South African Qualifications Authority (Registration number: 83407)
- Department of Education. (Registration number: 2010/HE07/001)
- Council on Higher Education (Registration number: H/PR164/E003CAN)

Contact Details:

Headstart Mercy Montessori Training Centre Cape Town

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Cape Town

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fax: +27.21 7976234

e-mail: mmattc@mweb.co.za

Web site: www.headstartmercy.co.za

Note of Interest:

Some training institutions ignore local government regulations and accreditation in favour of MACTE which they believe is 'Internationally Recognised'. The intended purpose of MACTE is to gain US government recognition of the individual course for student loans and other government funding, it should be realised that MACTE accreditation could be misleading in an international context because the public may not know that a MACTE credential is viewed in America as ONLY a generalised accreditation approach for governmental recognition; it does NOT ensure the authenticity or the validity of the training.

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1 This is an organisation which is of more use in America than in Southern Africa. All Southern African training institutions, for the protection of the student must be registered and accredited with local authorities.

2 David Kahn, Montessori in South Africa, United States Information Agency, 1995
**Academic Board:**

1. **Barbara Basel**  
   Associate Speech and Drama, Trinity College, London, 1976  
   BA, UNISA, 1987  
   MA, Potchefstroom University, 1995  
   Post Graduate Diploma, Post Graduate Diploma, 1997  
   D.Litt. University of Pretoria, 2001  
   Registered Assessor and Moderator for the Education, Training and Development SETA, Education & Training Authority SA, 2005

2. **Harriet Loebenstein**  
   Bachelor of Arts, University of Cape Town, 1976  
   Higher Diploma in Secondary Education, UCT, 1977  
   Diploma in Specialised Education – Clinical Remedial, Distinction. UCT, 1980  
   Bachelor of Education, Specialised Education, Distinction, UNISA, 2000  
   Master of Education, Specialised Education, Awarded cum laude, University of Stellenbosch, 2003  
   Montessori Teaching Diploma, 6-9 years, Mercy Montessori Centre, Ohio, 1995  
   PH.D Specialised Education, Stellenbosch University, 2006

3. **Mark Connelly**  
   B. Journalism, University of Rhodes, 1990  
   Masters Psychology (Counselling), University of Rhodes, 2001

4. **Andrew Cunningham**  
   Dip Arch (Hons) RIBA, 1969. MIA Pr Arch (SA), MCIA Pr CPM

5. **Jane De Sousa**  
   Bachelor of Science Degree majoring in Chemistry, University of Cape Town  
   Advanced Diploma for the Educators of Adults, University of Cape Town  
   Masters in Philosophy (Adult Education), University of Cape Town
Faculty Staff:

Full-time staff

1  Joan Susan Cunningham  
   Course Director  
   Cambridge Teaching Diploma, Homerton College, Cambridge, UK. 1965  
   Montessori Teaching Diploma 6-9 yrs, Cincinnatti,1985  
   Montessori Teaching Diploma 6-12 yrs, 1989  
   Montessori Teaching Diploma 306 yrs, 1992  
   ETDP-SETA Moderator: No. ASWAS5730

2  Ailsa Sally Connelly  
   Head: Director: ECD Studies  
   Bachelor of Primary Education, Rhodes University, 1989  
   Montessori Teaching Diploma 6-9 yrs, 2004  
   Life Coaching Certificate, 2008  
   Montessori Teaching Diploma 9-12 years, 2012  
   Honours Degree in progress, UNISA  
   ETDP-SETA Assessor: No. ASM20100406

Part-time staff

1  Mary Kakiades  
   Mathematics lecturer  
   Higher Diploma in Education (Mainstream), UCT and Mowbray Teaching College. 1984  
   Montessori Teaching Diploma, 3-6 yrs, Mercy Montessori Africa, 2002  
   Montessori Teaching Diploma, 6-9 yrs, Mercy Montessori Africa, 2003  
   Montessori Teaching Diploma, 9-12 yrs, Mercy Montessori Africa, 2004

2  Emma Joanne Trousdale  
   Montessori Pedagogy  
   BA in Communication Arts Studies (Hons), University of Leeds, UK, 2000  
   Montessori Teaching Diploma 3-6 yrs, London Montessori Centre, 2003  
   Montessori Teaching Diploma 6-9 yrs, Headstart Mercy Montessori Africa, 2005  
   Post Graduate Diploma in Education, UCT, 2011  
   Montessori Teaching Diploma 9-12 yrs, Headstart Mercy Montessori Africa 2012

3  Bronwyn Evans  
   Music lecturer  
   Bachelor of Music, UCT, Cape Town. 1982  
   Higher Diploma in Education (Postgraduate), UCT, Cape Town. 1982  
   Montessori Teaching Diploma, 6-9 yrs, Mercy Montessori Africa,1995

4  Elizabeth Ann Smith  
   Art lecturer  
   Teacher Training Diploma, University of Leeds, UK. 1967  
   Majoring in Art.

