

BACHELOR OF EDUCATION [Early Childhood]

The program is primarily designed to equip graduates to teach competently in Early Childhood Centres throughout the region and contribute to the development of children holistically. It provides a sequential series of studies in educational, curricular and religious disciplines. Graduates will have the ability to teach and lead in early childhood centres as well as have the foundation for further postgraduate study.

A. Graduate Profile

Graduates will be able to:

Components	Learning Outcomes
Education Studies	Apply lively imagination to stimulate creative educational responses in children.
	Effectively apply a variety of educational concepts and theories in the diverse and ever-changing environment of Early Childhood Education
	Creatively apply psychology and leadership concepts to support the children's learning and behaviour management, and the operation of the centre and its community
Curriculum Studies	Demonstrate competency in creatively using a variety of appropriate pedagogies across the Early Childhood curriculum.
Religious & Philosophical Studies	Sympathetically appraise the Seventh-day Adventist faith and demonstrate the responsibilities of having such a faith in their professional and personal life.
	Integrate the philosophy of holistic education throughout the primary school curriculum, including values education.
Complementary Studies	Utilize ethical research methods and appropriate communication skills in presentations and publications
	Demonstrate a healthy lifestyle which contributes to personal and community health.

B. Entry Requirements

Pass in FSF7E or its equivalent including a pass in English & Mathematics OR
PSSC result under 11 including a pass in English & Mathematics
Pass in Foundation Studies [Education] including a pass in English & Mathematics
A pass in the Mature Age examination for those over the age of 22 yrs in the year of entry.

C. Co-curricular Competencies

Competencies	
Computer Skills	Students will demonstrate general knowledge from the computer systems, use software and hardware, file management, keyboarding and basic word processing skills. This is an elementary level for general computer applications, word processing, spreadsheets and power point presentations.
Literacy	Students will be required to achieve a Level 1 (a minimum of 70% in Entry Level 3) in the Future School Literacy software.
Numeracy	Students will required to achieve a Level 1 (a minimum of 70% in Entry Level 3) in the Future School Literacy software.

Conversational Vernacular	Students will demonstrate competence in the professional use of their vernacular and conversational competence (reading level - age 12) of other major languages in their country of origin
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D. Sequence

Bachelor of Education [Early Childhood Education]						
Level	Credits	Sem	Education Studies	Curriculum Studies	Religious & Philosophical Studies	Complementary Studies
7	360		50%	29%	17%	4%
5	60	1	BEES101 Introduction to ECE		BERS101 Essentials of the Christian Faith	BECS101 Academic Research & Writing
			BEES102 Learning & Teaching			
	60	2	BEES103 Cultural Diversity in Education	BEUS101 Play & Pedagogy		
			BEES104 Human Development & Educational Psychology	Curriculum Vernacular BEUS102 Fijian BEUS103 Hindi & BEUS104 Others		
	6	60	1	BEES201 Infants & Toddlers	BEUS201 Language & Literacy for Young Children	
				BEUS202 Arts, Craft, Music & Movement in ECE		
				BEUS203 Curriculum Bible		
		BEPR201 Early Childhood Classroom Practicum				
60		2	BEES202 ECE, Family & Community	BEUS204 Maths, Science & Technology for ECE	BERS201 Life & Teachings of Jesus	
			BEES203 Inclusive Education			
7	60	1	BEES301 Classroom Management		BERS301 Ethics, Christian Morals & Values	
			BEES302 Social & Emotional Health in Young Children			
			BEES303 Issues & Trends in ECE			
		BEPR301 Early Childhood Management Practicum				
	60	2	BEES304 Educational Leadership and Administration	BEUS301 Curriculum Development in ECE	BERS302 Philosophy of Adventist Education	

			BEES305 Health, Safety & Nutrition for Young Children			
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E. Module Level Descriptors

