

TEACHERS LEARNING CENTRE

PROSPECTUS

NATIONAL QUALIFICATIONS IN EARLY CHILDHOOD DEVELOPMENT



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TEACHERS LEARNING CENTRE FOR EARLY CHILDHOOD DEVELOPMENT



Teachers Learning Centre (PTY) Ltd was established in 2007 by two passionate and committed ECD principal/teachers who were already running their own ECD centres in the South of Johannesburg. They were concerned about the level of ECD services and the standard of teaching and learning taking place in their community. So they began to write their own ECD study material based on the Education Training and Development (ETDP SETA) guidelines. This study material was approved and Teachers Learning Centre obtained its accreditation to offer the FETC: ECD (Level 4).

From the first class of 8 students in 2007, TLC has grown substantially over the past 13 years with more than 2 000 graduates being trained over 29 training sites across South Africa. The impact that these well trained and highly competent ECD practitioners will have on the lives of our present and future babies, toddlers and young children is phenomenal.

OUR VISION is that every baby, toddler and young child is assured of the best start in life through quality early childhood development (ECD) education.

OUR MISSION is to support and promote high quality ECD education that is accessible and affordable to all families.

OUR PURPOSE is to provide accredited and nationally recognised qualifications in ECD in order to equip practitioners with the necessary knowledge and skills to ensure the delivery of high quality ECD services and practices to babies, toddlers and young children.

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1. INTRODUCTION

Choosing your career and programme of study is probably the biggest decision you have faced in your life so far. This prospectus introduces you to Early Childhood Development (ECD) and includes the type of work that an ECD practitioner will do, what qualifications you need to become an ECD practitioner, admission requirements, etc.



1.1 What Is Early Childhood Development?

Early childhood is the period between birth and five years of age, including babies, toddlers and young children; and early childhood development refers to the many skills and milestones that children are expected to reach by school going age.

These milestones include learning how to run, how to talk using simple sentences, and how to play with others. It also includes the cognitive (knowledge), emotional, social and physical education of children. As an ECD practitioner, you will be shaping the minds of young children during their most impressionable years which may have a lasting impact on their lives. For this reason, there are particular qualities and professional qualifications that you must possess to ensure the physical, emotional and cognitive safety of pre-school children placed in your care.

1.2 What does an ECD practitioner do?

As an ECD practitioner, you will provide children with a safe and caring environment in which to learn and grow. You will help them to interact with others, be creative and develop to their full potential. You must prepare daily lesson plans to help the children start learning basic education to get them ready for primary school.

You must also prepare creative activities for the children to complete each day. It is important that creativity plays a big part of the preschool experience - things such as arts and crafts, music and imagination will all play a big role in the creative learning process, whereas outdoor activities and games help children improve their coordination and motor skills.



Along with teaching the children various skills, you must also monitor their development. It is important to know which children are doing well and which ones may need a little extra help. You do this by monitoring progress and reporting the progress of each child. You will also cater to the basic needs of the children such as feeding the children, serving them with refreshments, and helping them with their bathroom needs.

You are responsible for keeping up-to-date with the latest developments in education and keeping parents informed on their child's progress.

1.3 What qualities should an ECD practitioner possess?

If you want to become an early childhood development practitioner, you must have the patience, stamina, and personality to work with a room full of energetic children each day! Other qualities include:

- a caring and accepting attitude
- flexibility
- an acceptance of diversity
- a respectful behaviour and language
- a positive healthy lifestyle
- the ability to communicate effectively



1.4 What qualifications does an ECD practitioner need?

South African legislation and national policies¹ state that if you want to work with babies, toddlers and young children from birth to 4 years, the minimum qualification is the Further Education and Training Certificate in Early Childhood Development (FETC: ECD, NQF Level 4).

Legislation also states that to teach Grade R learners (i.e. the year before children enter formal schooling), you need the National Diploma in Grade R Teaching (Level 6). However, because there is such a huge need for Grade R teachers, schools are employing practitioners with the Higher Certificate in ECD (Level 5). This situation is likely to change over the next few years when the Grade R Level 6 qualification becomes compulsory.

1.5 What is the difference between NQF Levels 4, 5 and 6 qualifications?

Further Education and Training Certificate in ECD (FETC: ECD) NQF Level 4

This certificate is the entry level qualification for school leavers with a minimum of a Grade 10 who want to enter the ECD field as well as for those practitioners already working in ECD but without any formal qualifications. A minimum of 140 credits is gained from this qualification.

Higher Certificate in Early Childhood Development (HC: ECD) NQF Level 5

This certificate is designed for ECD practitioners who have obtained the FETC (NQF Level 4) qualification and wish to pursue a career in ECD. This qualification provides access to the National Diploma in Grade R Teaching (NQF Level 6). A minimum of 120 credits is gained from this qualification.

Diploma in Grade R Teaching (NQF Level 6)

The purpose of this qualification is to provide Grade R practitioners currently in the ECD field with the knowledge and skills to access the Bachelor of Education (B. Ed) degree in Early Childhood Care and Education (NQF Level 7). A minimum of 360 credits is gained from this qualification.

¹ Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators (MRTEQ, March 2017)

2. TEACHERS LEARNING CENTRE AS A TRAINING PROVIDER

TLC is dedicated and committed to providing high quality ECD training that is practical and relevant to the South African context. Our experienced facilitators are passionate about developing and equipping ECD practitioners with the knowledge and practical skills they need to facilitate and support active learning in young children so that they get the best start in life.

