

STUDENT **HANDBOOK**



2026

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Welcome

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

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

Headstart Montessori Teacher Training College is one of the largest Montessori training organisations in Sub-Saharan Africa. It is a registered Montessori private, higher education institution offering Accredited Early Childhood Development, Junior & Senior Primary diplomas.

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

Dr Lindsay van den Berg
(Principal)

Note:

Although the information contained in this Student Handbook has been compiled as accurately as possible before going to print; errors and omissions may occur. The College retains the right to amend any regulation or condition without prior notice.

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

Why Study at Headstart

Accreditation

- The diplomas offered by the college are all accredited National (Montessori Specialisation) Diplomas
- The college is fully registered with the National Council for Higher Education (NCHE)

Teaching and Learning Resources

- The college facilities are set up to enhance modern teaching and learning.
- Blended learning that includes well-articulated e-learning platforms and one of the most well equipped and modern practical workshop lecture halls.

Montessori is an Entrepreneurial driven course

Graduates of the Montessori courses can set up their own schools and are employable in both public and private schools.

Affordable Fees

Headstart fees are affordable with flexible payment terms.

Qualified and Experienced Academic Staff

Headstart has a team of well qualified and experienced academic staff.

Financial Assistance

Students may apply for assistance from Namibia Student Financial Assistance Fund (NSFAF) if they meet the requirements.

Free internet for our students

Wi-Fi is free at our campus to ensure internet access is available to students.

Progression at Headstart MTTC College

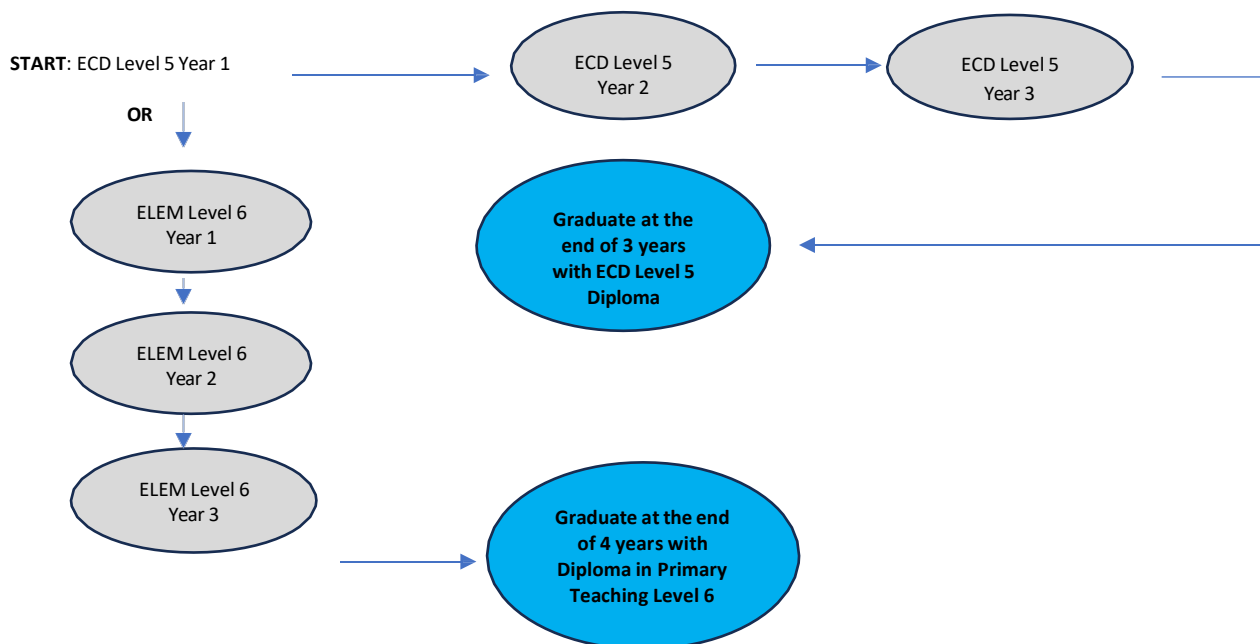
1. Diploma in Early Childhood Development and Pre-Primary Teaching (Level 5) (Montessori Specialisation)

Entry paths:

1. Academic Entry- Grade 11/12 with 24 points in best 6 subjects

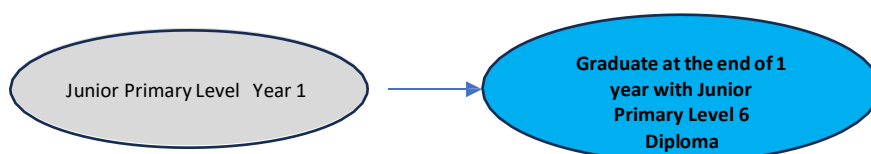
2. Academic Probation- Grade 11/12 with 20- 23 points in best 6 subjects

3. Mature Age- Grade 10 (Old Curriculum) with 18 points in 6 subjects



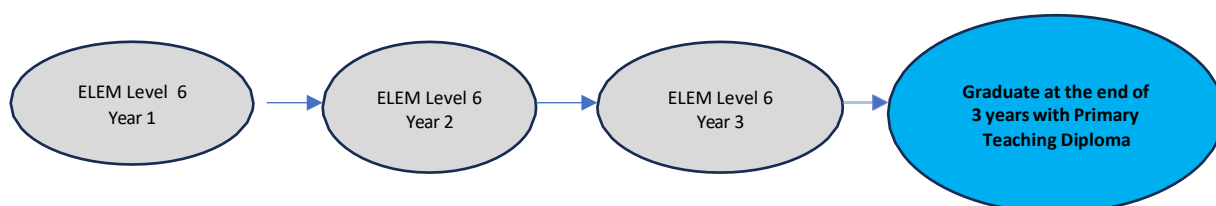
2. Diploma in Junior Primary Teaching (Level 6) (Montessori Specialisation):

Prerequisite Qualification: Applicant should be in possession a Level 5 Montessori Diploma or equivalent Level 5 ECD or Educational Qualification.