5  Thelma Tom  
   Xhosa lecturer  
   Montessori Teaching Diploma, 3-6 yrs. Mercy Montessori Africa, 2002
A New ECD Montessori Diploma: Birth to 9 years

Headstart Mercy Montessori Teacher Training Centre is proud to present our new and improved qualification provisionally accredited with the Council on Higher Education, and the Department of Education, at Level 6 for the teaching of children from birth to 9 years, using the Montessori Method of Education as the vehicle of instruction.

All our registered and provisionally accredited courses will be delivered via two options, full-time and part-time. We do not offer a distance learning option. Each course will include:

1. 400 hours of face-to-face lectures
   a. Full-time or flexi-time (including part-time & workshops)
2. Supervised practice
   a. 400 hours in the presence of a trainer
3. Assignments
   a. 800 hours
4. Guided observations
   a. 300 hours
5. Personal study
   a. 1200 hours
6. Work integration
   This varies from centre to centre. Details are available from each individual Headstart Mercy Montessori centre.

Language policy:
All instruction is in English.

Please note:
Montessori ECD Diplomas do not offer graduates job opportunities within state schools or in non-Montessori schools.
**Vision**
Headstart Mercy Montessori is going to be on the cutting edge of Montessori teacher training that will be sought after throughout the world and not just in Southern Africa.

**Mission**
Our Mission is to provide practical Montessori biased higher education to a broad sector of the previously disadvantaged people without sacrificing quality. It is an inclusive Afro-centric Montessori Teacher Training Institution that encourages a multi-cultural passion for excellence in an atmosphere of mutual respect and practical conflict resolution.

All learners are required to respect, and comply with, our multi-racial, multi-cultural and multi-faith policy.

**Introduction**
Developed in Africa to allow all people access to education that will meet the learning needs of the individual, it will promote quality education in local communities that can provide a high level of professional & practical competence, as teachers of the Montessori Method, to children from 3 to 9 years and give them together with other information:

1. An intellectual knowledge of the history and theory of education together with the contribution of Dr. Maria Montessori
2. Ability to plan and deliver a developmentally appropriate learning programme that is underpinned by the critical understanding of child development and learning theories.
3. Areas of learning and development are understood, with an appropriate and contextually relevant emphasis on literacy, numeracy and life skills.
4. That children’s learning, development and responses to the learning environment are observed and assessed continuously in order to inform practice and planning on an individual basis.
   Interactions with children in a range of situations demonstrate an understanding of theories of ‘scaffolding’ and mediating learning.
5. A wide repertoire of skills is used appropriately in working with individuals, small groups and large groups of children.
6. Children are encouraged to use their first language(s) for learning, and they are helped to acquire and use another language through meaningful activities and situations.
7. A range of strategies for challenging all types of discriminatory and biased behaviour are described (and demonstrated if appropriate), based on relevant theoretical understanding of oppression and cultural world views.
8. Comprehensive written safety and health policies which comply with legal requirements are appropriately adapted to the setting in its community context and to the age of the children, and implemented as planned.
9. The learning programme is planned to help children achieve the specific outcomes of the national school curriculum in developmentally appropriate ways learning at their own pace.

10. Writing skills and strategies are used effectively for recording observations in learning programmes and for communication purposes in ECD services as well as for academic course work and assessment (e.g. written assignments, reports, essays and examinations).

11. A well-organised and relevant portfolio is presented for assessment purposes.

The Headstart Mercy Private Higher Education Institution is dedicated to providing strong and valuable leadership for the Montessori Educational community in Africa.

The current revival of interest in Montessori results in part from a willingness to read Dr. Montessori’s writings afresh in the light of new contributions to learning theory, and in part from the urgent need for guidance, new or old, in facing the crushing problems of schools that are not fulfilling their function of educating all the children.

With all the dramatic changes in education today, many parents are confused about new ‘fashions’ in teaching. Rest assured, Montessori education involves each individual child into being guided in such a way as to allow meaningful, directed, learning to take place. The child becomes confident in his ability to work independently, and consolidates his knowledge by recognising the connections between all that has been learned.

