

## Postgraduate Diploma in Education

The program is primarily designed to enhance graduates' ability to take an active role in increasing the quality of the educational experience provided by Pacific schools. It does this by providing related studies in educational, curriculum, religious and philosophical, and complementary disciplines. Together these studies will enhance graduates' abilities to generate an effective learning environment in Pacific schools through facilitating responses to curriculum change, through enhancing school and teacher effectiveness, through developing caring community relationships and through researching as a means of improving Pacific education.

### A. Graduate Profile

Graduates will be able to:

Components	Learning Outcomes
Education Studies	Effectively apply through critical reflection a range of concepts regarding increasing school and teacher effectiveness in the changing Pacific context.
Curriculum Studies	Demonstrate a commitment to actively and constructively participate in, and effectively apply, curriculum changes mandated by Pacific Islands' governments.
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.
	Demonstrate a commitment to enhancing the quality of school life through the holistic development of a caring community.
Complementary Studies	Utilize ethical research methods and appropriate communication skills in presentations and publications
	Utilize ethical methods to research selected Pacific educational issues.

### B. Entry Requirements

Bachelors degree in Education OR
Graduate Diploma in Adventist Education or its equivalent

### C. Sequence

Postgraduate Diploma in Education [Primary]						
Level	Credits	Sem	Education Studies	Curriculum Studies	Religious & Philosophical Studies	Complementary Studies
8	120		25%	25%	25%	25%
8	60	1			<i>PPRS4XX Religious &amp; Philosophical Studies</i>	<b>PPCS401 Introduction to Research</b>
	60	2	<i>PPES4XX Education Studies</i>	<i>PPUS4XX Curriculum Studies</i>		

## D. Module Learning Outcomes

### Required Modules

The following modules are required in the Postgraduate Diploma in Education:

Component 4: Complementary Studies				
1	PPCS 401 Introduction to Research	Critically assess different research methodologies and their respective tools and processes.	8	30
		Research published work on a specific topic to identify what is known, what is not known and what merits further research.		
		Demonstrate a critical awareness of a variety of research issues including ethical issues in, and codes of practice for, research.		
		Justify the rationale for the selection of a methodology to research a specific issue.		

### Elective Modules

The following module are offered in the Postgraduate Diploma in Education. Students must choose three modules (90 credits) from this list.

Component 1: Education Studies				
No	Module	Learning Outcomes	Lev	Cr
1	PPES 401 School & Teacher Effectiveness	Utilise literature and key developments in school and teacher effectiveness to argue their importance for qualify education.	8	30
		Adapt models assessing school and teacher effectiveness to the Pacific region.		
		Discuss key issues that impact school and teacher effectiveness.		
		Justify selected strategies for improving school and teacher effectiveness in the Pacific context.		
Component 2: Curriculum Studies				
1	PPUS 401 Curriculum Development Studies	Justify curriculum development.	8	30
		Critically evaluate strategies for ensuring faith is integrated into school curricula and curriculum development.		
		Critically evaluate the appropriateness of selected curriculum models for the Pacific context.		
		Discuss selected issues related to, and priorities for, making curricula relevant to the Pacific region in the 21 <sup>st</sup> century.		
		Critique issues/problems impacting the implementation of curriculum reforms/changes and their possible solutions.		
2	PPUS 402 Culture and Education in the Pacific	Explore in depth how selected aspects of indigenous knowledge and skills sustained Pacific people in the past and how they can help sustain Pacific people today.	8	30
		Evaluate the importance of both valuing and retaining indigenous knowledge and skills in one's personal life and in modern education.		
		Appraise how effectively modern children know about and value their own traditional culture and the cultures of other communities.		

		Justify ways of improving the content, delivery and assessment of selected Pacific primary curricula to effectively transmit and blend both indigenous and modern knowledge, values and skills.		
<b>Component 3: Religious &amp; Philosophical Studies</b>				
1	PPRS 401 Christian Schools as Caring Communities	Generate a student and staff welfare policy for a Pacific Christian school that embodies the special character of a Christian school.	8	30
		Discuss a range of welfare issues that impact students' achievement and/or school relationships.		
		Evaluate for the Christian Pacific contact strategies that may appropriately address issues that negatively impact a student's school life.		
		Discuss how Pacific Christian schools should respond to a variety of issues that negatively impact teachers' professional performance.		
2	PPRS 402 Supervised Pastoral Education	Demonstrate competence in the use of the action/reflection model of self-evaluation of one's ministry practice resulting in an awareness of self as chaplain and of the ways that one's ministry affects others.	8	30
		Compassionately display advanced interpersonal skills in active listening and empathetic responses.		
		Critically assess pastoral needs, taking into consideration differences in culture, spirituality, ethnicity, socioeconomic background, psychological and emotional expressions.		
		Demonstrate through the use of critical theological reflection creative ways of communicating theological truth to people faced with a life crisis, theirs or a loved one.		
		Demonstrate a sound knowledge and practice of the Code of Ethics, expected ethical behaviour and the need for confidentiality between chaplain and patient/parishioner/ client.		