2.1 Is TLC registered as an approved training provider?

Yes - TLC is registered with the Education and Training Authority (ETDP SETA, Reg. No. 10440) and the Quality Control Council for Trade and Occupation (QCTO, Reg. No. 180720-1097) to offer the nationally recognised NQF Level 4 and Level 5 qualifications in Early Childhood Development. TLC is in the process of applying for registration as a private Higher Education Institution with the Council for Higher Education (CHE) in order to offer the National Diploma in Grade R Teaching (Level 6, 360 credits).

2.2 Are TLC's qualifications accredited?

Yes - each qualification offered by TLC is accredited with the South African Qualifications Authority (SAQA) and is aligned with the education and training standards registered on the National Qualifications Framework (NQF) and the Occupational Qualifications Sub-framework (OQSF).



2.3 What is the language of instruction?

The language of instruction in all programmes is English; therefore proficiency in English is **essential**.

2.4 What about foreign students?

In line with Immigrations regulations, anyone who is not a South African citizen or a permanent resident is required by law to be in possession of a study visa (Immigration Act No. 13 of 2002). An application for a study permit may be made at the South African High Commission, Embassy, Consulate or Trade Mission in the country of residence, or contact the Republic of South Africa Department of Home Affairs website: www.dha.gov.za.

2.5 What is the importance of NQF Levels?

The NQF is a structured framework designed by the South African Qualifications Authority (SAQA) to integrate the different levels of education and training. The purpose of the NQF is to acknowledge and recognise qualifications within the framework and promote and facilitate the development and improvement of learner skills within the ECD sector.

The NQF framework consists of 10 levels of bands. The bands highlighted in **bold** indicate the learning programmes and qualifications that TLC offers. The Dipl. in Grade R Teaching (Level 6) has been submitted to the Council for Higher Education (CHE) for approval and is pending accreditation.

National Qualifications Framework (NQF)

LEVELS	DESIGNATION
1	Grade 9
2	Grade 10 and National (vocational) Certificates Level 2
3	Grade 11 and National (vocational) Certificates Level 3
4	National Senior Certificate and National (Vocational) Cert. Level 4 FET Certificate: ECD Level 4 (SAQA ID 58761)
5	Higher Certificates and Advanced National (Vocational) Cert. Level 5 Higher Certificate: ECD Level 5 (SAQA ID 64649)
6	Diploma and Advanced certificates National Diploma in Grade R Teaching (Level 6)
7	Bachelor's Degree and Advanced Diplomas
8	Honours, Post Grad Diploma and Professional Qualifications
9	Master's Degrees
10	Doctoral Degrees

A student's achievements of acquired skills and knowledge are registered using this framework to encourage lifelong learning.

3. NATIONAL QUALIFICATIONS IN EARLY CHILDHOOD DEVELOPMENT

3.1 FETC: ECD NQF LEVEL 4 (SAQA ID 58761) Minimum 140 credits

Purpose

To provide basic knowledge and skills in early childhood development (birth to five years) in order to facilitate all-round development of young children in a manner that is sensitive to culture and individual needs (including special needs) in a variety of contexts, including community-based services, ECD centres, at home and in institutions. Students who graduate with this qualification may study further towards the National Higher Certificate in ECD (NQF Level 5) SAQA ID 23117.

Target group

This entry level qualification is for:

- School leavers who have an interest in ECD
- ECD practitioners without formal ECD qualifications or recognition
- Au pairs and day care mothers

Admission Requirements

- Proficiency in English (Language of Instruction); **and**
- Minimum Grade 10 (Standard 8).

NOTE:

Applicants with a Matric or a National Senior Certificate (i.e. Grade 12) and a pass in the following subjects: Math Literacy or Mathematics, English Communication and Second South African language will be exempt from the Fundamental component (56 credits).

Mode of Delivery:

Facilitated contact sessions at a training venue and practical "hands-on" (teaching experience) at a registered ECD centre. Each session is usually 4 hours (09H00-13H00). You may choose to attend the Saturday course, or a weekday course (depending on the number of applicants).

Duration of the Course:

The course takes between 12 and 18 months to complete.

Assessment:

Formative assessment takes place throughout the course. You will be required to submit written work as well as evidence of practical and workplace activities (e.g. hand making a puppet, observing an ECD teacher and children in a classroom, etc.). These assessments will be submitted as a Portfolio of Evidence (POE) and will contribute towards your Final Summative Assessment (FSA).

Curriculum Content and Structure

The Learning Units have been arranged in the following order to align with the QCTO requirements and Final Summative Assessment (FSA). The number of credits stipulated by SAQA is a minimum of 140 - TLC's Level 4 qualification provides 146 credits.



Learning Unit 1:	English Communication and Second Language		
Learning Unit 2:	Maths Literacy		
Learning Unit 3:	<u>Book 1</u> US 244462	<u>Book 2</u> US 244469	
Learning Unit 4:	<u>Book 1</u> US 244484	<u>Book 2</u> US 244472	<u>Book 3</u> US 244468
Learning Unit 5:	<u>Book 1</u> US 244480	<u>Book 2</u> US 244485	<u>Book 3</u> US 244475
Learning Unit 6:	<u>Book 1</u> US 244478	<u>Book 2</u> US 244481	<u>Book 3</u> US 242816
	<u>Book 4</u> US 242819		

The table that follows indicates the different Learning Units, the SAQA ID number and title description that comprise the FETC: ECD (NQF Level 4) qualification.

