The BECE (HONS) Programme is MQA Accredited (REF: A10104)
Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the potential to nurture caring, capable and responsible future citizens (UNESCO).

**Early Childhood Care and Education (ECCE) Services**
Implicit in early childhood education (ECE) is the provision of care (ECCE), which is the essence of HELP ECE programmes. The Educator-Carer at HELP acquires knowledge and understanding, skills and strategies, attitudes and values in distinctively ECCE domains.
- Partnering Parents
- Safety and Security
- Hygiene and Health
- Appropriate Activities
- Records and Reports

**HELP Diploma in ECE (DECE) and Bachelor of ECE (BECE) Curriculum**
In scope and contents, the DECE and BECE programmes are spiral and integrated.

The Educator-Carer begins the professional preparation journey with a broad appraisal of the ECCE knowledge base and progressively becomes qualified and eventually, certified for work with young children in nurseries and Kindergartens.

**DECE Transits to BECE**
DECE qualified and certified Educator-Carers are motivated to pursue the BECE (Hons) Programme. They are eligible for direct admission into the second year of the programme. The HELP University BECE programme has strong academic standing locally and overseas.
- Available to HELP DECE Educator-carers are merit scholarships and grants.
- Several universities overseas offer HELP Educator-Carers advanced standing.
- Credit transfers and subject exemptions are available.
Appropriateness and Relevancy
To become qualified and certified, the Educator-Carer is required to have the Diploma in Early Childhood Education for personal and professional identity, and possesses the capability to handle children, families and community.

The DECE programme offers the following advantages:
• An opportunity to learn and upgrade their English proficiency.
• A balanced preparation for work in any early childhood setting as a result of the 8-week workplace practicum and empirical based course and fieldwork.
• Exceptionally strong in the social and psychological understanding of the child.

• Caters to the needs of and facilitates the successful development of each Educator-Carer.
• Promotes the creativity and talents of Educator-Carers across ECCE settings and scenario, such as in arts, music, drama and constructions.

Scope and Contents
The programme is a study of 27 courses listed in Table 1, which can be done in two years in accordance with MQA approval.
• 20 Core Major
• 2 Elective Major
• 1 Free Elective
• 4 MQA – MPU Compulsory Subjects

DECE SUBJECT LISTING
Table 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECE1013</td>
<td>Teaching and Learning in Early Childhood Settings</td>
</tr>
<tr>
<td>DECE1023</td>
<td>Social-Psychology of Child Studies</td>
</tr>
<tr>
<td>DECE1033</td>
<td>ICT and Multi Media</td>
</tr>
<tr>
<td>DECE1044</td>
<td>The Educators’ English Language</td>
</tr>
<tr>
<td>DECE1074</td>
<td>Language Arts in Early Childhood</td>
</tr>
<tr>
<td>DECE1054</td>
<td>Observation Study of Early Childhood Setting</td>
</tr>
<tr>
<td>DECE1114</td>
<td>Social Studies and Environment in Early Childhood</td>
</tr>
<tr>
<td>DECE1134</td>
<td>Health and Nutrition</td>
</tr>
<tr>
<td>DECE1144</td>
<td>Physical and Health Education</td>
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<tr>
<td>DECE1124</td>
<td>English Language Across Early Childhood Curriculum</td>
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<tr>
<td>DECE2024</td>
<td>The Developing Child</td>
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<tr>
<td>DECE2154</td>
<td>Teaching Young Children BM</td>
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<td>DECE2084</td>
<td>Observation and Assessment of Young Children</td>
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<td>DECE2014</td>
<td>Practicum: 8 Weeks Practice in Kindergarten &amp; Childcare Centre</td>
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<td>DECE2074</td>
<td>Early Childhood Education: Review and Reflection of TP</td>
</tr>
<tr>
<td>DECE2093</td>
<td>Development of Malaysian Education</td>
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<tr>
<td>DECE2103</td>
<td>Children and Play</td>
</tr>
<tr>
<td>DECE2113</td>
<td>Child Development</td>
</tr>
<tr>
<td>DECE3013</td>
<td>Psychology of Education</td>
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<tr>
<td>DECE3023</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>DECE1084</td>
<td>Visual Art Programme</td>
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<tr>
<td>DECE1094</td>
<td>Music Education Programme</td>
</tr>
<tr>
<td>DECE1064</td>
<td>Environments in Early Childhood Setting</td>
</tr>
<tr>
<td>DECE1104</td>
<td>Mathematics and Science in Early Childhood</td>
</tr>
<tr>
<td>DECE2164</td>
<td>Teaching Young Children Chinese</td>
</tr>
<tr>
<td>DECE2034</td>
<td>The Developing Reader</td>
</tr>
<tr>
<td>MPU2163</td>
<td>Malaysian Studies 2</td>
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<tr>
<td>MPU2223</td>
<td>Communication &amp; Writing Skills</td>
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<td>MPU2233</td>
<td>Public Speaking Skills for Broadcasting</td>
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<td>MPU2243</td>
<td>Critical thinking Skills</td>
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<td>MPU2313</td>
<td>Introduction to Malaysian Tourism</td>
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<td>MPU2323</td>
<td>Malaysian Film Industry</td>
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<tr>
<td>MPU2412</td>
<td>Co-curriculum - Sports 1</td>
</tr>
<tr>
<td>MPU2422</td>
<td>Co-Curriculum - Community Service 1</td>
</tr>
<tr>
<td>MPU2432</td>
<td>Co-Curriculum - Event Management 1</td>
</tr>
</tbody>
</table>
Teaching-Learning Modes
Besides lectures and tutorials, classes are conducted in the Teaching Centre. Fieldwork and empirical studies that highlight the importance of experiential engagement are carried out with children.
- Mastery of lesson planning that reflects appropriateness for differing ages.
- Trial-run lesson plans to evaluate appropriateness for the target children.
- Documentation of children's learning progress along the developmental continuum.
- Ample opportunities to create and develop curriculum portfolio for each of the early childhood curriculum.