Component 1: Education Studies				
No	Module	Learning Outcomes	Lev	Cr
1	BEES 101 Introduction to ECE	Demonstrate an informed understanding of theories that explain children's growth, development and learning.	5	15
		Discuss how the behaviour of young children develops and why and how it should be guided.		
		Design a safe and stimulating learning environment suitable for young children.		
		Explain why and how parents and other appropriate personnel can help in early childhood centres.		
		Discuss how an ECE curriculum should be designed and assessed.		
2	BEES 102 Learning & Teaching	Explain a variety of theoretical concepts and principles that encourage effective learning.	5	15
		Discuss a variety of methods that may be used in the Pacific classroom to motivate learning and good behaviour and may cater for different students' needs.		
		Implement quality teaching plans that will encourage effective learning.		
		Utilize the theory of multiple intelligences to teach any primary school subject.		
		Describe how faith may be integrated into learning		
3	BEES 103 Cultural Diversity in Education	Appreciate cultures other than one's own.	5	15
		Apply the knowledge of cultural anthropology to life in Pacific societies today.		
		Understanding the dynamics of cross-culture communication.		
		Define his/her role as a peacemaker and cultural bridge-builder between different cultural and religious groupings.		
		Develop skills for teaching cross-culturally.		
4	BEES 104 Human Development & Educational Psychology	Demonstrate an informed understanding of the different theories of human development in relation to children's learning	5	15
		Discuss a variety of factors that impact the development of children.		
		Demonstrate competence in applying a specific psychology theory to effective teaching and learning.		
5	BEES 201 ECE, Family & Community	Discuss the impact of parental, family and community practices on young children's education.	6	15
		Evaluate ways of involving parents, family and the community in Pacific ECE education.		
		Discuss the changes tang place in Pacific families and the impact these changes are having on young children's education.		
		Explain how ECE should be managed/administered.		

6	BEES 202 Infants & Toddlers	Demonstrate knowledge and understanding regarding interacting and communicating effectively with early childhood children, their parents and their community.	6	15
		Demonstrate an informed understanding of infants' and toddlers' development and what may be done to enhance development in each domain.		
		Utilise appropriate strategies to identify and help young children with special needs.		
		Design appropriate curricula and learning environments for infants and toddlers.		
		Discuss what infants' and toddlers' mental health is, why it is important and what impacts it.		
7	BEES 203 Inclusive Education	Demonstrate an informed knowledge of the historical foundations of Inclusive Education	6	15
		Critique inclusive education in the modern Pacific context.		
		Relate knowledge of disabilities to managing students' learning.		
		Evaluate selected approaches for including special needs children in mainstream education.		
8	BEES 301 Classroom Management	Demonstrate knowledge and understanding of the importance of classroom management and what may support it.	7	15
		Apply principles for effective classroom management.		
		Demonstrate teaching competency through sound practice that is evidenced by quality professional documentation.		
9	BEES 302 Social & Emotional Health in Young Children	Demonstrate an informed understanding of the stages of young children's social and emotional development and of the usefulness and relevance of various theories explaining these.	7	15
		Discuss why and how ECE education may help young children develop socially and emotionally and what social and emotional skills should be developed.		
		Explain how and why young children may or may not learn to control their emotional well-being.		
		Evaluate the role of an ECE teacher in helping young children with social and emotional problems.		
		Devise plans that will mobilise systems and services to promote mental health in young children.		
10	BEES 303 Issues & Trends in ECE	Discuss the development of ECE in terms of past practices and current trends.	7	15
		Evaluate the impact of a variety of issues on ECE in the Pacific context.		
		Discuss the role of ECE centre personnel in responding to issues and trends.		
		Evaluate the appropriateness of possible responses to issues and trends, especially in the light of modern changes in families and communities.		
11	BEES 304 Educational	Demonstrate an understanding of effective leadership and its relevance.	7	15

	Leadership & Administration	Discuss the role and responsibilities of a Christian educational administrator. Generate plans that are required of leaders.		
12	BEES 305 Health, Safety & Nutrition for Young Children	Evaluate a holistic approach to young children's health, safety and nutrition. Explain criteria for measuring good health and fitness in young children. Evaluate a variety of strategies for promoting good health and fitness in young children. Discuss threats to young children's physical and psychological safety and how they may be addressed. Discuss the role of nutrition in regulating young children's developing bodies and minds.	7	15
Component 2: Curriculum Studies				
1	BEUS 101 Play & Pedagogy	Demonstrate an informed understanding of multiple perspectives in "play" and how to discover different perspectives. Establish the importance of play to young children's development. Explain what impacts how children learn to play. Create resources, activities and learning environments that should help Pacific children learn through play.	5	15
2	BEUS 102 Curriculum Vernacular (Fijian)	Discuss policies and views related to the use of the vernacular in Pacific primary schools Demonstrate an informed understanding of the origin, development and usage of the Fijian language in its cultural context. Demonstrate familiarity with the Fijian vernacular curriculum. Apply appropriate strategies to teach Fijian.	5	15
3	BEUS 103 Curriculum Vernacular (Hindi)	Discuss policies and views related to the use of the vernacular in Pacific primary schools Demonstrate an informed understanding of the origin, development and usage of the Hindi language in its cultural context. Demonstrate familiarity with the Hindi vernacular curriculum. Apply appropriate strategies to teach Hindi.	5	15
4	BEUS 104 Curriculum Vernacular (Other)	Discuss policies and views related to the use of the vernacular in Pacific primary schools Demonstrate an informed understanding of the origin, development and usage of a selected Pacific language in its cultural context. Demonstrate familiarity with a vernacular curriculum (Students from countries with a vernacular curriculum). OR Demonstrate familiarity with a Pacific vernacular. Apply appropriate strategies to teach (or teach through the use of) a selected Pacific language.	5	15
5	BEUS 201 Language & Literacy for Young	Explain the characteristics of language. Discuss the development of language in early childhood and what may be done to enhance its development.	6	15