Montessori is a timeless method, with much to offer in the areas of education, child development, and human understanding. Today, a 100+ years after the opening of the first Casa Dei Bambini in the slums of Rome, interest in the Montessori Method continues to spread.

In the past thirty years the method has resurfaced and continues to flourish. It is the most talked-about educational system on the education scene today.

Over the years it has been closely examined by, and found support from, important leaders in the fields of education and child psychology. Its greatest application has been in the pre-school and primary grades and its influence has been great. The method has proven itself adaptable to all social strata and specialities within the educational spectrum, serving the objectives of many situations and applications, cultures and communities.

With the passage of time the importance of early childhood education has become vital and Headstart Mercy wish to enthuse new life into the Montessori community so that it may again become an effective teaching method to assist in the reconstruction of the education systems worldwide but especially in Africa.

The term ‘Montessori’ often evokes many different feelings in the hearer. So much uncertainty surrounds Montessori schools and the Montessori Method.

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3 Early Childhood Development
Most people who really understand it, love it! And those who only have a superficial knowledge of what it is and what it is supposed to do are often its greatest critics. Yet in spite of this confusion it continues to flourish!

These courses were written in Africa specifically for the Southern African context

The staff at the Headstart Mercy Montessori Private Higher Education Institution are always available to assist the student teacher in any way possible. but each student is expected to read, study, research and answer their own assignment questions or research papers prior to coming together for a lecture or Seminar.

Directed observations are an important aspect of the Montessori philosophy and are therefore essential to this course. A careful record of Observation hours must be kept. Remember to have them signed as being authentic.

During the student teacher practicum a careful record of all presentations must be kept and signed by the supervising directress.

If you choose to follow this course, we assure you of our availability at all times to assist you with any queries that you may have. By using faxes, e-mail and telephones we assure you of our personal attention to your needs, in spite of the distances that may separate us.

These courses are concerned with the education of children. It is therefore necessary that you take every opportunity to observe, and whenever possible spend time listening to, and interacting with children. It is only by a consistent study of the differing needs of the child will you, the student, understand what they require from the adults who surround them.

There are Montessori schools throughout Southern Africa. Phone Headstart Mercy Montessori for information on one close to you.

Purpose of the ECD Qualification:

1. To provide access to a recognized qualification including a Montessori bias.

2. To enable students to plan and implement a Montessori learning programme based on knowledge of child development and to work with children in a specific phase towards achieving the learning outcomes of all Grades.

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4 See Experiential Teaching Practice Log and Internship Requirement Document
5 ETDP-SETA information
The Twelve Points of the Montessori Method

By E.M. Standing

The Montessori Revolution in Education

1. The Montessori Method of education is based on years of patient observation of child nature by the greatest educational genius since Froebel.

2. It has proved itself of universal application. It has proved successful with children of all races, colour, culture, rank and nationality.

3. It has revealed the child as a lover of intellectual work, spontaneously chosen and carried out with profound joy.

4. It is based on the child’s need to learn by doing. At each stage of the child’s mental growth, corresponding occupations are provided by means of which he develops his faculties.

5. While it offers the child a maximum of spontaneity, it nevertheless enables him to reach the same, or even a higher, level of scholastic attainment as under the other systems.

6. Though it does away with the necessity of coercion by means of rewards and punishments, it achieves a higher discipline than formerly. It is an active discipline, which originates within the child and is not imposed from without.

7. It is based on a profound respect for the child’s personality removing him from the influence of the adult, thus leaving him room to grow in biological independence. Hence the child is allowed a large measure of liberty (not license), which forms the basis of real discipline.

8. It enables the teacher to deal with each child individually in each subject and thus guide him according to his individual requirements.

9. Each child works at his own pace. The quick child is not held back by the slower one, nor is the latter, in trying to keep up with the former, obliged to flounder along hopelessly out of his depth. Each stone in the mental edifice is “well and truly laid” before the next is added.

10. It does away with the competitive spirit and its train of hateful results. More than this at every turn it presents endless opportunities among the children for mutual help - which is joyfully given and gratefully received.

11. Since the child works from his own, free choice, without competition and coercion, he is freed from anger of overstrain, feelings of inferiority, and other experiences which are apt to be the unconscious cause of profound mental disturbance in later life.
11. Finally, the Montessori Method develops the whole personality of the child, not merely his intellectual faculties but also his powers of deliberation, initiative and independent choices with their emotional complements. By living as a free member of a real social community, the child is trained in those fundamental social qualities, which form the basis of good citizenship.