Assessment Modes
Professional preparation for work with young children dictates how the studies of 27 subjects are assessed in four main modes.
- Formative Assessment comprises several regular assessment strategies such as assignment and project.
  - Curriculum Portfolio
  - Journal of lesson trial-run
  - Report of Fieldwork or Inquiry
  - Essay or Quiz
  - Oral Presentation
- Summative Assessment with the inclusion of mid-term test and final examination
- Some subjects do not have examinations and are project based.
- The 8 Weeks of teaching practice and care practicum (TP) rounds up the Educator-Carer’s Professional Preparation at the workplace. The assessment will be derived from four requirements:
  - Practicum Log Book
  - Educator-Carer TP Record Book
  - TP Supervisor’s Report and Assessment
  - TP Cooperative Educator-Carer’s Report and Assessment

Admission Requirement
One of the following:
- SPM or SPMV or MCE with a minimum of three credits
- Other equivalent qualification as approved by the Malaysian Qualification Agency (MQA)

Candidates without SPM or MCE have one pathway, approved by MQA
- Qualifying test on BM, English and Mathematics; i.e. the APEL Route created by MQA.
  * Refer to MQA Current Status

Mature senior candidates with acceptable ECCE qualification, who fulfil the minimum requirements, are eligible to apply for advanced standing.

Study Loan and Scholarship
Candidates can apply for PTPTN Loan, EPF withdrawal, HELP University Merit scholarship and bursaries.
Bachelor of Early Childhood Education (Hons)

Graduate EDU-CARER’S Professional Preparation
HELP’s Bachelor of Early Childhood Education (Hons) is aimed at allowing our soon to be early childhood specialists to begin their contribution towards a sustainable society with a wide range of skills and knowledge that covers the development of the young child from birth to junior primary settings.

The contents of study fulfil the minimum 120 credit hours comprising 36 subjects, listed in Table 2.
- 26 Major ECE Courses
- 3 ECE Electives
- 2 Workplace Practicums in Nursery and Kindergarten
- 5 MPU Courses

BECE Delivery Modes
The primary aim of the programme is to facilitate the balanced overall development of the children during the early formative years. Hence, the programme is tailor-made to spiral around the child as the subject of study. The integration of good practice with educational principles dictate how courses are taught to facilitate students’ development of their teaching learning strengths.

Assessment Modes
The range of assessment modes are aligned to achieve the main outcome of the BECE (Hons) programme, that is the qualified status of the educator and carer of young children.
- Essay
- Mid-term Test
- Journal
- Portfolio
- Project
- Inquiry
- Trial-run
- Practicum
- Final Examination

Two Teaching Workplace Practicum
Two Teaching Workplace Practicum totalling 16 weeks of experience are required to complete the nursery (8 weeks) and kindergarten (8 weeks) programs carried out in two semesters.

