

BACHELOR OF EDUCATION HONS [Primary]

The program is primarily designed to equip graduates to teach competently in primary schools throughout the region and contribute to the wholistic development of children. It provides a sequential series of studies in educational, curricular and religious disciplines. Graduates will have the ability to teach in the classroom, lead in schools and resource other professionals as well as have the foundation for further postgraduate study.

A. Graduate Profile

Graduates will be able to:

| Components | Learning Outcomes |
|-----------------------------------|---|
| Education Studies | Effectively apply a variety of educational concepts and theories in the diverse and ever-changing environment of the school and classroom. |
| | Creatively apply psychology, counseling and leadership concepts to support student learning and behavior management, and the administration of the school. |
| | Critically reflect on the learning, teaching and assessment in their school as a means of achieving good practice. |
| Curriculum Studies | Demonstrate competency in creatively using a variety of appropriate pedagogies across the Primary School 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

| |
|---|
| 230 points 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 |
|----------------------------------|---|

D. Sequence

| Bachelor of Education Hons [Primary] | | | | | | | |
|---|---------|---------------------------------|---|---|--|--|--|
| Level | Credits | Sem | Education Studies | Curriculum Studies | Religious & Philosophical Studies | Complementary Studies | |
| 8 | 480 | | 25-31% | 38% | 13-19% | 16% | |
| 5 | 60 | 1 | BPES101 Learning & Teaching | BPUS101 Curriculum Health & PE | BPRS101 Essentials of the Christian Faith | BPCS101 Academic Research & Writing | |
| | 60 | 2 | BPES102 Cultural Diversity in Education | BPUS102 Curriculum Art, Craft & Music | | | |
| | | | BPES103 Human Development & Educational Psychology | Curriculum Vernacular BPUS103 Fijian BPUS104 Hindi & BPUS105 Others | | | |
| 6 | 60 | 1 | | BPUS201 Curriculum Literacy | | | |
| | | | | BPUS202 Curriculum Mathematics for Lower Primary | | | |
| | | | | BPUS203 Curriculum Social Science & Science for Lower Primary | | | |
| | | | | BPUS204 Curriculum Bible | | | |
| | | BPPR201 Lower Primary Practicum | | | | | |
| 60 | 2 | | BPES201 Assessment in Education | BPUS205 Curriculum Resources & Skills | BPRS201 Life & Teachings of Jesus | | |
| | | | BPES202 Inclusive Education | | | | |
| 7 | 60 | 1 | BPES301 Classroom Management | BPUS301 Curriculum Mathematics for Upper Primary | BPRS301 Ethics, Christian Morals & Values | | |
| | | | | BPUS302 Curriculum Social Science/Science for Upper Primary | | | |
| | | BPPR301 Upper Primary Practicum | | | | | |
| | 60 | 2 | | BPES302 Educational Leadership and Administration | BPUS303 Curriculum Bilingual Education | BPRS302 Philosophy of Adventist Education | |
| | | | BPES303 | | | | |

| | | | | | | |
|---|----|---|--------------------------------------|---------------------------------------|--|---|
| | | | Principles of Counseling | | | |
| 8 | 60 | 1 | | | <i>PPRS4XX Religious & Philosophical Studies</i> | PPCS401 Introduction to Research |
| | 60 | 2 | <i>PPES4XX Education Studies</i> | <i>PPUS4XX Curriculum Studies</i> | | PPCS402 Research |

E. Module Learning Outcomes

Required Components

The following modules are required in the Bachelor of Education Hons [Primary]:

| Component 1: Education Studies | | | | |
|--------------------------------|---|---|-----|------|
| No | Module | Learning Outcomes | Lev | Cred |
| 1 | BPES 101 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 | | |
| 2 | BPES 102 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 of 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. | | |
| 3 | BPES 103 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. | | |
| 4 | BPES 201 Assessment in Education | Differentiate between various terms and concepts related to assessment and measurement. | 6 | 15 |
| | | Demonstrate competence in using a variety of assessment tools. | | |
| | | Discuss assessment trends in regional schools. | | |
| | | Justify the use of assessment in education and the need to assess appropriately | | |
| 5 | BPES 202 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. | | |
| 6 | BPES 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. | | |
| 7 | BPES 302 Educational Leadership & Administration | Demonstrate an understanding of effective leadership and its relevance. | 7 | 15 |
| | | Discuss the role and responsibilities of a Christian educational administrator. | | |
| | | Generate plans that are required of leaders. | | |
| 8 | BPES 303 Principles of Counseling | Demonstrate an informed understanding of counselling and its importance | 7 | 15 |
| | | Critique the Christian and secular approaches to counselling. | | |
| | | Apply counseling skills to a range of children's problems. | | |
| | | Justify a code of ethics for counsellors. | | |
| Component 2: Curriculum Studies | | | | |
| 1 | BPUS 101 Curriculum Health & PE | Demonstrate knowledge of rules for cultural and professional games. | 5 | 15 |
| | | Discuss health concerns faced by Pacific Island Nations. | | |
| | | Evaluate the importance of good physical health and its implications for young people. | | |
| | | Explain the significance of various parts of the human body. | | |
| | | Construct a curriculum document for Health & PE in a Pacific primary school. | | |
| 2 | BPUS 102 Curriculum Art, Craft & Music | Demonstrate an understanding of Adventist doctrines as biblically centered and rooted in Christ. | 5 | 15 |
| | | Demonstrate competency in a variety of skills useful for teaching and utilising art, craft and music in the Primary Pacific context. | | |
| | | Demonstrate an informed understanding of the importance of teaching art, craft and music in Pacific primary schools. | | |
| 3 | BPUS 103 Curriculum Vernacular (Fijian) | Discuss policies and views related to the use of the vernacular in Pacific primary schools | 5 | 15 |
| | | 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. | | |
| 4 | BPUS 104 Curriculum Vernacular (Hindi) | Discuss policies and views related to the use of the vernacular in Pacific primary schools | 5 | 15 |
| | | 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 | BPUS 105 Curriculum Vernacular (Other) | Discuss policies and views related to the use of the vernacular in Pacific primary schools | 5 | 15 |
| | | 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. | | |
| 6 | BPUS 201 Curriculum Literacy | Demonstrate an informed understanding of “literacy” and its relationship to modern life. | 6 | 15 |
| | | Demonstrate an informed understanding of the rationale behind various approaches to teaching reading and writing. | | |
| | | Create appropriate activities to enhance literacy learning in the Pacific context. | | |
| | | Evaluate the effectiveness of selected strategies for teaching literacy. | | |
| | | Argue the importance of good English in Pacific schools. | | |
| | | Diagnose children’s reading problems and what may be done to overcome them. | | |
| | | Demonstrate an understanding of how literacy development in a Pacific primary school can be linked to faith development and the thematic approach to learning. | | |
| 7 | BPUS 202 Curriculum Mathematics for Lower Primary | Design appropriate and essential curriculum documents that may be used to teach mathematics effectively in primary schools. | 6 | 15 |
| | | Demonstrate an informed understanding of the primary school mathematical content for lower primary. | | |
| | | Critique a variety of strategies for teaching mathematics in the Pacific context. | | |
| | | Explore ways of integrating faith into teaching and learning. | | |
| 8 | BPUS 203 Curriculum Social Science and Science for Lower Primary | Demonstrate an informed understanding of Social Studies theories. | 6 | 15 |
| | | Utilise selected theories about learning to develop effective teaching practice. | | |
| | | Implement original lesson plans that will encourage effective learning in science and social science. | | |
| | | Discuss ways of integrating faith into the science and social science curriculum. | | |
| 9 | BPUS 204 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. | | |
| 10 | BPUS 205 Curriculum Resources & Skills | Demonstrate an informed understanding of what Pacific primary school resources can include. | 6 | 15 |
| | | Justify the use of a range of resources to enhance teaching and learning in primary curricula. | | |
| | | Demonstrate the effective use of a blackboard. | | |
| | | Utilise IT to find a range of resources appropriate for the Pacific primary context. | | |
| | | Use a variety of skills and source materials to create resources for use in various primary school subjects in the Pacific context. | | |
| | | Demonstrate how both acquired and created resources may be used effectively in Pacific classrooms to enhance teaching and learning. | | |
| 11 | BPUS 301 Curriculum Maths for Upper Primary | Demonstrate knowledge and understanding of the mathematics curriculum of the upper primary school. | 7 | 15 |
| | | Generate teaching and learning plans that facilitate effective mathematics learning. | | |
| | | Evaluate a variety of strategies for teaching mathematics. | | |
| | | Design a variety of strategies which could be used for assessing mathematics. | | |
| | | Evaluate ways of integrating faith and learning into teaching the upper mathematics curriculum. | | |
| 12 | BPUS 302 Curriculum Social Science and Science for Upper Primary | Demonstrate an informed understanding of the importance of a positive learning environment in Social Science. | 7 | 15 |
| | | Construct an effective Social Science teaching unit. | | |
| | | Create appropriate resources to enhance Social Science learning in the Pacific primary school classroom. | | |
| | | Discuss the importance of citizenship education for the Pacific and how it may be integrated into the Social Science curriculum. | | |
| | | Discuss ways of integrating faith into the Social Science and Science curricula. | | |
| | | Demonstrate an informed understanding of the content and importance of the upper primary science curriculum. | | |
| | | Generate a teaching and learning project that facilitates effective science learning. | | |
| 13 | BPUS 303 Curriculum TESOL | Discuss language acquisition theories and how their insights may be applied to teaching English as a second language in the Pacific context. | 7 | 15 |
| | | Explain some important differences between selected Pacific languages and English. | | |
| | | Discuss a variety of factors impacting individual learner's acquisition of English as their second language. | | |
| | | Evaluate a variety of strategies deemed useful for TESOL. | | |
| | | Utilise a variety of original and collected resources for teaching selected aspects of the English language. | | |

| Component 3: Religious & Philosophical Studies | | | | |
|--|--|--|---|----|
| 1 | BPRS 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 | BPRS 201 Life & Teachings 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 | BPRS 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 | BPRS 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 | BPCS 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. | | |
| 2 | 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 know 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. | | |
| 3 | PPCS 402 Research | Critically analyse questions and synthesise relevant research to formulate responses that may expand and even redefine aspects of existing theories, knowledge and practices. | 8 | 30 |

Elective Components

The following modules are offered in the final year of the program. Students must choose two modules (60 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 quality 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 st 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. | | |
| Component 3: Religious & Philosophical Studies | | | | |
| 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 | PTPS 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. | | |