**The Montessori Environment**

In the Montessori environment, the child becomes the more active partner and the directress the more passive.

The prepared environment, the method and the didactic materials encourage self-discipline, independence and spontaneous activity. The Montessori approach to teaching is based on the belief that “there exists in every child a deep seated urge for knowledge which seeks to expand itself. This is a primordial energy which starts from within (from what Montessori called the ‘motor ego’) and expresses itself through the choice and action of the whole personality.” The prepared environment is an essential part of her philosophy of education.

In a Montessori environment the child works quietly by choice and out of respect for others. He/she also works for as long as is necessary to complete a cycle of activity. The control of error in all the materials enables the child to discover his/her own mistakes. The child is encouraged to maintain the aesthetic beauty of the environment and the shelves in the correct order.

**The Montessori Director/Directress**

“A Montessori teacher must prepare herself...she must keep her imagination alive, for while, in traditional schools, the teacher sees the immediate behaviour of her pupils, knowing that she must look after them and what she has to teach, the Montessori teacher is constantly looking for the child who is not yet there.”

Maria Montessori brought into being a ‘new teacher’ - the directress. She is named a directress because her primary function is not so much to teach as to direct the natural energy of the child.

The directress “needs to acquire a deeper sense of the dignity of the child as a human being, a new appreciation of the significance of his spontaneous activities, a wider and more thorough understanding of his needs and more reverence for him as the creator of the adult to be.”

The directress sees the child at the centre of the education process and that education must be concerned with the cognitive training of the child, as well as with his spiritual and social development.

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6 Montessori: Her Life and Work, E.M. Standing
7 Montessori: Absorbent Mind
8 Educational Philosophy for a Modern Age, Balmoth Calf, Wordsworth
Programme Structure:

Each Module is accompanied by:

- Reading Assignments
- Course notes
- Assignments
- Guided observations
- Classroom time suggestions
- A Number of textbooks
- Additional text books are suggested or required to be sourced by student.

Always keep a copy of your assignments.

A 5-point marking sheet will be returned with each assignment.

1. rework the assignment using the suggestions made
2. you may need assistance – ask
3. average/competent
4. good – you have expanded on the assignment
5. excellent – there is nothing to be added or changed

A practical examination with oral questions will be used as part of the assessment process as will a challenge theory examination and an ‘open book’ question.

The assignments take the form of tertiary-level papers.

A portfolio of work must be produced at the conclusion of the course.
Montessori and National Standards for Teachers

In Montessori classrooms children are given concrete and meaningful experiences in three main areas:

1. The basic competency skills such as reading, writing and numeracy.
2. The concepts of cause and consequence, change, similarities and differences.
3. General skills such as investigation, manipulative, research and recording skills.

These skills, plus Cosmic⁹ Education produce responsible, caring adults who will benefit society.

The Montessori curriculum is similar to an integrated thematic approach.

- it involves both individual and group teaching in a nurturing environment.
- it involves using both sides of the brain (e.g. Geometry)
- it challenges the children and encourages reasoning, thinking and questioning.
- it is skills based.
- it is concept based.
- it is attitude based.
- it is outcomes based.
- it carefully co-ordinates various disciplines
- there is structure in the learning process.
- it allows for differentiation.
- it allows pupils to work at their own pace and produce what they are capable of.

It is an approach, an educational theory, and not a rigid method.

- Montessori education works because it integrates skills, concepts and attitudes. There is no extrinsic reward - children work for the love of work.
- Montessori provides for authentic and continuous assessment. All activities, apparatus and work cards have a control of error. It also provides a continuous syllabus for children from the age of three to fifteen. Subjects can be integrated without losing integrity. Emphasis is placed on learning through languages. Spelling and language enrichment is related to what is being taught.
- Montessori can reach out into the community and become an integral part of the National curriculum because it offers a model that is skills based, outcomes based and integrated in its approach.¹⁰

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⁹ Including cultural subjects such as geography, history, biology etc.
¹⁰ Please note that employment in any school is NOT guaranteed by the college.
Text Books
Textbooks are available on CD or Dropbox.\textsuperscript{11} You will also receive a ‘reading list’ of recommended books. All of these books will be available from the library but you may want to buy your own copy and the institution may be able to help you with the sourcing of them.