Professional Qualities and Employability
Our graduates exhibit unique identifiable qualities that are in demand, and will secure them employment offers even before graduation, both locally and abroad, including Singapore and Switzerland. Our established network with industrial partners allows students to gain essential internship experiences and immediate employment opportunities.

Our HELP graduates have earned the following accolades from our industrial partners:
- Mastery of the integrated, thematic, integrated curriculum
- Adherence to educational principles of best practice as the workplace code of conduct
- Adaptability to the range of ECCE settings, workplace requirements and language, cultural and social needs, and resources
- Acquisition of child advocacy skills and strategies that support and meet the growing and developmental needs of every child.
- Understanding of policy shifts that impact on curriculum development and ECCE practice
Career Opportunities of HELP BECE Graduates
The professionally prepared graduate Educator-Carers embark on their professional journey with a genuine passion for educating young children and therefore begin their career in the teaching field. In time, upon obtaining sufficient and necessary experience, some may venture into other fields such as Illustrators, Games and Toys Manufacture, Learning Material and Resource Development, and Journalism and Publication.

BECE SUBJECT LISTING

Table 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BECE101/1</td>
<td>Child Development 1 (The Growing and Developing Child)</td>
</tr>
<tr>
<td>BECE102/1</td>
<td>Early Childhood Education and Curriculum 1 (Play and Learning Experiences)</td>
</tr>
<tr>
<td>BECE107/1</td>
<td>Observation and Assessment 1 (The Nursery Programme)</td>
</tr>
<tr>
<td>BECE207/1</td>
<td>Young Children’s Literature</td>
</tr>
<tr>
<td>BECE205/1</td>
<td>Young Children’s Visual Arts Program: Art and Craft</td>
</tr>
<tr>
<td>BECE103</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>BECE104</td>
<td>Development of Malaysian Education</td>
</tr>
<tr>
<td>BECE206</td>
<td>Music and Movement in Early Childhood</td>
</tr>
<tr>
<td>BECE208</td>
<td>Health, Safety and Nutrition for Young Children</td>
</tr>
<tr>
<td>BECE212</td>
<td>Teaching Young Children English</td>
</tr>
<tr>
<td>BECE210</td>
<td>Managing Young Children’s Behaviours</td>
</tr>
<tr>
<td>BECE308/1</td>
<td>Practicum 1: Nursery Experience (The 8 Weeks Teaching Practice and Workplace Experience)</td>
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<tr>
<td>BECE101/2</td>
<td>Child Development II (Learning Experiences and Development)</td>
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<tr>
<td>BECE102/2</td>
<td>Early Childhood Education and Curriculum II (Purposeful Play and Preschool Programme)</td>
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<tr>
<td>BECE107/2</td>
<td>Observation and Assessment II (The Kindergarten Programme)</td>
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<tr>
<td>BECE202</td>
<td>Mathematics in Early Childhood</td>
</tr>
<tr>
<td>BECE203/1</td>
<td>Science and Technology in Early Childhood</td>
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<tr>
<td>BECE204</td>
<td>Social and Environment Studies in Early Childhood</td>
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<tr>
<td>BECE213</td>
<td>Teaching Young Children Bahasa Malaysia</td>
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<tr>
<td>BECE217/1</td>
<td>Physical and Health Education in Early Childhood</td>
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<tr>
<td>BECE214</td>
<td>Teaching Young Children Chinese</td>
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<tr>
<td>BECE215</td>
<td>Teaching Young Children Tamil</td>
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<tr>
<td>BECE309/1</td>
<td>Practicum 2: Kindergarten Practice (The 8 Weeks ECCE Experience)</td>
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<td>BECE313</td>
<td>ECCE Independent Inquiry (BECE Honours Project)</td>
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<tr>
<td>BECE303/1</td>
<td>Issues of Early Childhood Education</td>
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<tr>
<td>BECE211</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>BECE311</td>
<td>Introduction to Learning Disabilities</td>
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<tr>
<td>BECE310</td>
<td>Introduction to Play Therapy</td>
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<tr>
<td>BECE301</td>
<td>Education of the Gifted and Talented</td>
</tr>
<tr>
<td>BECE302</td>
<td>Management of Early Childhood Programmes</td>
</tr>
<tr>
<td>BECE306</td>
<td>Parenting Young Children</td>
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<tr>
<td>BECE304</td>
<td>School – Community Relationships</td>
</tr>
<tr>
<td>BECE307</td>
<td>Globalism and Multiculturalism for Children</td>
</tr>
<tr>
<td>BECE312</td>
<td>ECCE Entrepreneurship</td>
</tr>
<tr>
<td>BECE216</td>
<td>Children’s Theatre</td>
</tr>
<tr>
<td>MPU3123</td>
<td>Tamadun Islam dan Tamadun Asia (TITAS)</td>
</tr>
<tr>
<td>MPU3113</td>
<td>Hubungan Etnik</td>
</tr>
<tr>
<td>MPU3223</td>
<td>Leadership and Life Skills</td>
</tr>
<tr>
<td>MPU3363</td>
<td>Issues of Social Media on the Malaysian Society</td>
</tr>
<tr>
<td>MPU3432</td>
<td>Co-curriculum – Event Management 2</td>
</tr>
</tbody>
</table>
Admission Requirement