FETC: ECD LEVEL 4 CURRICULUM (146 credits)

FUNDAMENTAL (56 credits)			
Components	SAQA ID	Title	Credits
Learning Unit 1: Eng. Comm.	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	5
	119471	Interpret and use information from texts in occupational learning programmes	5
	119459	Write/present/sign for a wide range of contexts	5
	119469	Read/view, analyse and respond to a variety of texts	5
Learning Unit 1: Second Language	119465	Write/present/sign texts for a range of communicative contexts	5
	119472	Accommodate audience and context needs in oral/signed communication	5
	119457	Interpret and use information from texts	5
	119467	Use language and communication in occupational learning programmes	5
Learning Unit 2: Maths. Literacy	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	6
	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	6
	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4
CORE (64 credits)			
Learning Unit 3	244462	Work with families and communities to support Early Childhood Development	5
	244469	Provide care for babies, toddlers and young children	10
Learning Unit 4	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	8
	244472	Prepare Early Childhood Development programmes with support	6
	244468	Prepare resources and set up the environment to support the development of babies, toddlers and young children	5
Learning Unit 5	244480	Facilitate the holistic development of babies, toddlers and young children	16
	244485	Design activities to support the development of babies, toddlers and young children	8
	244475	Observe and report on child development	6
ELECTIVE (26 credits)			
Learning Unit 6	244478	Manage the ECD Service	5
	244481	Evaluate the ECD Service	6
	242816	Conduct a Structured Meeting	5
	242819	Motivate and build a Team	10

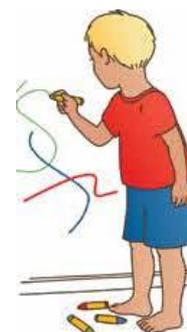
3.2 HC: ECD NQF LEVEL 5 (SAQA ID 23117) Minimum 120 credits

Purpose

To develop essential ECD knowledge and skills that practitioners need to implement in order to grow a successful professional ECD practice by introducing the different theoretical teaching and learning philosophies and practices, relevant government policies (e.g. NCF, NELDS, CAPS) and regulations that affect ECD on a national and provincial level. Upon successful graduation, you will be able to access the National Diploma in Grade R Teaching (NQF Level 6) and the B. Ed (ECCE) with possible Credit Accumulation and Transfer (CAT).

Target group

- FETC: ECD Level 4 graduates
- Matriculants
- Assistant ECD teachers and practitioners
- Entrepreneurs interested in starting an ECD Centre.



Admission Requirements

- Proficiency in English (Language of Instruction); **and**
- FETC: ECD (Level 4) qualification; **or**
- Matric or National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy); **and**
- Minimum of 2 years' ECD experience and a letter from the principal of the ECD centre supporting the application.

Note: Matriculants who have a minimum of 2 years' experience will be required to write an entrance test which focuses on important ECD concepts and attend an interview.

Mode of Delivery and Duration

Facilitated contact sessions at a training venue and practical "hands-on" (teaching experience) at a registered ECD centre. Each session is usually 4 hours (09H00-13H00). You may choose to attend the Saturday course, or a weekday course (depending on the number of applicants).

The course will take 12 months to complete.

Assessment:

Formative assessment takes place throughout the course. You will be required to submit written work as well as evidence of practical and workplace activities (e.g. writing a lesson plan, presenting a lesson to a class of children, observing and recording a child's progress, etc.). These assessments will be submitted as a Portfolio of Evidence (POE) and will contribute towards your Final Summative Assessment (FSA).

Curriculum Content and Structure

The Learning Units have been arranged to align with the EDTP SETA requirements. The number of credits stipulated by SAQA is a minimum of 120 - TLC's Level 5 qualification provides 132 credits.

Learning Unit 1:	<u>Book 1</u> US 8647	<u>Book 2</u> US 13925	
Learning Unit 2:	<u>Book 1</u> US 13853	<u>Book 2</u> US 13854	<u>Book 3</u> US 13855
Learning Unit 3:	<u>Book 1</u> US 244256	<u>Book 2</u> US 244257	<u>Book 3</u> US 244260

The table that follows indicates the different Learning Units, the SAQA ID number and title description that comprise the FETC: ECD (NQF Level 4) qualification.

HC: ECD LEVEL 5 CURRICULUM (132 credits)

FUNDAMENTALS (15 credits)			
Components	SAQA	Title	Credits
<u>Learning Unit 1</u>	8647	Apply workplace communication skills	10
	13925	Present information in a public setting	5
CORE (72 credits)			
<u>Learning Unit 2</u>	13853	Mediate active learning in ECD programmes	36
	13854	Promote healthy development in Early Childhood programmes	12
	13855	Develop and manage the ECD learning programme	24
ELECTIVE (45 credits)			
<u>Learning Unit 3</u>	244256	Facilitate a Numeracy Learning Programme in the Reception Year	15
	244257	Facilitate a Literacy Learning Programme in the Reception Year	15
	244260	Facilitate a Life Skills Learning Programme in the Reception Year	15

3.3 DIP IN GRADE R TEACHING NQF LEVEL 6 (Minimum 360 Credits)

Purpose

The purpose of this qualification is to improve the quality of Grade R teaching and learning and is the minimum qualification for Grade R teachers. It will allow graduates to pursue further studies, namely the Bachelor of Education in Foundation Phase Teaching degree to become fully qualified Foundation Phase (FP) teachers.