Admission Requirements:
Headstart Mercy Montessori Teacher Training Centre does not discriminate, in their policy of admission, on the basis of ethnicity, religion, sex, or disability, and is committed to assisting all to gain reasonable access to Higher Education.

\begin{itemize}
\item Headstart Mercy Montessori has adjusted their traditional entry requirements to facilitate a more equity-driven student body.
\item A Grade 12 certificate or certified equivalent
\item Students must complete the Application form in full, supplying certified copies of certificates and testimonials.
\item Students must furnish Headstart Mercy Montessori with the names and addresses of three referees (not family members) who will vouch for the student’s character, general educational ability and fitness to work with children.
\item If you belong to a group, of whatever nature, which requires you 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 you.
\item If you have an historical, physical, emotional or sociological condition that might need special consideration to enable you to successfully complete the course, please furnish the Institution with details and we will attempt to the best of our ability to accommodate you.
\item Wheelchair access and disabled parking is available on site.
\item Special needs will be recorded in student files and circulated to all faculty staff.
\item Extra time will be given, where needed, in examinations.
\item A learning support lecturer and life coach is available to all students.
\item Special arrangements will be made for students with disabilities during their experiential learning.
\item A colour photograph, passport size, must accompany each application.
\end{itemize}

Initial Interview
Once you have perused this prospectus and have completed and submitted the Application Form you will be called for an initial interview. This can also be via telephone or the internet. During this interview you will be encouraged to ask questions, confer with the Principal or Programme Director about the course, your special needs and your expectations of the Centre together with the assessment programme. You will be expected to provide certified copies of all certificates and all necessary documentation. Only once you are absolutely sure that this course is within your capabilities and interest will you be asked to provide the initial course fees and sign the contracts involved with the course.

\textsuperscript{11} Included: Montessori Primer (study notes); The Secret of Childhood; The Montessori Method plus others
Course Fees:
On application.

Student Financial Aid:
Students are responsible for arranging their own bank loans. No financial aid is available.

Student Support Service:
- A qualified Life Coach is available to all students.
- Tutorials are available to give extra help on request.

General Course Requirements
1. At least 80% attendance.
2. Successful completion of assignments for each unit standard.
3. Completion of files and material-making for each section of the course.
4. Successful completion of examinations. This will consist of oral examinations on presentations and sequence of material, and written papers in theory and materials.
5. Every student is required to fulfil all the course requirements including their internship at a recognised school, prior to their being awarded their diploma.

Rules of Student Conduct:
All students are expected:
- to uphold the ethos of the institution;
- to respect the premises and property of the institution at all times
- to respect fellow students;
- to not remove materials, books, nor files from the premises without the consent of the Administrator, whereupon a student’s signature is required;
- to hand in assignments on time
- to not smoke on the premises
- to not use cell phones during lectures
- to switch off all computers after use
- to arrive ten minutes before scheduled lecture times
- to provide doctors notes when absent for more than two days
- to submit any grievances in writing to the Administrator

Handing in Assignments:
Assignments for a particular lecture/section must be handed in or sent to the lecturer/tutor/trainer/specialist concerned.
Any queries concerning assignments must also be made to the person responsible for the lecture.
Assignments must be handed in by their due dates.
No late assignments will be accepted without payment of an overdue marking fee.
Transfer Policy:
There is no automatic policy of transfer from one institution to another. Students wishing to transfer from any other Montessori Course/institution or childcare programme will need to contact the Programme Director or Principal. 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\textsuperscript{12} 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 Mercy 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 Mercy Montessori Course they will be given credit.

Dismissal of Students Policy:

Criteria for Dismissal:
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
Continual harassment to staff and/or other students\textsuperscript{13}
Work standard not adequate after Headstart Mercy Montessori 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 step1, 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.

\textsuperscript{12} See RPL policy
\textsuperscript{13} See harassment policy
Withdrawal or Cancellation of Application (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 without re-registration.
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 in #2, all previous payments will be forfeited forthwith.
4. A potential student may cancel any application/registration and receive a refund of all monies paid less R250 Administration Fee, provided that no lectures have been attended, or assignments completed, or materials given; also provided, however, that notice of such cancellation is given in writing, delivered by registered mail to Headstart Mercy Montessori within 72 hours after the registration was made effective.

Insurance Cover:
The Headstart Mercy Montessori Higher Education Institution is covered by means of a ‘Public Liability’ insurance policy for any person who uses the facilities of the Centre. It is up to the individual student to ascertain if this facility is available in any other school that is visited.

Future Employment:
Headstart Mercy Montessori Private Higher Education Institution cannot guarantee employment placements for its graduates, but vacancies in Montessori schools are circulated to graduates and students as they come to the notice of the Centre.