• HELP Diploma in Early Childhood Education, Business, Information Technology, Foundation in Arts or Science and other equivalent.
• STPM/A Level passes in 2 subjects or with CGPA of 2.00.
• Unified Examination Certificate (UCE) with a minimum B grade in 5 subjects.
• 5 CPU (Canadian Pre-University) passes with a minimum of 50%.
• SAM (South Australian Matriculation) / TEE (Tertiary Entrance Education) with a university aggregate of 50%.
• Minimum of 24 scores in the International Baccalaureate.

• Victorian Certificate of Education with a minimum average of 50%.
• Other equivalent qualification approved/accredited by Malaysian Qualification Agency.

Study Loans and Merit Scholarship
Applicants who meet the selection criteria can apply for one of the following:
• PTPTN Loan
• EPF Withdrawal
• HELP University Merit Scholarship
• HELP University Bursary
• HELP University Financial Aid

Information can be obtained from the Registry HELP University.

On-Course Employment
ECE students in their first and second year study have ample part-time employment opportunities in ECCE centres to gain exposure, experience and to connect with young children, a range of curriculum and resources, interactions and practice. These are vital input for maximum grasp of ECE courses.

Intakes
January, May, August
THE ECE STUDENTS' CLUB

The ECE Students’ Club is an initiative of the first cohort of students in 2011. It has grown in status and extend its activities into several community services. Every ECE student is a member. From the wide range of activities organised, informal learning experiences augment the learning experience of the formal programme. This enrich the edu-carers’ professional journey by encouraging them to assume leadership roles and take ownership of their own educational journey of commitment to community service.

Some of the activities of the ECE Students Club:

• 2 days of activities with the Pop-Up Stories Fan Clubs of Selangor and KL
• End of Term Gathering
• Organising and maintaining the Library of the HELP Education Department
• Participation in Orang Asli Study Camps.

1. Clay art class session
2. A scene from the musical, Sailor’s Return Home. A ECE students production
3. Recital with the angklung, a musical instrument that ECE students master and teach to preschoolers
4. Participative learning through music and movement
5. Teacher’s roll-in role during sand play
6. Preparing dumplings with children
7. Flannel boardstory-telling skill
8. Sorting experience through taste and smell
The professional status of early childhood care and education is traditionally driven by a culture of research. Our lecturers are mindful to always link research to their early childhood care and educational practice.

**Assoc. Prof. Dr. Goh Lay Huah** displays strong evidence of success in educational research with numerous research presentations and publications throughout her career. She possesses extensive experience and expertise in educational action research, facilitating and leading educational research and research consultancy skills. Her specific area of research interest is in digital innovations in learning.

**Dr. Jennifer Tan** is a senior lecturer who leans towards the qualitative approach to research, with a preference for ethnography and case studies. Some of her research interests include teacher professional development, reflective practices in teaching and learning and out of school literacy practices of children in marginalised communities. She is currently working on a Project Based Learning Approach in Early Childhood Education in collaboration with HELP International School.

**Ms. Elis Johannes** is a lecturer who focuses her research on parental involvement and science for young children. She is currently involved in a research project on "The Development of A Comprehensive and Integrated Model of Quality Malaysian ECCE". Elis is also currently working on her PhD, developing a science module for parents to help them enhance their children's scientific skills and instil positive attitudes towards science learning. She intends to carry out more research in these areas and is looking to also extend her research interests into areas of Assessment and Multiple Intelligence.