3. Diploma in Primary Teaching (Level 6) (Montessori Specialisation)

Prerequisite Qualification: Be in possession a Level 5 /6 Montessori Diploma (Academic Entry only)



Mission

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

Vision

To be recognised as the preferred teacher training institution in Africa remaining at the forefront of teaching methodology through constant advancement in academic and technological prowess.

Our Values

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

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

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

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

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

Contact Details

Walvis Bay Campus

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Telephone: +264.64.220959 /+264.811240730

Fax: +264.64.200439

Email: info@headstartcollege.org /info@headstart.com.na

Website: www.montessori.com.na

Facebook/Instagram: Headstart Montessori College

Introduction

Nelson Mandela once said,

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

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

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

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

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

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

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

A Sense of Independence

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

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

The College

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

Headstart is dedicated to training prospective teachers using Montessori educational methods. The following courses are offered at Headstart:

- Diploma in Early Childhood Development & Pre-Primary Teaching (Level 5) (Montessori Specialisation)
- Diploma in Junior Primary Teaching (Level 6) (Montessori Specialisation)
- Diploma Primary (Elementary) Teaching (Level 6) (Montessori Specialisation)

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

Headstart Staff

Academic Committee



Principal: Dr. Lindsay van den Berg

Doctor of Education: Berkley University, USA

Masters degree: Educational Counselling- La Salle University USA

Bachelors degree: Education & Psychology - University of South Africa

Montessori 0 - 6 Teachers' Diploma: London Montessori College

Montessori 6 - 12 Teachers' Diploma: London Montessori College

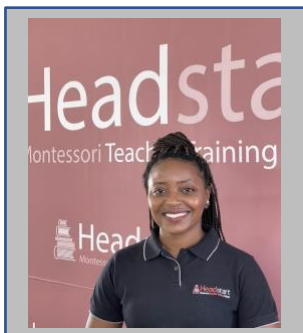
Montessori English Second Language Diploma: London Montessori College

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



Vice Principal: Ms. Micaela Connor

Ms. Micaela is the Dean of students and holds a master's degree in Language Management as well as three Montessori Diplomas. She is the Principal of the laboratory classrooms which form part of the campus and head trainer for the Level 5 and 6 ECD Pre-Primary programmes.