	Children	Demonstrate an informed understanding of what “literacy” is in the ECE context and of appropriate strategies for developing it in the Pacific context.		
		Create appropriate activities and resources to enhance language and literacy development in the Pacific.		
4	BEUS 202 Arts, Craft, Music & Movements in ECE	Demonstrate how Art, Craft and Music can be effectively integrated into selected learning areas.	6	15
		Develop an understanding of the stages of artistic development in young children.		
		Demonstrate an informed understanding of the importance of teaching art music and movement in early childhood setting.		
5	BEUS 203 Curriculum Bible	Explain the strategic role of the Bible in the curriculum.	6	15
		Demonstrate an informed understanding of the Seventh-day Adventist Pacific Bible curriculum.		
		Appraise the value of using a variety of effective teaching strategies in the Bible classroom.		
		Utilise original and interesting Bible-centred learning activities.		
		Discuss how faith may be developed.		
		Explore strategies for assessing the affective and spiritual domains of learning.		
		Apply the principles of integrating faith and learning into the primary school curriculum.		
6	BEUS 204 Maths, Science & Technology for ECE	Demonstrate knowledge and understanding of the ECE mathematics, science and technology curricula.	6	15
		Evaluate a variety of strategies for teaching ECE mathematics, science and technology in the Pacific ECE setting.		
		Justify the use of the enquiry approach for teaching ECE mathematics, science and technology		
		Generate teaching and learning plans that will facilitate effective mathematics, science and technology learning in the ECE setting.		
		Explore ways of integrating faith and learning into the teaching of the ECE mathematics, science and technology curricula.		
7	BEUS 301 Curriculum Development in ECE	Demonstrate knowledge and understanding of what a curriculum is.	7	15
		Evaluate different approaches to curriculum planning.		
		Demonstrate knowledge and understanding of the ECE curriculum in terms of its principles, strands, goals and assessment and the links between them.		
		Design an appropriate ECE learning environment based on ECE principles.		
Component 3: Religious & Philosophical Studies				
1	BERS 101 Essentials of Christian Faith	Demonstrate an understanding of Adventist doctrines as biblically centered and rooted in Christ.	5	15
		Illustrate how selected doctrines are still important in the 21 st century.		
		Explain the Adventist view of selected controversial doctrines.		

2	BERS 201 Life & Teaching of Jesus	Construct the historical, political and socio-cultural background to the four gospels and deduce implications for the ministry of Jesus.	6	15
		Deduce the implications of the historical, political and socio-cultural backgrounds for the ministry of Jesus.		
		Effectively utilise principles evidenced in the life and teachings of Jesus in a Pacific primary school context.		
		Establish the connection of the gospel message to the daily growth of faith in the One whom the gospel proclaims.		
		Using the gospel accounts, answer selected objections to the death and resurrection of Jesus.		
3	BERS 301 Ethics, Christian Morals & Values	Discuss the foundations of Pacific ethics, morals and values.	7	15
		Demonstrate an understanding of what ethics, morals and values are and their relationship to education and healthy relationships.		
		Explain why and how moral values are and are not developed.		
		Evaluate possible responses to modern ethical issues and moral dilemmas relevant to the Pacific context.		
4	BERS 302 Philosophy of Adventist Education	Demonstrate an understanding of different worldviews and the Philosophy of Adventist Education.	7	15
		Contrast human nature before and after sin and its impact on education.		
		Discuss the significance of the Eden Home School and its relationship to the school of the hereafter.		
		Justify implementing a holistic curriculum in a Pacific primary school.		
		Argue the importance of character development and its significance for discipline.		
Component 4: Complementary Studies				
1	BECS 101 Academic Research & Writing	Demonstrate competence in a variety of types of academic writing	5	15
		Demonstrate competence in locating and making effective use of secondary research.		
		Generate and analyse a quality questionnaire for a tertiary assignment.		
		Demonstrate oral competency in the English language.		