**Ms. Anita Wong** is a specialist in special needs education and has worked on a study teaching grammar to a group of hearing impaired secondary level students using Manipulative Visual Language. Her future research plans include studying the effectiveness of using Manipulative Visual Language with younger hearing-impaired students.

**Ms. Rachel Lee** is a specialist in Early Childhood Education and has a keen interest in investigating an integrated active approach to the teaching and learning of social studies in preschool. Ms. Lee has also been involved in a nationwide collaborative research with other ECE specialists on the quality of educators in Early Childhood Education in Malaysia.
PECERA
The Education Department was the co-organizer of the PECERA (Pacific Early Childhood Education Research Association) Conference in July 2018, together with Universiti Malaysia Sarawak (Unimas) and PECERA International. The conference was successfully hosted for the first time in Malaysia with over 230 participants from countries all over the Asia-Pacific. A strong team of lecturers from the Department of Education also presented papers and posters at the conference. As a result of our organizational and academic efforts, HELP University was invited by PECERA International to be part of the founding members of the Malaysian Chapter of PECERA. Dr. Goh Lay Huah, Head of Department of the Education at HELP was elected as its Vice-President.

Research Collaboration with HELP International School
The Education Department and HELP International School are collaborating on a longitudinal research project which aims to explore, investigate and document the processes and outcomes as the Preschool transitions from its current teaching and learning approach towards the Project Based Learning (PBL) approach. There is a three pronged foci of the research; prior to the implementation of PBL (working with relevant stakeholders i.e. the school management, teachers, parents, children and members of the public and note in particular, their perceptions of PBL), during the implementation of PBL (to investigate and document the processes of implementation) and after the transition to PBL (to study the impact of PBL).

Research in the Community
Using a case study approach, this research project aims to document noteworthy practices of an ECCE programme situated in a refugee community. As such, its primary focus is on the ECCE classroom that is part of an informal school system run by volunteers. The research broadly covers three main themes; parental and/or community involvement in ECCE, out of school literacy practices of young children and the teaching and learning of ECCE in the community.
The HELP Bachelor of Early Childhood Education (BECE) Program not only nurtured me as a qualified ECE teacher and care provider; it trained me to perform many tasks. I now have the confidence to organize early childhood programs, ECE events, exhibitions, concerts, library and book fairs for children and teenagers. My passion is to plan children's camps and activities that enrich the learning experiences of young children.”

Eunice Goh Cheng Mei
Child Development Centre Director
Hansel & Gretel KL
Eunice was a recipient of the HELP Scholarship-Distinction Award. After graduating from the Bachelor of Early Childhood Education programme in 2015, Eunice founded the Hansel & Gretel Child Care Centre, KL.

My journey with HELP University throughout the 3-4 years as a student was a very pleasant experience. Attending lectures and tutorials was among the activities I looked forward to everyday. Lecturers always delivered the topics in engaging and interesting ways. Though the assignments and assessments were often challenging, it kept me motivated and driven to complete them with my strong determination.

As clichéd as HELP’s favorite tagline ‘University of Achievers’ sounds, it has indeed proven itself to be very true, for it has helped me to achieve my dreams and ambitions. Therefore, I will always be grateful to HELP University.”

Lacie Koay Lay Shi
EYFS practitioner
GEMS International School

My learning experience at HELP University has shaped me into the educator I am today. The Bachelor of Early Childhood Education programme taught me about developmentally appropriate practice (DAP) and the use of positive behaviour management skills when working with young learners.

The programme also exposed me to creative ways of preparing learning materials from scratch and that has helped me as a teacher to make my lessons fun and engaging. My lecturers at the Department of Education have always inspired me with their continuous support and encouragement. They have made me believe that I can make a difference in the lives of the children under my care.”

Ms. Denise Duar started her career as a lecturer after successfully completing her degree in early childhood education with First Class Honours at HELP University. She was the 2016 Convocation Valedictorian. Denise is currently involved in several ECCE areas such as children’s theatre, physical and health education, play and learning and social psychology. She hopes to pursue one of these areas in her post-graduate studies.

Seeing the joy on the children’s faces while I was teaching during my practicum was what I enjoyed most about my program. That encouraged and gave me great confidence to move forward in this field.”