Director of Administration: Ms. Rauna Nampala

Master of Business Administration: Namibia Business School - UNAM

Bachelor of Accounting (Honours): UNAM

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

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

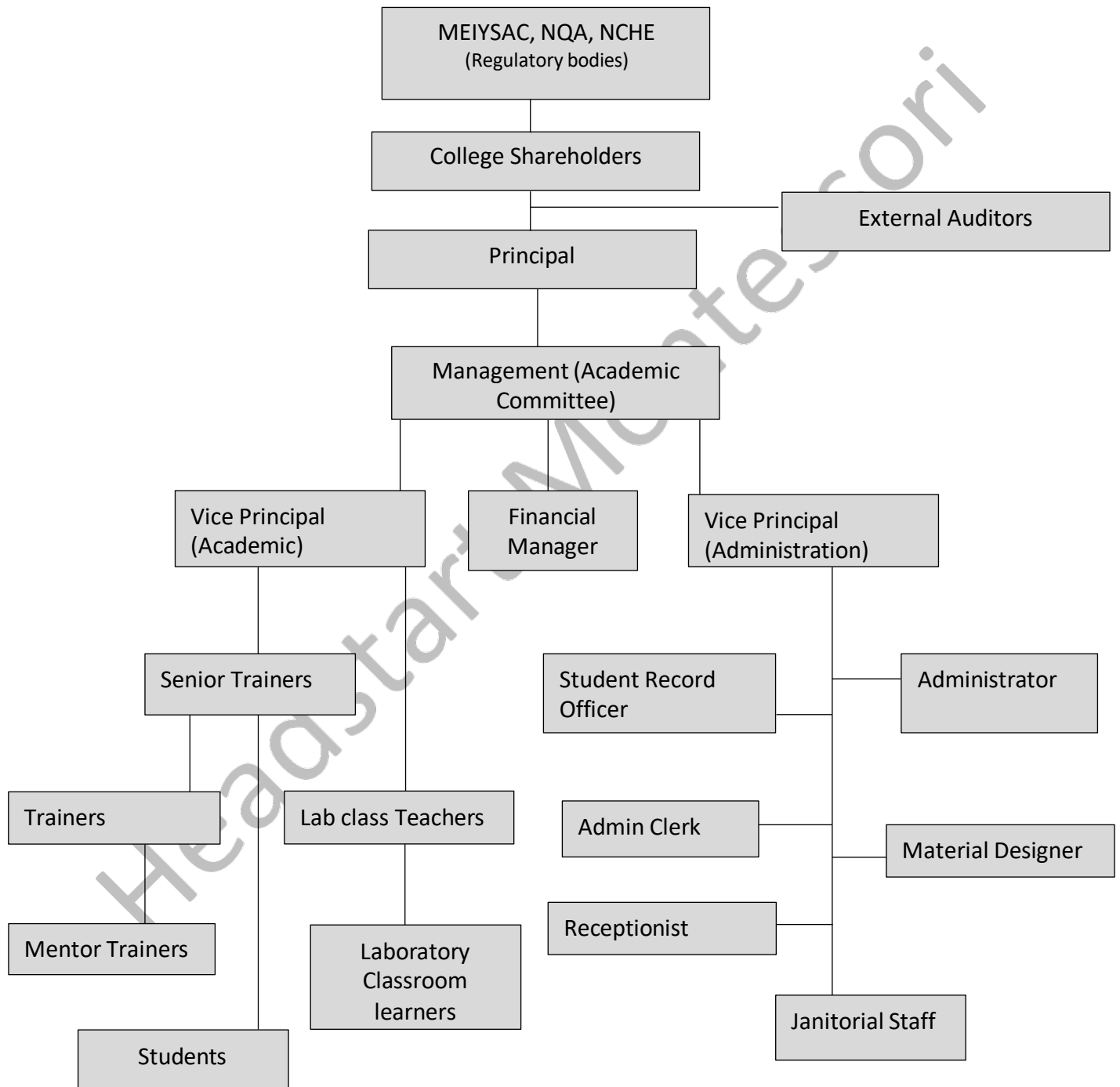


Alternate Member: Ms. Toini Hamunyela

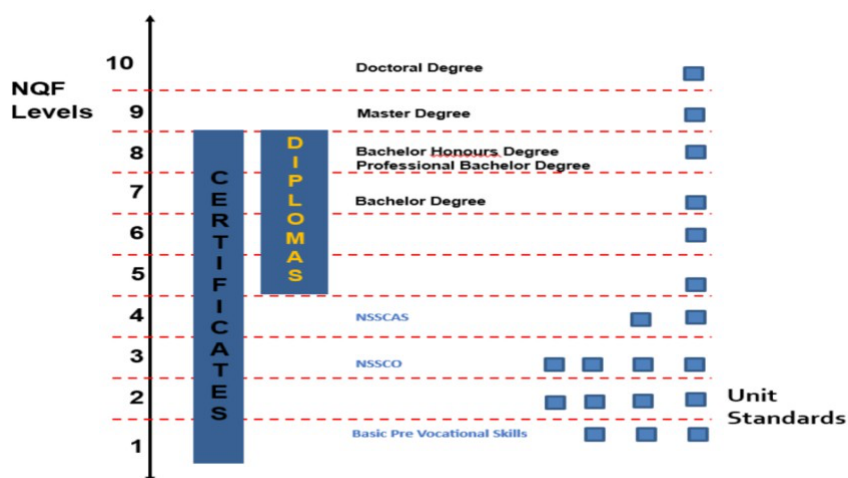
Ms. Toini is a Senior Trainer responsible for the year two cohorts.

Ms. Toini possesses a Level 7 Diploma in Senior Primary Teaching as well as two Montessori Diplomas (Early Childhood Development and Pre-Primary Teaching Diploma and the Montessori Elementary Diploma).

College Organogram



National Qualifications Framework



Source: Retrieved from NQA website

Headstart NQF Credits

- Diploma in Early Childhood Development and Pre-Primary Teaching (Level 5) (Montessori Specialisation) = **240 credits**
- Diploma in Junior Primary Teaching (Level 6) = **140 credits** (with an existing Level 5 Diploma)
- Diploma in Primary Teaching (Level 6) (Montessori Specialisation) = **360 credits**

Admission Evaluation Scale

NSSC NAMIBIA SENIOR SECONDARY CERTIFICATE			GCE GENERAL CERTIFICATE OF EDUCATION			IGCSE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION		NEW (2021 intake)	
								NSSCO NAMIBIA SENIOR SECONDARY CERTIFICATE ORDINARY (GRDAE 10- 11)	NSSCAS NAMIBIA SECONDARY SCHOOL CERTIFICATE ADVANCED SUBSIDIARY
APS	HIGHER LEVEL (NSSCH)	ORDINARY LEVEL (NSSCO)	A-LEVEL	AS-LEVEL	O-LEVEL	HIGCSE	IGCSE	NSSCO	NSSCAS
12			A						
11			B	A					a
10	1		C	B		1			b
9	2		D	C		2			c
8	3	A*	E	D	A*	3	A*	A*	d
7	4	A		E	A	4	A	A	e
6		B			B		B	B	
5		C			C		C	C	
4		D			D		D	D	
3		E			E		E	E	
2		F			F		F	F	
1		G						G	

Teaching Diplomas

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

Qualification Duration

Minimum: 3 years, Maximum 5 years

Purpose of the Qualification

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

Entry

Prospective students should be in possession of:

- Namibia Senior Secondary Certificate AS Level (NSSCAS) or Namibia Senior Secondary Certificate Ordinary Level (NSSCO) with a minimum of 24 points in best 6 subjects, inclusive of two languages of which one must be English and a national language.