Grievance Policy:
If a lecturer, trainer, staff member or student associated with Headstart Mercy Montessori wishes to express a complaint relating to a programme or action of an employee, or any other person associated with the Centre 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 centre who will reconsider the adverse action based on the decision of the investigator.

All pertinent data relating to the grievance/investigation will be maintained with the student's records.
A Harassment policy is included in this document.

**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, at the end of each chapter of work in your Study Guides.

Please 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. Your observations should always be confidential and no names or identifying features should be written down.
4. Try and be as objective as possible, removing all preconceived ideas and notions.
5. 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 much of her preparation on the observations she has made.**

**Quality Assurance**

The Quality Management Policy (QMP) Manual \(^ {14}\) acts as the central repository of the processes that underpin Headstart Mercy’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

The documents in the Manual carry certain expectations for the action that should follow. Those identified as *procedures* and *frameworks* require any future partner institutions to follow specific processes approved by Headstart Mercy Montessori.

**Codes of good practice set a minimum standard, with the expectation that they should be observed unless the partner concerned can demonstrate**

\(^ {14}\) See Quality Assurance Manual
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.

Harassment Policy

Headstart Mercy Montessori 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 relevant incidents, including dates and times and if appropriate the names of any witnesses 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. You can use phrases like:

'I find your behaviour/remark offensive and I want you to stop'.
'Please stop doing that!'

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 anyone in the Harassment Advisors Network.

**Speak to one of the Network of Harassment Advisors**

All staff members at the Centre have volunteered to undertake this role.
- They will be prepared to discuss any matter with you, however sensitive.
- They will listen to you carefully and inform you about your choices of action.
- They will then help you decide what you wish to do or have done about the harassment.

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 Centre 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.

Staff should address a written complaint to: The Programme Director
Students should address a written complaint to: The Programme Director

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.**
Assessment Policy¹⁵

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

Headstart Mercy 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 three attempts) of the student in terms of the unit standards outcome requirements, the identification and support of special requirements and an appeals procedure.

Assessment and internal moderation provides 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 always conduct internal moderation.

Headstart Mercy 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 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 Mercy’s stated aims, which will lead to continuous improvement. Headstart Mercy achievements against its plan are monitored and reviewed and used for guidance for future development activities.

Students will have an assessment plan that we work from. You will be asked to sign this plan as proof that you are aware of the times that assessment activities will be occurring. The plan can be accelerated depending on the amount of time you, the student, can devote to your studies.

Some methods that provide direct evidence of student learning and development and will be used at Headstart Mercy include the following:

- portfolios that collect student work over time and demonstrate students’ abilities to monitor and reflect on their work, providing longitudinal evidence of student learning and development
- course-embedded assignments, providing evidence of how well students transfer learning into a new context
- capstone projects, providing evidence of how well students integrate and apply principles, concepts, abilities into a culminating project

¹⁵ See separate Assessment Policy for further information
• observations of student behaviour, providing evidence of how well students practice or apply an ability, such as how they participate in collaborative problem solving
• internally juried reviews of student projects or performances, providing evidence of students’ problem-solving abilities
• externally reviewed internships/practicum, providing evidence of students’ problem-solving abilities in a work environment
• performance on a case study, along with students’ analysis of how they solved the case study, providing evidence of students’ abilities to apply, synthesize and solve problems. Case studies may be used over time to track the development of students’ knowledge or abilities
• essays blind scored across units, providing evidence of students’ abilities to represent ideas, solve problems, synthesize
• Challenge examinations
• Practical presentation of workplace materials

Assessment Process:

• Only completed assignments will be assessed.

• The assignments will be assessed by a registered assessor, moderated both internally and externally and placed on the National Qualification Authority website.

• Assessment will be continuous throughout the course through formative assignments.

• Summative assessment will take place annually. Successful students will receive 120 credits per year of study. These credits give entry to the following year of study.

• A Level 6 Diploma will be awarded when a credit value of 360 credits has been achieved.