Target group

This qualification requires in-depth specialisation of knowledge, as well as practical skills and experience in a Grade R classroom teaching context. It is therefore intended for unqualified Grade R practitioners. This diploma is not intended for first time entrants.

Admission

The minimum entry requirements are

- proficiency in English; **and**
- a Higher Certificate in ECD (Level 5); **or** equivalent.



Note: This diploma is not intended for first time entrants. An applicant with a FETC: ECD (Level 4) certificate who is currently working in a Grade R classroom may apply for special exemption to complete the Level 6 course depending on years of experience in Grade R.

Recognition of Prior Learning (RPL) will take place on an individual student-by-student basis following an oral examination to assess prior knowledge and understanding, and in accordance with national policies such as the SAQA's *National Policy for the Implementation of the Recognition of Prior Learning* (SAQA, 2013).

Credit Accumulation and Transfer (CAT)

Students who already hold qualifications or part-qualifications may be considered for CAT purposes, provided there is equivalence of learning between the prior qualification and the new qualification, both in terms of the learning content and the NQF level at which it is pitched. The CAT process will be conducted in accordance with policies and procedures mandated by quality assurance bodies such as the Council of Higher Education (CHE).

Mode of Delivery

The diploma is offered part-time with a mixed mode of delivery, i.e. on-campus face-to-face contact such as lectures accompanied by workshops on specialised topics, with some blended electronic learning support (e.g. recorded lectures online/webinar and similar online tools) depending on the technology available. The method of teaching may vary from module to module.

Duration of the Course

The total duration of the programme is 36 months (3 years) on a part-time basis.



Assessment

Assessment is focused on the integration of knowledge and skills, theory and practice, and will require the learner to demonstrate competence in adapting to changed circumstances (i.e. applied competence). Assessment will initially be formative in nature and will provide guidance on areas in which evidence of competence has not yet been adequately established.

Summative assessment is conducted at the end of a module and will determine whether or not the requirements of the qualification have been met. Given the extensive practical nature and Work Integrated Learning (WIL) requirements for this diploma, monitoring and evaluation of teacher experience (e.g. classroom observation and assessment) will be conducted off-campus at selected functional pre-primary schools and accredited assessment-registered ECD centres.

Progression

Upon completion of this qualification, graduates may advance their careers in ECD by studying towards the B. Ed degree in Early Childhood Care and Education (ECCE) or Foundation Phase Teaching.

Note: All new entrants intending to become Foundation Phase teachers (qualified to teach from Grades R to 3) should register for the B.Ed. in Foundation Phase Teaching, rather than for the Diploma in Grade R Teaching if they meet the requirements for entry into the Bachelor of Education programme.

Course Outline

The curriculum consists of 24 modules plus 3 Work Integrated Learning (WIL) modules taught over a period of 3 years (375 credits).

YEAR 1 (121 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Life Skills 1: Creative Arts	L5	12		5. Life Skills 2: Personal and Social Well-being	L5	12
2. Learning and Development in the Early Years I	L5	12		6. A Playful Approach to Teaching and Learning in Grade R	L5	15
3. Academic Literacy	L5	15		7. The Grade R Curriculum	L6	16
4. Computer Literacy	L5	8		8. Conversational Language I (Zulu)	L5	15
Work Integrated Learning (WIL) Year 1: 4 weeks throughout the year					L6	16

YEAR 2 (123 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Conversational Language II (Zulu)	L5	15		5. Life Skills 3: Music and Movement (Physical Education)	L6	12
2. Learning and Development in the Early Years II	L6	16		6. Observation and Assessment in Grade R	L6	16
3. English Home Language: Lit. in the Grade R Context I OR Afrikaans Home Language: Lit. in the Grade R Context I	L5	12		7. English Home Language: Lit. in the Grade R Context II OR Afrikaans Home Language: Lit. in the Grade R Context II	L6	12
4. Mathematics in the Grade R Context I	L5	12		8. Mathematics in the Grade R Context II	L6	12
Work Integrated Learning (WIL) Year 2: 4 weeks throughout the year					L6	16

YEAR 3 (131 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Conversational Language III (Zulu)	L5	15		5. Early Childhood Education in South Africa	L6	16
2. Life Skills 4: Beginning Knowledge	L6	12		6. Inclusion in Grade R	L6	16
3. English First Additional Language (FAL)	L6	12		7. Managing the Grade R Year	L6	16
4. Mathematics in the Grade R Context III	L6	12		8. Teacher as a Professional	L6	16
Work Integrated Learning (WIL) Year 3: 4 weeks throughout the year					L6	16

4. NEW TRAINING COURSES

4.1 DEAF AND HARD OF HEARING STUDENTS (COURSE ON HOLD)

In February 2018, TLC made history by offering the FETC: ECD Level 4 qualification to Deaf and Hard of Hearing ECD teacher assistants and practitioners. The course is facilitated by an experienced ECD teacher who is highly skilled in sign language and holds a B. Ed (Honours) degree and a Dipl. in Specialised Education (Aurally Handicapped).