OR

- Mature age entry:
Prospective student should be in possession of a grade 10 Certificate (old curriculum), the applicant must be 24 years of age or older. It is a requirement for the applicant to have already been working with children, in a school environment for minimum 12 months. The student will be on Academic Probation, meaning that if they fail their first year with less than 45%, they may not continue.

OR

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

In addition to the above, the alternative entry pathways such as the following will still be available:

- Recognition of Prior learning.
- Marginalized Scheme

Mode of delivery

All courses are delivered through online blended sessions with practical workshops during the course of the year and a two-week practicum (work experience) in the second and third academic years.

Exit Outcome

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

Diploma in Junior Primary Teaching (Level 6) (Montessori Specialisation)

Qualification Duration

Minimum: 1 years, Maximum 3 years

Purpose of the Qualification

This programme is a statement of the standards to be achieved to gain 380 credits in Montessori Early Childhood Development and Junior Primary.

240 credits for course Q2005 (level 5) and the remaining 140 from course Q0652 (Level 6)

The course is designed to provide the prospective teacher with opportunities to acquire the specific knowledge, skills and attributes necessary to effectively supervise an early learning environment up to Junior Primary.

This course aims to:

- Promote excellent practice, leadership and equality of opportunity.
- Respect diversity in the learning environment.
- To provide access to a recognized Junior Primary qualification that includes a Montessori bias.
- To enable students to plan and implement a Junior Primary /Montessori learning

programme based on knowledge of child development.

- To be able to present materials to young children using their mother tongue.
- To improve community-based services for young children by raising the level of Junior Primary (Montessori-biased) teaching competence and/or by providing opportunities for training in support and leadership roles.
- It is designed to provide the graduate with opportunities to acquire the knowledge, understanding, practical skills and attributes necessary to effectively supervise a Junior Primary Learning Environment.

Entry

- Be in possession of an accredited Montessori Level 5 Early Childhood Diploma or equivalent ECD or Education Diploma at Level 5.

Mode of delivery

All our courses are delivered through online blended sessions that includes practical workshops and practicum sessions in appropriate classes.

Exit Outcome

At the conclusion of this course, graduates will have:

- An intellectual knowledge of the history and theory of education together with the contribution made by Dr Maria Montessori.
- An ability to plan and deliver a developmental appropriate learning programme that is underpinned by the critical understanding of child development and learning theories by the use of the Montessori delivery method.
- The ability to make and present appropriate scientifically designed learning materials that enhance learning in their mother tongue.
- An underpinning of academic knowledge to develop learning environments.
- An understanding of areas of learning and development with an appropriate and contextually relevant emphasis on literacy, numeracy and life skills by using Montessori manipulative materials.
- An ability to observe and assess the children's learning, development and responses to the learning environment continually, in order to formulate practice and planning on an individual basis.
- Have developed a wide repertoire of skills that can be used appropriately in working with individual children, small groups and large groups of children.
- Demonstrate a range of strategies for challenging all types of discriminatory and biased behaviour, based on relevant theoretical understanding of oppression and cultural worldviews.
- Acquired writing and technological skills and strategies that can be used effectively for recording observations in learning programmes and for

communication at Junior Primary level as well as for assessment and report writing and other forms of written communications.

- Have a high level of professional and practical competencies.
- Be a strong and valuable leader in education in Namibia and Montessori education in particular.

Diploma in Primary (Elementary) Teaching (Level 6) (Montessori Specialisation)

Qualification Duration

Minimum: 3 years, Maximum 5 years

Purpose of the Qualification

The overall purpose of the qualification is to:

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

Entry

- Be in possession of an accredited Montessori Specialisation (Level 5) Early Childhood Development Diploma or Level 6 Pre-Primary Teaching Diploma.
- Alternatively, prospective students must have completed and passed (with a minimum of 80%) the first year of the diploma Q2005, be in possession of a Namibia Senior Secondary Certificate (NSSC) having a pass in five subjects, two of which must be English (D or better symbol) and Mathematics (D or better symbol), with a minimum of 24 points. This considered a bridging year that presents the Montessori Philosophy.

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

Mode of delivery

All our courses are delivered through online blended sessions with practical workshops throughout the year and a two-week practicum placement in each year of study. As part of their first year, Elementary students will participate in both the Practical Life/Sensorial and the Elementary workshops.

Exit Outcome

The Purpose of this qualification is to provide prospective primary school teachers a method of study that will give them a nationally recognised diploma in Primary Teaching using the Montessori method.

Note: the Montessori Method of Education is to help children learn in an easier way using practical, hands-on, manipulative materials within, atleast the recognised government curriculum

Application Procedure

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

Registration is restricted to the number of places available.

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

Application for registration closes when all the places are filled. Late registration is only offered at the discretion of the academic committee.