Please note:
This Montessori teaching qualification would not necessarily lead to employability in public (mainstream) schools.
Appendix 1: Agenda for an initial meeting with Students

The following items will be addressed at meeting to be held (or electronically at _______________, on __________________________

- Overview of current developments in education and training (NQF issues)
- The purpose of the assessment
- The roles and responsibilities of students and assessors
  - Assessors
    - Trained and registered
- The observation process (observation checklist)
- The examinations:
  - Must complete all assignment
  - Must have attended seminars/workshops
  - Must have paid all fees
- How feedback is going to be handled
  - Face-to-face
  - Written
    - Marking sheets
    - Special notes
- Agreement on an assessment plan (dates, times and venues)
- The Appeals and Disputes policy and procedure
  - In prospectus
- Who else will be involved in the assessment process e.g. witnesses and his/her role in the assessment process
- Discuss and agree to assessment plan
  - Marked
  - Assessed
  - Moderated
  - Audited
- Discuss types of third pieces of evidence that can be collected
  - Written
  - Photographs
  - Drawings and diagrams
  - Interviews
  - videos
- Discuss any particular and special need requirements
- Additional questions and responses
- Discuss the confidentiality of documents
  - If progress reports needed they will be given to the student
  - Employers will have to speak to their staff about progress

Name of Student: ________________________________ Module No: ___________

Signature of Student: ____________________________________________________________________________

Signature of Trainer: ____________________________________________________________________________

Date: _________________________________________________________________________________________
Appendix 2: 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 this form and return it to: The Programme Director

Should you have not received a response within 5 working days please appeal directly to the Principal on the following telephone line: +264.64.220956

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 friend 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.
# Appendix 3: Appeals Form

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name of Assessor</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Brief details of Subject and Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

## SECTION ONE

Student’s reasons for disagreeing with assessment decision

The Assessor’s rationale for the decision

Student’s signature

Assessor’s signature

## SECTION TWO

Internal Moderator’s reconsidered decision and rationale

Internal Moderator’s signature

Advising Assessor’s signature

Date

## SECTION THREE

Decision and rationale of the Investigatory Panel

Signature of CIM Convener

Date

## SECTION FOUR

The above decisions have been explained to me and I accept the assessment decision.

Student’s signature

Date
Appendix 4: Recognition of Prior Learning Policy (RPL)
Recognition of Prior Learning is the process whereby people’s prior learning can be formally recognised in terms of already registered qualifications and unit standards, regardless of where and how the learning was attained.

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 person knows and can do;
- Matching the person’s knowledge, skills and experience to specific standards and the associated assessment criteria of a qualification;
- Assessing the learning against those standards; and
- Crediting the person 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.

Only in exceptional circumstances and only in undergraduate programmes will admission of students through an RPL route be allowed to exceed 10% of the total number of students in the programme.
## Appendix 5: 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:

<table>
<thead>
<tr>
<th>Evidence to be assessed</th>
<th>Appropriate Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaving certificate</td>
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<tr>
<td>Mathematics fundamentals</td>
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<tr>
<td>Literacy fundamentals</td>
<td></td>
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<tr>
<td>E.C.D. Unit Standards (up to and including Level 4)</td>
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<tr>
<td>Other related Unit Standards</td>
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<td>Work Experience</td>
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<tr>
<td>E.C.D.</td>
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<tr>
<td>Au pair</td>
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<td>Learnership</td>
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<tr>
<td>Age / Life experience</td>
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<tr>
<td>Witness and other Reports on practical experience</td>
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<tr>
<td>Testimonials</td>
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<tr>
<td>Portfolio</td>
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<tr>
<td>Videos of practice / presentations</td>
<td></td>
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<tr>
<td>Performance records</td>
<td></td>
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<tr>
<td>References</td>
<td></td>
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<tr>
<td>Other – specify</td>
<td></td>
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</tbody>
</table>

Result:

Assessor signature: ___________________________ Date: ____________

Assessor signature: ___________________________ Date: ____________

Communicated to Student: Yes/No Date: ____________

Student’s Signature _______________ Date: ____________
Appendix 6: Fee Structure 2014

<table>
<thead>
<tr>
<th>Diploma in ECD Montessori Teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full-time</td>
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<tr>
<td>NQF Level Level 6</td>
</tr>
<tr>
<td>Cost: Cost on application</td>
</tr>
</tbody>
</table>

Electronic Payment is the preferred means of payment. Please fax confirmation of payment to: 021 797 6234

Cash payments are discouraged. However, if necessary, cash payments can be made to the Centre office. **In the case of cash deposits to banks, all banking fees charged will be debited to students’ accounts.**

- Monthly payments can be made after suitable arrangements are made with the administration department.
- **NB:** Fees are payable monthly in advance on the 25th of the previous month. A penalty of R100 per month will be charged on all payments in arrears, unless prior arrangement has been made with the Administrator.