The FETC: ECD (Level 4) course gives many ECD teacher assistants the opportunity to become qualified ECD practitioners and it has been a huge learning curve for both TLC facilitators and students alike. Through this experience, TLC has become more aware and conscious of the challenges that these students face working with learners in Schools for the Deaf. In turn, students have become more confident, self-reliant and independent as they begin to apply their newly acquired knowledge and practical skills in the classroom. Many have expressed that it is a lifelong dream to open their own ECD centres one day.

Target Group

- ECD teacher assistants currently working with learners in Schools for the Deaf
- School leavers with an interest in ECD
- ECD practitioners without formal ECD qualifications or recognition
- Au pairs and day care mothers

Admission Requirements

- Proficiency in English (Language of Instruction); **and**
- Minimum Grade 10 (Standard 8); **and**
- Ability to use Sign Language.



NOTE:

Applicants with a Matric or National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy) ***will be exempt from the Fundamental component (56 credits).***

Mode of Delivery and Duration

Facilitated contact sessions at a training venue and practical "hands-on" (teaching experience) at a School for the Deaf. Each session is usually 4 hours (09H00-13H00) on a Saturday. The course takes 24 months to complete.

Assessment

Formative assessment takes place throughout the course. You will be required to submit written work as well as evidence of practical and workplace activities (e.g. hand making a puppet, observing an ECD teacher and children in a classroom, etc). These assessments will be submitted as a Portfolio of Evidence (POE) and will contribute towards your Final Summative Assessment (FSA).

Progression

Upon completion of this qualification, graduates may advance their careers in ECD by studying towards the Higher Certificate in ECD (Level 5).

Course Outline

This course follows the same curriculum for the FETC: ECD (Level 4) qualification.

4.2 FULL TIME COMBINATION LEVEL 4 AND LEVEL 5 ("COMBO") COURSE

Introduction

Teachers Learning Centre is offering a qualification which combines selected core unit standards of the FETC: ECD (Level 4) certificate with the full HC: ECD (Level 5) qualification. The first part of the course consists of four FETC: ECD Level 4 learning units that are essential for the understanding of early childhood development. The second part of the course focuses on the eight-unit standards that comprise the full Level 5 qualification. The total number of credits for this course is 169.

NOTE:

This course is only available to students who are able to attend classes on a FULL TIME basis.



Target Group

- Matriculants with a pass in English Communication, a Second Language and Maths. Literacy or Mathematics

Admission Requirements

- Proficiency in English (Language of Instruction)
- Matric/National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy)

Mode of Delivery

Training takes place 2-3 days a week from 09H00 to 14H00 (4-5 hours). Two to three days will be spent attending facilitated sessions at a training venue and 1 day will be spent in an approved ECD centre where you will have the opportunity to apply your theoretical knowledge and skills in a practical classroom setting.

Duration

This course is offered on a full time basis (2-3 days per week) and will take 6 months to complete.

Assessment

This combined course is designed to be very practical and "hands-on". Tasks and activities completed in the lecture room and during experiential training in the workplace will form part of the learner's Portfolio of Evidence (POE) which will be submitted for final assessment. The POE will contain completed tasks and activities, observations and teaching presentations (e.g. lesson plans) and workplace feedback reports from supervising teachers.



FULL TIME "COMBO" COURSE CURRICULUM (169 credits)

FETC: ECD LEVEL 4 UNIT STANDARDS (37 credits)			
Component	SAQA	Title	Credits
CORE	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	8
	244480	Facilitate the holistic development of babies, toddlers and young children	16
	244485	Design activities to support the development of babies, toddlers and young children	8
	244478	Manage the ECD Service	5
HC: ECD LEVEL 5 UNIT STANDARDS (132 credits)			
FUNDAMENTAL (15 credits)	8647	Apply workplace communication skills	10
	13925	Present information in a public setting	5
CORE (72 credits)	13853	Mediate active learning in ECD programmes	36
	13854	Promote healthy development in Early Childhood programmes	12
	13855	Develop and manage the ECD learning programme	24
ELECTIVES 45 credits)	244260	Facilitate a Life Skills Learning Programme in the Reception Year	15
	244257	Facilitate a Literacy Learning Programme in the Reception Year	15
	244256	Facilitate a Numeracy Learning Programme in the Reception Year	15

4.3 DISTANCE LEARNING

Teachers Learning Centre has recently been accredited by the ETDP SETA to offer distance learning as a training option. Many students prefer this method of studying because of work and family commitments. Distance learning gives you the flexibility of studying at your own pace, in your own time and in a convenient place.



To complete your qualification and achieve academic success, you must be self-motivated, self-disciplined and totally committed to your studies. Once you have completed your course, you will receive either the FETC: ECD (level 4) or the HC: ECD (Level 5) from Education, Training and Development SETA.

Admission Requirements

For FETC: ECD Level 4

- Proficiency in English (Language of Instruction); **and**
- Minimum Grade 10 (Standard 8); **or**
- Matric/National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy) If you have this certificate, you will be exempt from the Fundamental component (56 credits).

For HC: ECD Level 5

- Proficiency in English (Language of instruction); **and**
- FETC: ECD (Level 4) qualification; **or**
- Matric/National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy) with a minimum of 2 years' experience in an ECD environment, **and** a supporting letter from the applicant's ECD Principal.

All students will be required to write an entry test.