1. The prospective student approaches the college and is provided a soft copy of the Student Handbook including an Application for Enrolment form (usually by email or WhatsApp).
2. After reading the student Handbook, the prospective student decides if this is the college they want to attend and if the course is right for them.
3. The Application for Admission form is completed and sent back to the college accompanied by the required documentation.
4. Incomplete application forms will NOT be considered.
5. The applicant also signs to signify that the prospective student has received and read the Handbook.
6. The College Administration department will contact the prospective student to inform them if they meet the criteria for admission and acceptance letter sent out.
7. The prospective student then pays the initial payment into the college bank account and sends proof of payment to the college.
8. After confirming the initial payment the college invites the student for the **compulsory** orientation sessions at the campus in Walvis Bay where they can have any outstanding questions answered, the policies and processes explained, assessment and attendance policy clearly discussed, the year's calendar issued and online classroom orientation with their device (smart phone, tablet, or computer).
9. Devices (smart phone, tablet, or computer) must be compatible with Google Workspace applications.
10. The orientation follows a format which is recorded and signed by the student to show all was explained and understood
11. The student also signs the Financial Contract & Learning Agreement to confirm that they are legally responsible for the monthly payments to complete the annual fees and are serious about studying.
12. Students continuing their studies with Headstart must complete the re-registration form before 31st January every year. Their re-registration form MUST be accompanied by proof of payment of their initial payment.

Admission

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

- If a student belongs to a group, of whatever nature, which requires the student not being able to attend certain functions at certain times, please feel free to discuss that need with the Head of Department (Academic), Senior Trainer or Principal who will do their utmost to accommodate the student.
- If a student is medically diagnosed that they have a historical, physical, emotional or sociological condition that might need special consideration to enable them to successfully complete the course, they should please furnish the Training College with details prior to conducting studies and we will attempt to the best of our ability to accommodate them.
- Recognition of Prior Learning (RPL) is available as an entry option (not for a Primary Teaching Diploma).

Recognition of Prior Learning Policy (RPL)

Recognition of Prior Learning is the process whereby a student's prior learning can be formally recognised in terms of already registered qualifications and/or unit standards, including where and how the learning was attained for teaching. A Portfolio of Evidence must be provided to identify what was previously learned, linking that to the relevant registered standards and qualifications.

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

The process of RPL is as follows:

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

In practice what this means is that a learner or an employee's non-traditional or

non-formal experience and learning can be recognised. But it must be realised that this is a Montessori-based and biased course and knowledge of that Method of Education is necessary.

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

Practicum (Work Experience Programme) (4 weeks):

All students are required to secure a work experience placement (Practicum) from their second year that does not conflict with workshop time or their own personal/work commitments

- The course modules are complemented and consolidated through practical work experience.
- A work experience programme (Practicum) of 100 hours for Level 5 (two weeks in Year 2 and another 2 weeks in Year 3) must be completed outside of scheduled class time in order to satisfy the requirements of the work experience module.
- Work Experience (Practicum) of an additional 50 hours (2 weeks) must be completed in year 4 for Q0652.
- Primary students must complete at least 150 hours (6 weeks) of work experience.
- A work experience (Practicum) file that includes a record of the presentations, notes, self-reflections will be expected throughout all the work experience.
- The practicum placement provides the opportunity to merge classroom learning with practical experience under the tutelage of experienced and qualified professionals in a recognised (by the college) Montessori/Early Childcare setting.
- Headstart requires all students to carry out their practicum at an authentic Montessori school. There are best practices that determine whether a school is practicing authentic Montessori education.
- A minimum of 80 hours of practical, hand-on workshops are also necessary for course completion.

Non-Namibian Students

According to the immigration Control act 7 of 19 August 1993, all international students should be in possession of a valid study permit and visa before entering Namibia for the purpose of studying. All prospective students are required to apply for a study permit and visa on the prescribed forms obtainable from the relevant ministry or Namibian embassy nearest to them.

Verification of Qualifications

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

Re-Registration of Continuing Students

All current students are required to complete a new registration form for each year before 31st January– after results have been made available.

Full Deposits for re-registration must be paid on or before the 31st January each year. The remaining balance must be paid regularly by the end of each month from February until September.

Re-Registration for a failed course/module

1. All students who are to repeat a year due to failure or drop-out must contact the college before the 31st January each year.
2. Student to follow the below procedure:
 - a. Complete re-registration form.
 - b. Settle any outstanding fees from the previous year.
 - c. Settle registration deposit of the current year fees.
 - d. Understand all academic work must be repeated.
 - e. Attend all workshops and write examinations.
 - f. The student will subsequently have to pay the current annual fee for the year of study.
 - g. During the years of your course, if a student fails more than once, they may have to appeal to academic committee to ascertain if they should continue.

De-Registration Procedure

- If a student neglects to hand in an assignment on the required date, they can hand it in late (only by one month).
- If a student neglects to hand in two consecutive sets assignments, they will be warned and if the assignments are not forthcoming or have a valid and authentic reason, they will receive a written warning before academic de-registration may take place at the discretion of the college.
- If a student is derelict in paying their fees, they will be reminded after one month and after the second month, they will be given a warning, if no improvement, they may be financially de-registered for nonpayment of fees.

If a de-registered student wishes to continue with their course immediately the year following de-registration, they are required to re-register and fulfil all their outstanding financial commitments. See re-registration for failed course/module

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

Withdrawal or Cancellation of Course Procedure

After receiving written intention cancelling of a student's college participation, a meeting is held between the academic committee and administration. The formula for what is owed to the college (if studies were commenced) minus the cost of any material given, is calculated from any fees already paid and notification of it forwarded to the financial Manager to return to the student's bank any available balance while the admin department will cancel the student's enrolment.

Examination Policy

The examinations are reviewed by the academic committee according to the examination policy of the college and situational circumstance.