Rachel Tee Shao Yen
President’s Award 2018
Bachelors of Early Childhood Education
First Class Honours
We have worked with interns doing their Early Years Degree at HELP for the past three years at Toddler Town International Preschool (formerly known as Safari Kid International Preschool). Personally, I came to realize that what sets these interns apart from other interns are their determination. They are equipped with the right knowledge and work attitude from their coursework activities and the shining examples of their lecturers. With very minimal hand holding, they are able to be a part of the teaching arena and contribute greatly. Some have gone on to become permanent teachers with us. I am grateful to HELP University for giving their students more than just an education.”

Jigna Doshi
CEO, Toddler Town International Preschool
HELP University's Faculty of Education & Languages

The link between the Faculty of Education and Languages and HELP International School provides an opportunity for all our students in the Faculty to observe and directly experience learning in an international school setting through interactions with the teaching faculty of the school and participating in research projects involving the school and the Faculty.

Students are given an opportunity to observe classes at HIS.

Established network with HIS allows graduates to gain empowering practicum experiences and possible employment opportunities.

Research collaboration between Faculty members and Teachers at HIS enhance evidence-based practice and learning.
HELP
INTERNATIONAL
SCHOOL

Member of FOBISIA
Regional Federation of the Leading British International Schools in Asia

Apple Distinguished School
Commitment to innovation in education & leadership through their Apple.Inc Partnership

5-Star Rating
Highest rating by the Ministry of Education, Malaysia, under the SKIPS (Private Education Institutions’ Standard Quality Evaluation) Awards Programme

IPC Accredited School
International Primary Curriculum (IPC) is comprehensive, thematic, creative curriculum, with a clear process of learning and specific learning goals for every subject. It also develops international mindedness and encourages personal learning.

Registered centre as a Cambridge School
Offering the IGCSE and A-Levels

A research-led education programme supported by HELP University’s Faculty of Education & Languages
Enjoy Our Brand New Purpose-Built Campus
HELP University Early Childhood Care and Education Team

The HU ECCE Team has the expertise and recognition, and does research that impacts on practice and is connected with the ECCE Service Industry in several distinctive traits.

- Knowledge, understanding and application of educational principles as good practice
- Several research studies that impacts on practice and programme development; and some are ongoing:
  - Early English Literacy Longitudinal Study
  - Teacher-led Interaction and Experiential Learning Experiences
  - Feasibility Study of setting up the National Child Data Centre (NCDC)
  - Indigenous People’s Basic Education in the ASEAN Region
  - Professional Development and Career Path of Educators and Care-Providers in the CIM QM ECCE Study
- Research and development that contribute to the ECCE scholarship

Dr Gerard Louis
BSCh Ed Hons (Malaya), MSc (Guidance & Counseling), PhD (Counseling Psych) (DLSU, Manila) Dean, Faculty of Education and Languages

Dr. Gerard has been involved in the field of education, counseling and training for over 30 years. He has worked as a school administrator in both public and private school settings. He has been with the HELP Education Group for the last 18 years and served as the founding Principal of HELP International School. He was also instrumental in setting up CAREERsense® HELP, the career guidance and assessment center at HELP University as well as the Center for Workplace Performance and Learning. He has extensive experience in the training, supervision and development of both professional counselors and counselors-in-training.

His personal area of interest and research in the field of education is in outcome-based education and learning, as well as leading change in an international educational context. In the field of counseling psychology, his research interest is in the area of examining factors that contribute towards abstinence and relapse among recovering drug users.

He currently sits on the Boards of Governors of HELP International School and the Crescendo-HELP International School in Johor Bahru. He is also an Academic Advisor for the HELP Education Services Limited.

Dr Goh Lay Huah
PhD (Management in Education), MED (Management and Language Teaching), Certificate TESOL, and Microsoft Certified IT Professional (MCITP).

Associate Professor and Head of Department of Education
Assoc. Prof. Dr. Goh Lay Huah is the Head of the Department of Education at the Faculty of Education and Languages. She has 30 years’ experience working as a teacher educator, trainer and coach/mentor in education. Dr. Goh has demonstrated excellence in instructional leadership throughout her many years of service to the Malaysian Teacher Training Institutes, public and private Universities.