Combo

- Proficiency in English (Language of Instruction)
- Matric/National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy)
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Distance Learning Options

Distance learning is also called correspondence learning, blended/e-learning or online learning depending on the type of student support being offered.

- ***Correspondence learning***

Correspondence learning is an alternative if you cannot attend classroom sessions because of your geographical location. Although you may not be in physical contact with your tutor, communication, instruction and support can still take place using e-mails, SMS, WhatsApp, etc.

All students will be required to write an entry test.

Depending on what resources and services you have available, your study material including CDs, DVDS, etc. will be sent via registered mail or couriered to you (should you wish to receive a hard copy you will have to bear the cost). Teachers Learning Centre will give you a tracking number for your package so that you can collect it from the post office as soon as it arrives.

It usually takes 10-15 working days for your study material to arrive via registered mail. If you want to receive your study material more quickly, you can upgrade to the courier option (should you wish to receive a hard copy you will have to bear the cost). Your study material will then arrive within 5-7 working days and will be delivered directly into your hands. Completed assignments that comprise your Portfolio of Evidence may be posted, couriered or submitted online if you have access to a computer and the internet.

- ***Blended/online Learning***

For blended/online learning, you must have access to a computer and the internet. Your study material as well as other support resources such as web links and videos, etc. may be downloaded electronically (via e-mail), or from the online student portal once you have logged on.

This allows you to actively participate in live chats, group discussions, video conferencing, etc. You will also be able to complete and submit your assignments online for immediate grading and feedback.

Duration

Usually 12-15 months depending on your personal study schedule.



Distance Learning Process

Once you have registered for distance learning, you will be assigned a tutor who will be available to assist you with any problems or queries that you might have in relation to your studies. Your tutor's contact details will be provided in a personal welcome letter together with your study material. You may contact your tutor via telephone, e-mail, WhatsApp or SMS.

Distance Learning Procedure

You will work through your study material methodically at your own pace. The LU are divided into manageable sections so that you never feel overwhelmed and unable to cope. Once you have completed a particular section and are confident that you understand the study material, you may submit your assignment via post, email or on the student portal.

Your tutor will grade your work and give you constructive meaningful feedback within 24-48 hours of submission. Should you be found "Not Yet Competent", you will have the opportunity to re-submit your assignment with the necessary corrections for a remark. Once you have successfully completed the LU, you may request study material for the next one. You will only receive study material for one LU at a time - this is to help you pace yourself and your studies.

Some of your practical assignments will require you to spend time in an ECD centre. We call this "*teaching practice*" and is a vital component of your course. Teaching practice gives you the opportunity to observe teaching in a real classroom setting. You will be able to 'put into practice' what you have learnt e.g. lesson planning, making creative resources, etc. This is also a time for self-reflection, e.g., what went well, what needs to be improved, how can I do things better, etc.

To carry out your teaching practice, you need to find a registered ECD centre near you. Teachers Learning Centre will enter into a working partnership with the school's principal to ensure that you receive the necessary support, supervision and guidance to complete your practical assignments. A Mentor/ECD teacher will submit a written report on your teaching practice and performance. A record of the amount of time that is spent at the registered ECD centre will be recorded in your Log Book.

Tutor Support

Once you have registered for the distance learning programme, you will be assigned a tutor who will be available to assist you with any queries that you might have. Your tutor's contact details will be provided in a personal welcome letter together with your study material. You may contact your tutor via telephone, e-mail, WhatsApp, SMS or online during normal office hours, or by special arrangement.



Your tutor will contact you at least once a month to advise, motivate and support you, and to find out whether you are making sufficient progress. Once you have submitted your assignments, she will give you meaningful and constructive feedback on how and what to improve in order to become a competent and skilled ECD practitioner.

Assessment

Your assignments will be part of your continuous formative assessment and are specifically designed to assess your knowledge, understanding and practical skills. They consist of a variety of questions e.g. Multiple Choice Questions, True/False questions, Fill in the missing word, short paragraphs, case studies, observations, essays, etc. You will be required to complete and submit assignments so that your tutor can assess and monitor your progress. Take note of the assignment due dates so that you submit them on time. No permission for late submissions will be granted.

You will write small summative tests at the end of each LU. These marks, together with your portfolio of evidence and completed Log Book with your mentor/ ECD teacher's written performance report, will count towards your final assessment at the end of the course.

Course Structure

For the FETC: ECD Level 4 course, there are 6 Learning Units. If you have a Matric/Senior certificate, you will not have to complete the 3 fundamental components: English Communication, Second Language, and Maths. Literacy. If you have your Matric certificate, you will begin with LU 244462 (Work with families and communities to support Early Childhood Development). Once you have successfully completed that LU, you will receive study material for the next LU (e.g., LU 244469). You will continue working through the different learning units until you have completed the entire course. The curriculum is the same for the part-time FETC: ECD Level 4 qualification.

DISTANCE LEARNING CURRICULUM LEVEL 5

The curriculum is the same as for the part time HC: ECD Level 5 qualification.

4.4 MANAGEMENT AND LEADERSHIP FOR ECD PRINCIPALS

Introduction

Teachers Learning Centre has developed a short leadership and management course specifically for ECD principals, managers and supervisors of ECD centres or pre-primary schools. This is an essential course for those who find themselves in a managerial or supervisory position but without the necessary business knowledge and skills to ensure that their centre or school is managed efficiently and effectively.