November examinations for ECD Year 3, Junior Primary and Year 3 Elementary will be written at the college or centres.

Programme Fees Structure for 2026

Q2005 Diploma in Early Childhood Development & Pre-Primary Teaching (Level 5) (Montessori Specialisation)

Academic Year:2026	
Year 1	
Tuition Fee:	N\$ 15000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February – September	
Due Dates:	
Due 28 February	N\$1375.00
Due 31 March	N\$1375.00
Due 30 April	N\$1375.00
Due 31 May	N\$1375.00
Due 30 June	N\$1375.00
Due 31 July	N\$1375.00
Due 31 August	N\$1375.00
Due 30 September	N\$1375.00

Academic Year:2026	
Year 2	
Tuition Fee:	N\$ 14000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February - September	
Due Dates:	
Due 28 February	N\$1250.00
Due 31 March	N\$1250.00
Due 30 April	N\$1250.00
Due 31 May	N\$1250.00
Due 30 June	N\$1250.00
Due 31 July	N\$1250.00
Due 31 August	N\$1250.00
Due 30 September	N\$1250.00

Academic Year:2026	
Year 3	
Tuition Fee:	N\$ 13000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February - September	
Due Dates:	
Due 28 February	N\$1125.00
Due 31 March	N\$1125.00
Due 30 April	N\$1125.00
Due 31 May	N\$1125.00
Due 30 June	N\$1125.00
Due 31 July	N\$1125.00
Due 31 August	N\$1125.00
Due 30 September	N\$1125.00

Diploma in Junior Primary Teaching (Level 6) (Montessori Specialisation)

Academic Year:2026	
Year 4	
Tuition Fee:	N\$ 16000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February – September	
Due Dates:	
Due 28 February	N\$1500.00
Due 31 March	N\$1500.00
Due 30 April	N\$1500.00
Due 31 May	N\$1500.00
Due 30 June	N\$1500.00
Due 31 July	N\$1500.00
Due 31 August	N\$1500.00
Due 30 September	N\$1500.00

Diploma in Primary Teaching (Level 6) (Montessori Specialisation)
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Academic Year:2026	
Year 1	
Tuition Fee:	N\$ 17000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February – September	
Due Dates:	
Due 28 February	N\$1625.00
Due 31 March	N\$1625.00
Due 30 April	N\$1625.00
Due 31 May	N\$1625.00
Due 30 June	N\$1625.00
Due 31 July	N\$1625.00
Due 31 August	N\$1625.00
Due 30 September	N\$1625.00

Academic Year:2026	
Year 2	
Tuition Fee:	N\$ 16000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February – September	
Due Dates:	
Due 28 February	N\$1500.00
Due 31 March	N\$1500.00
Due 30 April	N\$1500.00
Due 31 May	N\$1500.00
Due 30 June	N\$1500.00
Due 31 July	N\$1500.00
Due 31 August	N\$1500.00
Due 30 September	N\$1500.00

Academic Year:2026	
Year 3	
Tuition Fee:	N\$ 15000.00
First Installment at Registration:	N\$ 4000.00
Monthly Installment At the end of each month February – September	
Due Dates:	
Due 28 February	N\$1375.00
Due 31 March	N\$1375.00
Due 30 April	N\$1375.00
Due 31 May	N\$1375.00
Due 30 June	N\$1375.00
Due 31 July	N\$1375.00
Due 31 August	N\$1375.00
Due 30 September	N\$1375.00

General fees Information

- Students in arrears up to two (2) months installments will be suspended from classes until fees have been paid in full.
- Installment fees must be paid in advance by the end of each month.
- Students will not be allowed to sit for any exam when their account is in arrears.
- No transcripts/examination results shall be released to any student before clearing all outstanding fees.
- All Headstart's programmes are taught online. All study material is available in the online classrooms. Tuition fees cover all practical workshops. Additional hard-copy material is supplied to the Year One Pre- Primary students only.
- A student must be registered with the college for each academic year to complete the course. This does not apply to refresher workshops.

Other Fees:

	Other fees Payable	
	Description	Amount N\$
1.	Late registration fee <i>Late registration (01-29 February 2025)</i>	300
2.	Application Fee	150
3.	Transcript Print out/Duplicate	100
4.	Proof of Registration Duplicate	100
5.	Examination Fees	Free
6.	Graduation Fees	500

Refund Policy

The colleges strives to conduct fair and transparent refunds to students or sponsors.

- Administration cost of N\$ 300 is payable for all cancellations.
- Formula for tuition refunds:

Number of lessons in classroom / number of lessons for the year x Tuition fee for the year less N\$ 300.

The student is responsible to provide:

- Own writing materials and device to access online digital classroom
- Travelling costs to workshops
- Any Accommodation costs – The college is not a residential college and has no facilities for overnight stays.

The College is responsible to provide:

- Year 1 material (hard copy), Study guides, practical's book, textbooks, lecture support
- All workshops
- Examination costs
- Invigilation costs
- Assessments by qualified assessors and moderators

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

HEADSTART MONTESSORI BANKING DETAILS

Bank: First National Bank

Branch: Walvis Bay

Branch code: 282172

Account name: Headstart Montessori Training College

Account No. 62083639842

Reference: NAME & STUDENT NUMBER

Please note: Tuition payments should preferably be done by **bank deposits** or **Electronic Fund Transfer (EFT)**.