**Personal Account Information**

<table>
<thead>
<tr>
<th>Name of Person responsible for the account</th>
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</thead>
<tbody>
<tr>
<td>I.D. or P/P Number</td>
</tr>
<tr>
<td>Postal address</td>
</tr>
<tr>
<td>Home telephone no:</td>
</tr>
<tr>
<td>Fax no:</td>
</tr>
<tr>
<td>Cell No:</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
<tr>
<td>Signature</td>
</tr>
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</table>

**For tuition fees:**

Please contact:
Headstart Mercy Montessori
Training Centre, Cape Town

Phone: 021 683 3458
Email: mmattc@mweb.co.za
Appendix 7: Disclaimer

1.0 I ______________________ the undersigned, accept that the deposit of:
__________________________ per year for students is non-refundable.

2.0 I accept that I am liable for the full fee once I begin the course.

Signed ______________ at ________ Date __________________________

Signature:__________________________ Witness 1:________________________

Witness 2:__________________________

Please note:
When depositing fees directly into the Headstart Mercy Montessori account above, please ensure that a copy of the deposit slip, or the EFT Confirmation of Payment page, is faxed to us at: +27 21 797 6234 (ask for fax) so that we are aware of the payment. Thank you.

Please note:
- A registration fee of R2 500.00 is compulsory on all courses and must accompany the registration form. This fee will then be deducted from the tuition fees.
- All fees paid in cash will be debited with the extra sum charged by the bank for cash deposits.
Appendix 8: Teaching Practice Log\textsuperscript{16}

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
<th>Supervisor's signature</th>
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\textsuperscript{16} See Experiential Teaching Practice Policy & Procedure
### Appendix 9: Observation Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
<th>Supervisor’s signature</th>
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Appendix 10: Application Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Postal Address</th>
<th>Residential Address</th>
<th>ID or Passport number</th>
<th>Tel: Home</th>
<th>Work</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-mail:</td>
<td></td>
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<tr>
<td>Date of Birth</td>
<td>Race</td>
<td>Marital Status</td>
<td>Nationality</td>
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<tr>
<td>e-mail:</td>
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<tr>
<td>Educational Qualifications</td>
<td>Institute</td>
<td>Year</td>
<td>Duration of course</td>
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<tr>
<td>Sponsoring School</td>
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<tr>
<td>Course</td>
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<tr>
<td>Work Experience:</td>
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</table>

Names and address of three referees who will testify to the applicant’s physical health, communication skills and basic intellectual capacity to satisfactorily complete all programme requirements and to function as an effective Montessori teacher.
1. 
2. 
3. 

Initial course payment must accompany this application

Applicant’s signature: ___________________________ Date: ____________

Programme Director’s Signature on Acceptance: ___________ Date: ________

*please include copies of all certificates and ID document and testimonials.

Appendix 12: Certification
On completion of the requisite credits and all the course work including portfolios, challenge examinations, observations, teaching practice and also, having no outstanding fees, library books or unresolved disputes, Headstart Mercy Montessori will award the successful student with a diploma that will reflect the level of competence:

- Passed with Honours: 5+
- Passed with Distinction: 5
- Passed above average: 4
- Pass: 3

The centre logo will be a feature of the certificate. The full registered name of the student will be shown on the certificate. It will reflect the course name. The diploma will have the name and address of the Centre. The diploma will be numbered in accordance with the policy of the Centre. It will be signed and dated by the Programme Director. The Level 6 diploma will reflect the following accreditation details:

- South African Qualifications Authority
- Department of Education. (Registration number: 2010/HE07/001)
- Council on Higher Education (Registration number: H/PR164/E003CAN)

**Student Confidentiality**

Any and all student records are strictly confidential. No part of a student’s assignments, records or personal details may be transferred, copied or released for use except by written authority of the student.

Questions from another institution or employer concerning progress of a student will not be considered until written authority is obtained from the student.

Enquirers will only be told that a student is currently studying or studied in the past (and the year given).

The Centre may say that a student has not yet completed their course but may NOT give any details.

Should you have any questions concerning information that has been disclosed, please identify the data in question and immediately contact the Programme Director.
**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 Mercy Montessori Centre.

In this regulation, "work" is defined as including the following: written material, laboratory and computer work, musical or art works, oral reports, audiovisual 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 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 submissions is the resubmission of work by a student that has been used in identical or similar form to fulfil any academic requirement at Headstart Mercy 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
• 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
Faculties 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 Programme Director. 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 only the Academic Board or Programme Director can suspend a student either temporarily or permanently. Penalties may be combined within or between levels. Academic staff has 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 simple 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 course (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 Centre 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 Programme Director, 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 Centre 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 Academic Board.