This course also provides a great opportunity if you are 'entrepreneurial-minded' and want to start your own ECD centre in your communities. However, it is important that you have the right academic background (i.e. minimum of a FETC: ECD Level 4 qualification), an understanding of business principles and the rules and regulations governing ECD centres to ensure that you provide a supportive and enabling environment for the children under your care.

Several modules in this training course cover some of the content material of the Learning Unit that comprises the FETC: ECD Level 4 and HC: ECD (Level 5) qualifications. If you don't have these qualifications and wish to continue with further studies in ECD, you may apply for Recognition of Prior Learning (RPL). Each applicant will be assessed on an individual basis in accordance with government policy.

Target Group

- Principals, managers, supervisors of ECD centres and pre-primary schools;
- ECD practitioners with either the FETC: ECD (Level 4) or HC: ECD (Level 5) qualifications;
- ECD practitioners who want to open an ECD centre of their own.

Admission Requirements

- Proficiently in English; **and**
- Minimum of a FETC: ECD (Level 4), **or**
- Minimum of 3-4 years working in an ECD center or pre-primary school, **and** a letter from the principal supporting the application.

Accreditation and Recognition

This course is not an Accredited Course; however, Teachers Learning Centre is in the process of contextualising the course material to comply with the Occupational Certificate: School Principal (QCTO 101258) accredited by the Qualifications Council for Trade and Occupation (QCTO).

For applicants who only want to complete individual learning units, Teachers Learning Centre is applying for Continuing Professional Development (CPD) points with the South African Council for Educators (SACE).

Mode of Delivery and Duration

The course consists of 7 learning units and will take 28 sessions to complete. You have 2 possible training options for this course:

- *Saturday classes: (09H00 – 13H00): 3 days per learning unit*
- *Saturday workshops: (09H00 – 13H00)*

NOTE: The training course has been designed as "stand-alone" learning units - thus applicants who may not want to attend the entire course may be able to select specific learning units. Each learning unit will take 3 sessions to complete. Depending on which learning units have been selected and the number of applications, the schedule (i.e. the order in which the learning units will be presented) may change. For more information, please contact TLC Head Office.

In 2022, this course will be available online.

Principal Management Toolbox

Each student registered for the full training course will receive a principal management toolbox containing guidelines for establishing and managing high quality ECD centers, Depts. of Education, Social Development, Health and Welfare policies and procedures, templates for applying for compliance and registration of an ECD center, insurance, etc. This toolbox can be used as a quick source of reference e.g. important documents, updates or changes in policy can be stored in the box in correct order for easy retrieval.



MANAGEMENT AND LEADERSHIP FOR ECD PRINCIPALS CURRICULUM

LEARNING UNIT 1: COMPUTER LITERACY		
Content	Brief Description	Compatible US
Computer hardware	<ul style="list-style-type: none"> • Computer hardware, computer applications and software programmes. • The use of computer technology to manage an ECD centre more effectively and efficiently 	Nat. Dipl. Grade R <u>Level 6</u> Computer Literacy
LEARNING UNIT 2: LEGISLATION AND COMPLIANCE		
Government Regulations	<ul style="list-style-type: none"> • Licensing and Registration required by Dept of Social Development. • Establishing an ECD centre including business plan and viability study. • Marketing and advertising. 	<u>Level 4</u> : US 244478 <u>Level 5</u> : US 13855
LEARNING UNIT 3: HEALTH AND SAFETY REQUIREMENTS		
Health and Safety Regulations	<ul style="list-style-type: none"> • Health and Safety policies and procedures • Health and Safety Compliance and Certification • Children's Human Rights. • Indemnity and Public Liability Insurance. 	<u>Level 4</u> : US 244469 US 244472, US 13643 <u>Level 5</u> : US 13854
LEARNING UNIT 4: QUALITY CHILD CARE DEVELOPMENT		
Developmentally appropriate learning programmes	<ul style="list-style-type: none"> • Design and plan a safe and healthy learning environment including children with special needs, barriers to learning, etc. • Classroom management and discipline. • Developing and implementing lesson plans. • Continuous Assessment and progress reports according to CAPS. 	<u>Level 4</u> : US 244462, US 244469, US 244468 US 13643, US 244480 <u>Level 5</u> : US 13853, US 13854, US 13855
LEARNING UNIT 5: FINANCIAL MANAGEMENT		
Financial Budgets and forecasts	<ul style="list-style-type: none"> • Financial policies and procedures • Annual budgets and Basic book keeping (income statements, balance sheets) • Record keeping 	<u>Level 4</u> : US 244478
LEARNING UNIT 6: HUMAN RESOURCE MANAGEMENT		
School Management	<ul style="list-style-type: none"> • Human Resource policies and procedures • Staff development plan • Parent and community engagement 	<u>Level 4</u> : US 244478, US 244462, US 242816
LEARNING UNIT 7: PRIVATE ENTERPRISE AND ENTREPRENEURSHIP		
Private Enterprise/ Entrepreneurial Skills	<ul style="list-style-type: none"> • Needs analysis, viability and sustainability studies • Small business management and compliance • Government policies and regulations • Application for registration and accreditation of an ECD centre 	<u>Level 4</u> : US 244478 <u>Level 5</u> : US 13855