At orientation students will receive a laminated card with a unique account number to use and reference when making payments.

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

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

Accountant email: gerhard@headstartcollege.org

Administrator email: info@headstartcollege.org

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

General Course Requirements

1. 100% attendance required for all workshops. A register is taken at each workshop and records are kept. *Students repeating a year are required to repeat the workshop.*
2. Unfortunately, regardless of the reason for a student's absence, due to the method of study, the college cannot give credit for ANY absences, regardless of the severity of the reason, even if certificates from doctors or death certificates are presented.
3. Successful completion of all assignments for each course module.
4. Completion of material-making for each module.
5. Successful completion of examinations. This will consist of written examination in theory and materials.

6. Assignment marks are weighted (automatically by the system) depending on the competency needed to be completed.
7. From year two every student is required to spend a minimum of 2 weeks a year in a Montessori school during the course for practicum placement/work experience. This has to be completed before graduation can take place.
8. Practicum files must be kept recording the student's work experience.
9. Completion of all the requisite practical presentation of Montessori materials for the relevant part of the course.
10. A student must be registered with the college for each academic year to complete the course. This does not apply to refresher workshops.

Prescribed texts

Textbooks

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

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

Recommended for further reading :

The Absorbent Mind by Maria Montessori

The Discovery of the Child by Maria Montessori

The Secret of Childhood by Maria Montessori

The Montessori Method by Maria Montessori

The Voice of Montessori – a collection of Lectures

Basic Montessori by David Gettman

Maria Montessori, Her Life & Works by E M Standing

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

The Montessori Elementary Material - Vol. 2 of the Intermediate

Assessment

50% is the minimum pass mark for assignments, tests & examinations although it is expected that students will strive to do better. A student should obtain a minimum of 50% coursework to qualify for examinations. A student should obtain an overall mark of 50% to pass the year.

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

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

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

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

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

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

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

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

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

These methods will include but not be limited to:

- Written examinations.
- Assignments – written research to answer questions, observations, material - making and presentations of equipment.
- Discussions, in large and small groups with feedback.
- Material making.
- Collection of work online to make an album/file of work.
- Practicum placement files.
- Student records.
- Skills demonstration.

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

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

- Note of attendance, preparation, attitude and participation at workshops these will be discussed at faculty level.
- Marks for in-class tests will form part of the assessment
- The student has the right to appeal the assessment

50% is the minimum pass mark for assignments, tests & examinations although it is expected that students will strive to do better.

We take the fact that English is a second language for most students into account. Time is spent throughout the course on academic English improvement. The college only teaches English; however, time is spent demonstrating how a mother tongue (as passed on a student's school transcript/report) can be used by the graduate.

Academic Transcripts

Transcripts will be given to each student at the end of the academic year following the completion of a year of study, and diplomas in April the following year for graduating students. The final mark on the transcript will be a weighted version of all the marks. However, a pass of 50% for each area is essential before the student may successfully pass onto the next year of the course.

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

Self-Tests

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

Assignments

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

Note:

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

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

Sequence of work schedule

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

Online assignments are marked immediately by the system and immediate feedback on incorrect answers are provided.

1. Access the classes online. There is approximately 34 academic weeks of a 40-week academic calendar.
2. Complete the relevant self-test.
3. Complete the reading assignment.
4. Complete the written assignment.
5. Add to or amend your assignments in light of the information that you received.
6. Read about or watch any practical presentations that is given.
7. Practice the presentations.
8. Complete any observations.
9. When ready, ask your trainer to observe your presentations & sign them off usually during a workshop.
10. These practical presentations represent the practical assessment section of the course.
11. Write the theory examination at the conclusion of each section.

Attendance of Practicums and Practical Workshops

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

Calendar Notes:

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

Compulsory Areas of Study

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

The core skills include:

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

- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement

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

SMART Teaching

Teacher trainers at Headstart use the SMART teaching strategies.

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

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

Attainable - for the students.

Realistic – by having appropriate tasks to complete.

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

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

Observation Sessions

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

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

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

- 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.
- Read the appropriate chapter of work to gain insight as to 'why' the student needs to observe the specific areas, children, adults or incidents.
- Try and be as objective as possible, removing all preconceived ideas and notions.
- Reports should be brief and 'to the point'. Make sure that you have noted what was requested.

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

Plagiarism and Cheating

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

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

A student commits plagiarism when he or she:

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

Multiple Submissions

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

Falsifying Materials Subject to Academic Evaluation

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

- Fraudulently manipulating laboratory processes, electronic data, or research data in order to achieve desired results.
- Using work prepared by someone else (e.g., commercially prepared essays or those of a previous student) 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 assignments, tests and examinations except where the instructor has authorized collaborative work.
- having in an examination or test any materials or equipment other than those authorized by the examiners including cell phones or pieces of paper not given by the college .
- impersonating a candidate on an examination or test, or being assigned the results of such impersonation.

Aiding Others to Cheat

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

Enforcement and Penalties

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

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

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

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

At the assignment level:

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

At the programme level:

- Disciplinary probation for a defined period (transcript entry for period of probation).
- Permanent record entry on the student's transcript.

At the College level:

- Temporary suspension (permanent transcript entry).
- Permanent suspension (permanent transcript entry).