She also displays strengths in facilitating and leading educational research and research consultancy skills, and has published in an international refereed journal and constantly keeps up to date with international pedagogical best practices, in particular with regards to instructional technology. Her other capabilities include: wide experience in consultancy in schools and education training and highly skilful in handling e-learning environments, highly-developed communication, interpersonal and negotiation skills in matters involving colleagues and students as well as external clients in international contexts.

Dr. Jennifer Tan Poh Sim
BEd TESL (UM), M.A. English Language Studies (National University of Malaysia), PhD Applied Linguistics (NUS) Senior Lecturer

Dr. Jennifer’s professional experiences include developing and writing the Secondary School English Language Curriculum for a school for gifted children in Math and Science, teacher training and supervision with SEAMEO RELC and teaching at the Graduate School of Education, Universiti Brunei Darussalam. Her research interests include reflective practices in teaching and learning and teacher education. Organizations she has collaborated with on research projects include the Brunei Research Council, the Asia Pacific Regional Network for Early Childhood (ARNEC) and UNICEF (ROSA).

Ms. Revati Ramakrishnan
Bachelor of Psychology (Curtin), M Human Science (Psychology) (IIU) Senior Lecturer and BECE (Hons) Programme Leader

Ms. Revati gains collegial respect of her ECCE peers having worked with them for a decade after graduation. Her qualifications include Masters in Human Sciences (Psychology) and Bachelor of Psychology, obtained from International Islamic University, Malaysia and Curtin University of Technology, Western Australia, in 2005 and 2008 respectively. Such qualifications have given her the basic ECCE strength. Her passion for early childhood education grew when she was in Western Australia where she worked in childcare services. Her employment as a
Ms Elis holds a Masters in Education (Preschool Education) from University of Malaysia. She is currently pursuing her PhD in Early Childhood Education, Universiti Pendidikan Sultan Idris, Malaysia. Ms Elis has 17 years of experience in early childhood education industry, during which she has played various roles as a teacher, principal and operator of kindergarten and manager of education centre. For the past eight years, she has been dedicated to lecturing in Early childhood Education for both conventional and online programmes, at diploma and degree levels. Her research interests focus on parental involvement and science for young children.

Ms Anita Wong Voon Ying
BEd TESL (Hons) (Kent, UK), MA Sp Ed (S Florida, USA)
Senior Lecturer

Ms. Anita Wong has a range of teaching experiences and her involvement in meeting the needs of hearing impaired students and the refugee community has broadened her scope in several teaching areas, such as special needs education, the social-psychological and developmental needs of young children and community-school relations. In addition, her background in teaching English as a second language is an asset in helping students with low English proficiency. Ms. Anita is also competent in Bahasa Malaysia and is thus able to provide effective support to a bilingual diploma programme. Ms. Anita’s expertise, experience and concern bring new insights and enrichment to her students.

Ms Rosalind Ahju
Lecturer

Rosalind Ahju worked as a preschool teacher for more than 15 years. She has also been involved training new preschool teachers and developing learning programmes and preschool workbooks since 2000. She specialises in techniques in storytelling for children. Rosalind graduated with the Bachelor of Early Childhood Studies from Edith Cowan University and is currently pursuing her Master of Education in Teaching and Learning at HELP University.

Ms Loo Fung Lan
BSc (Hons) in Chemistry (UKM), Master of Education in Preschool Education (UKM), Doctoral Candidate (ECE) (UM)
Lecturer

Ms. Loo was founder cum Senior Lecturer and Lecturer in Malaysia Ministry of Education,HELP University. Ms Loo has 25 years of experience as an educator at RELC, Singapore, especially in teacher education, training teachers to teach English. Her expertise and interest in language acquisition have added value to HU ECCE programs. Her research involvement in two national ECCE projects on opportunities for professional development and career path, and provision of indigenous people’s basic education in differing settings have connected her with ECCE stakeholders, leaders and entrepreneurs.

Ms Dorothy Rajoo
B Early Childhood Studies (ECU WA), MEd Early Childhood Education (UM)

Ms. Dorothy Rajoo pioneered the early childhood education programmes in 2010. She was the secretary of the Faculty Academic Board and ECCE Advisory Council. The position required her to be connected with ECCE centres for the placement of BECE and DECE students, important stakeholders and research partners. ECCE has been her professional pursuit ever since she became a kindergarten teacher and subsequently having earned her Bachelor of Early Childhood Studies from Edith Cowan University, Western Australia and Masters of Early Childhood Education, University of Malaya.