5. CONTACT DETAILS FOR TEACHERS LEARNING CENTRE

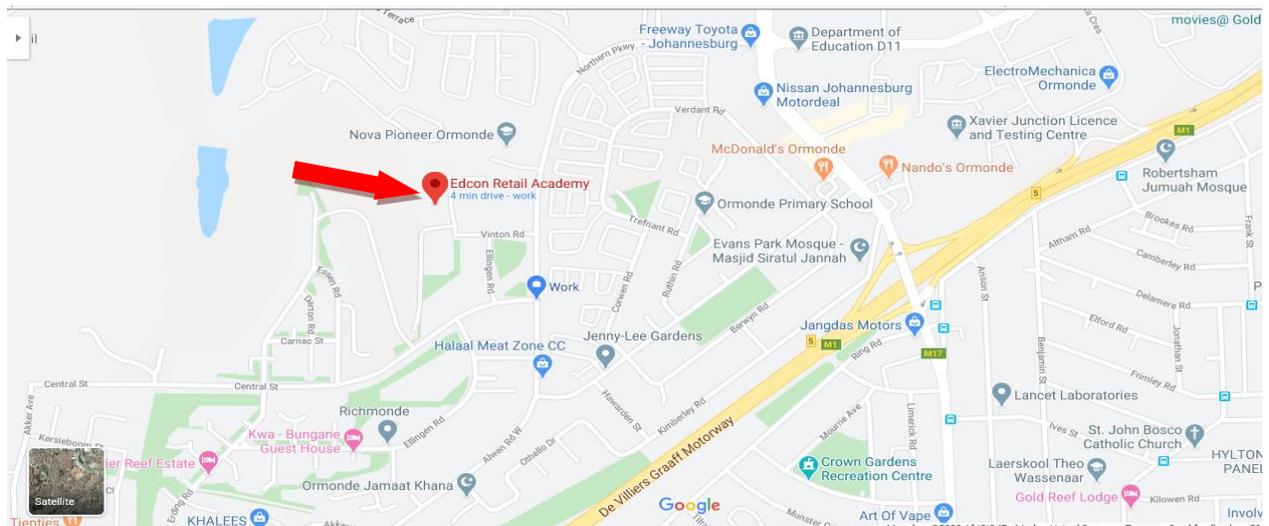
Physical Address: Teachers Learning Centre
2 Vinton Road, Ormonde 2091

Telephone No. (011) 496 1262

Email Address: tlcoffice@telkomsa.net

Website: www.teacherslearningcentre.co.za

Google Map Location



Office Administration/Registration:

Mrs Marietjie Gericke (Managing Director)

Ms Philile Mbongwa (Registrar)

Mrs Chante Van Der Merwe (Office Liaison)

Mrs Precious Maredi (Admin Assistant)

Financial Enquiries:

Mrs Toufieka Allison

Information on Specific Training Courses:

- FETC: ECD (Level 4) Mrs Marietjie Gericke, Mrs Chante Van Der Merwe and Ms Philile Mbongwa
- FETC: ECD (Level 4) Deaf Practitioners: Mrs Marietjie Gericke
- HC: ECD (Level 5): Mrs Marietjie Gericke, Mrs Chante Van Der Merwe and Ms Philile Mbongwa
- Dipl. in Grade R Teaching (Level 6) **pending**: Mrs Marietjie Gericke
- Management and Leadership for ECD Principals: Mrs Marietjie Gericke
- Distance Learning: Mrs Dianne van Staden

6. REGISTRATION PROCESS

Registration forms will be sent to you upon request or you can visit our website. You will also be sent information on Cancellation of Registration. Please read these documents very carefully as they are legally binding.

Once you have completed the forms, submit these documents to TLC's Head Office. If you have access to the internet, you may scan the forms and submit via email. The following is a step-by-step guide on how to complete the registration forms.

Step 1:

Carefully read through the attached Registration Form.

Step 2:

Follow the instructions and complete Sections 1 to 4. Print clearly and legibly.

Step 3:

Choose your training option in Section 5.

Note that if you do not have a Matric or National Senior Certificate (i.e. Grade 12 with a pass in English, a 2nd language and Mathematics/Maths. Literacy) you will have to complete the Bridging Course for the Level 4 Fundamentals.

Step 4:

Take note of the payment options (Section 7) and indicate your selection for Option 1, 2 or 3.

Step 5:

Complete Section 9, if a third person is responsible for payment.

Step 6:

Complete the Checklist (Section 13) to ensure that you have attached the essential documentation. Your application cannot be processed if any of these documents are outstanding or not signed.

Step 7:

Make payment for the registration fee PLUS the first month's fee applicable to your course. Banking Details are on the Application form (Section 10). Be sure to use **your name and surname** as the reference when making an electronic payment. Submit your receipt as proof of payment with your registration form. You may also pay this fee in cash directly at TLC's Head Office if you are submitting the application in person.

NOTE:

All official communication will be sent via email (if you have access to the internet), sms or telephonically, therefore make sure that your email address and/or your cell number/landline are entered correctly. Always update TLC administration if there are any changes.

A CHALLENGING YET REWARDING CAREER!

Teachers Learning Centre invites you to join this wonderful, dedicated community of ECD practitioners.



You are responsible for shaping and influencing young children's lives, as well as equipping a child with the necessary social, emotional, cognitive and physical skills that will prepare him or her for the real world.

You will also experience their joy, love and acceptance, excitement of discovering new things, witness their independence and confidence as they grow and develop under your care.



JOIN THE "TLC" FAMILY!