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

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

Graduation

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

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

Diploma Certification

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

Appeals

A student may:

- Appeal a decision made by an instructor to the head of the department.
- Appeal a decision made by the head of department to the Programme Director.
- appeal a decision made by the Programme Director to the Principal.

Assessment Appeals & Disputes Procedure

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

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

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

Step 1

Where a student disagrees with the assessment given s/he must explain the reasons for this to the assessor concerned as soon as possible. In most circumstances this will be immediately after receiving the assessment decision. The assessor should consider the student's explanation and provide a response through: A clear explanation or a repeat explanation of the assessment decision following a re-evaluation of the evidence.

Completion of section 1 of the Student's Appeal Form
Amendment of the student's assessment record, if appropriate.

This should take place within 5 working days.

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

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

Step 2

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

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

The IM re-considers the assessment decision, normally involving an evaluation of:
The student's evidence and associated records.

The assessor's rationale for the decision.

The opinion of another assessor.

The opinion of the student.

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

Step 3

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

Student Appeal Form.

Assessment records .

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

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

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

Step 4

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

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

Assessment record sheets.

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

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

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

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

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

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

Transfer Policy

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

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

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

Dismissal of Students Policy

Criteria for Dismissal:

- Arriving on campus property under the influence of alcohol or drugs. Forcible removal by security may be necessary.
- Arrest history and conviction for a legal offense. If arrested but NOT convicted or found not guilty, the student will be suspended awaiting trial.
- Incorrect information deliberately given on the Application form.
- Non-compliance with the requirements of the course.
- Theft of intellectual property – blatant plagiarism.
- Common or garden theft of property – legal action will be taken.
- Continual harassment to staff and/or other students.
- Work standard not adequate after the Training College has provided additional academic assistance and advice.

- Non-appearance at lectures and tutorials without valid reasons (90% attendance is required) make-up sessions may be arranged with the relevant trainer with the knowledge and permission of the Programme director.
- Failure to make tuition payments when due.

Procedure for Dismissal

- Student is given two, separate, verbal warnings. Each warning clearly stating the problems each warning in the presence of two faculty members.
- 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.
- If the same problem continues, even after implementation of steps1 and 2, as above, the student is given a letter of dismissal and is requested not to return to the course.
- No further payments are due from the student. Previous payment is forfeited.

Grievance Policy

- If a student associated with Headstart Training College wishes to express a complaint relating to a programme or action of a staff member, or any other person associated with the College he/she is encouraged to utilise the following process:
- All complaints and responses need to be formalised in writing, detailing the complaint, the name(s) of the programme official or staff member involved in the matter and any other specific statements relative to the cause of action. - All complaints must initially be addressed to the Programme Director.
- If the matter cannot be amicably resolved within 14 days of receipt of the initial complaint the matter will be forwarded, in writing with all the relevant documents to:

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

Harassment Policy

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

harassment is unacceptable.

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

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

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

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

Step One - informal action

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

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

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

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

Step Two - formal action

Make a formal complaint in writing.

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

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

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

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

The outcomes from such an investigation may include:

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

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

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

Ethics Policy

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

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

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

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

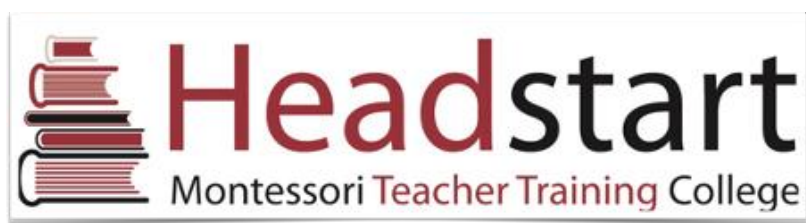
- *If you have a criminal record:* Your past records will be assessed, and a decision will be made based on the same. A suspended sentence will be seen as the same as a prison sentence.
- *If you were accused & convicted:* of a crime, whether or not you received a suspended or custodial sentence or a fine of any nature it is improbable that you have the moral stamina to be a teacher.
- *If You have been convicted of escaping:* In case you have been found guilty of escaping from detention (during or while detention or had escaped and were taken into detention later), it will have an adverse impact on your application.
- *If you are/were associated with a criminal group:* In case you have been a member of organisation or group that has bad records and the police reasonably suspects your

involvement in the group/organisation's criminal activities, it will impact your application.

- *If You are/were involved in any crime or offensive acts:* If the police force in Namibia or any other country reasonably believes your involvement in criminal acts your admission will be refused.
- *Your past records prove you of an immoral character:* If your past and/or present records show that you are not of a good character you will be denied the opportunity to study at Headstart.
- *If you are found to have lied concerning any criminal convictions, moral or character flaws that might impact on your ability to become a teacher –* your admission will be denied.

The student appeal form appears on the following page.

Student Appeals form



Name of Student	
Name of Assessor	
Date	
Brief details of Unit Standard and Assessment Criteria	
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	

Recognition of Prior Learning Form



Learner Applicant: _____

Assessors 1: _____ Reg No: _____

Assessors 2: _____ Reg No: _____

Date of assessment: _____ Date of completion: _____

Evidence to be assessed: ☐ Appropriate Unit Standard

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

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

Assessor signature: _____ Date: _____

Assessor signature: _____ Date: _____

Communicated to Student: Yes/No Date: _____

Student's Signature _____ Date: _____