MDEC™
Premier Digital Tech Institution

HELP University
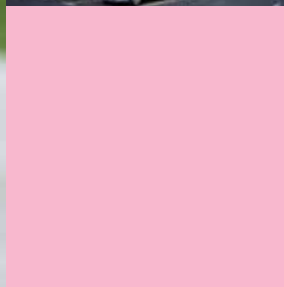**university of achievers**
DU028(W)

EDUCATION

- **DIPLOMA IN EDUCATION**
- **DIPLOMA IN EARLY CHILDHOOD EDUCATION** SPECIAL FEATURE
- **BACHELOR OF EARLY CHILDHOOD EDUCATION** SPECIAL FEATURE
- **MASTER OF EDUCATION (TEACHING & LEARNING)**
- **DOCTOR OF PHILOSOPHY IN EDUCATION**

OUR MISSION

To help people succeed in life and to live a life of significance through education

OUR VISION

- To be a university with a strong culture of quality and leadership that focuses on sound academic standards, continuous improvements, and the talent development of students and staff

- To be a university that offers a learning experience that enhances career development, lifetime values and personal fulfilment

- To be a university with a strong research focus in our key areas of excellence

- To be a university that shares our success with the stakeholders and communities we serve

OUR VALUES

- Pride of Achievement
- Sharing Success
- The Courage to Be
- To be Compassionate
- To be Significant

There is a massive transformation happening in the workplace with the advent of the 4th Industrial Revolution. School is a place of learning to prepare our students to be future and work ready to take their place as members of the future IR 4.0 workforce. Teachers are no more seen as receptacles of knowledge, transmitting content to their students to prepare for an exam at the end of the year. They are today seen as facilitators of learning. They moderate the manner in which learning happens. They create an environment where students use content to develop the human competencies and technological skills needed to succeed in whatever future careers that they might find themselves in. They act as coach and mentor, confidante and counsellors, learning mediators and resource persons and on occasion, substitute parents, all in the course of a day. In short, teachers have the opportunity to inspire and influence a generation of society.

The lecturers at the Department of Education at HELP embody the core values of the organisation such as Pride of Achievement, To be Significant and To be Compassionate. As members of a Premier Digital Tech University, every lecturer goes through courses in Data Science to ensure they are kept abreast of changes happening in the 21st century workplace. They then tailor their courses to reflect the competencies needed to help our students succeed. They are researchers, practitioners, and a model of what it means to be an effective and professional teacher. They are passionate in their work and see what they do as a mission to help and prepare the next generation of teachers fulfil their critical role in a student's learning journey.

We look forward to welcoming you to HELP to begin your journey to be teachers par excellence.

Assoc Prof Dr Soon Seng Thah
Head of Department, Faculty of Education

DEPARTMENT OF EDUCATION
EARLY CHILDHOOD EDUCATION PROGRAMMES

If you are passionate about working with young children, Early Childhood Education (ECE) is the right programme for you. ECE involves both formal and informal education, and engages young children from birth to 6 years old with learning that is fundamental to the holistic development of the child.

HELP University's Early Childhood Education programme aims to develop graduates who will be visionary leaders in early childhood settings.

The Educator-Carer from HELP University acquires knowledge and understanding, skills and strategies, attitudes and values in the following distinctive Early Childhood Care and Education (ECCE) domains.
• Child Development
• Curriculum and Learning Environment
• Administration and Management
• Families and the Community
• Professional Development

ENTREPRENEURIAL LEARNING IN ECE

A significant feature of the ECE programmes is to train students to be future entrepreneurs in the early childhood industry. Equipped with relevant business skills and knowledge to set up businesses, students will play significant roles toward providing access to quality education, lifelong learning and the overall wellbeing of young children.

**SPIRAL DIAGRAM:
SPIRAL AND INTEGRATED ECE
CURRICULUM**

Society, School and Home

Nursery and Kindergarten Programmes

EDU-CARER and ECCE Services

THE HELP DIPLOMA IN ECE (DECE) AND BACHELOR OF ECE (BECE) CURRICULUM

HELP University offers systematic and comprehensive Diploma and Bachelor degrees in Early Childhood Education. Our programmes are fully accredited and recognised by the MQA (Malaysian Qualifications Agency) and comply with the Malaysian Qualifications Framework. The scope and content of the programmes are spiral and integrated.

Educator-Carers begin their ECE studies with a broad appraisal of the ECCE knowledge base and progressively become qualified through practical experiences in Nurseries and Kindergartens. They eventually become certified to work with young children in homes, schools and various societal settings.

PEDAGOGICAL APPROACH

The classes are conducted via various teaching and learning styles such as blended learning, face-to-face tutorial, project-based learning, small and large group discussions, field trips, instructional games, and oral presentations. With such active learning and learner-centred pedagogical approaches, students are given the freedom and ownership in their learning. This will motivate them to a higher level of achievement.
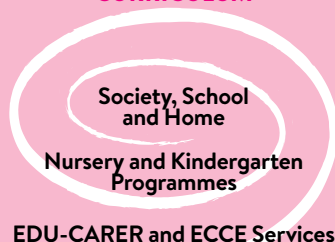
21ST CENTURY CLASSROOM

The 21st century classrooms in HELP University are equipped with the latest hardware, software and a centralised control system to create a comfortable and safe learning environment conducive for meaningful communication and collaboration. As a result, students will be able to brainstorm and discuss critical issues as well as generate novel ideas.

DIVERSITY IN LEARNING

HELP University is home to international students from countries such as Japan, South Korea, China and Brunei. Therefore, students can experience an international learning environment. This contributes to their awareness and understanding of other cultures as well as an appreciation of other points of view. It contributes to students' ability to adapt to the global work environment.

ACADEMIC TEAM

The academic team is a good mix of local and international lecturers who bring with them a wealth of practical experience and expertise in research in early childhood education.

EXTERNAL LINKS

The link between the Department of Education and HELP International School (HIS) 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 Department.

HELP International School

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

Students are given an opportunity to observe classes at HIS.

Research collaboration between faculty members and teachers at HIS enhance evidence based practice and learning.

MEMBER OF FOBISIA
(Regional Federation of leading British International Schools in Asia)

APPLE DISTINGUISHED SCHOOL
Commitment to innovation in education and leadership through their Apple.Inc Partnership

Registered Centre as a **CAMBRIDGE SCHOOL** offering the IGCSE & A-Levels

FRANCHISE PARTNER

HIS IS AN IPC ACCREDITED SCHOOL.
International Primary Curriculum (IPC) is a 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.

HELP University
university of achievers

A research-led education programme supported by **HELP UNVERSITY'S FACULTY OF BEHAVIOURAL SCIENCES, EDUCATION & LANGUAGES**

DIPLOMA IN EARLY CHILDHOOD EDUCATION

(R2/143/4/0055) (06/28) (MQA/FA2145)

SCOPE AND CONTENTS

The programme is a study of 27 courses listed in Table 1, which can be done in two and a half years in accordance with MQA approval.
• 19 Core Major
• 2 Electives
• 2 Practicum
• 4 MPU Compulsory Subjects

STUDY LOAN AND SCHOLARSHIP

Candidates can apply for PTPTN Loan, EPF withdrawal, HELP University Merit scholarship and bursaries.

DECE TRANSITS TO BECE

DECE qualified and certified Educator-Carers are eligible for direct admission into the 2nd year of the BECE (Hons) Programme.

ADMISSION REQUIREMENTS

One of the following:
• SPM or SPMV or MCE with a minimum of three credits
• Other equivalent qualification as approved by the Malaysian Qualifications Agency (MQA) candidates without SPM or MCE have one pathway, approved by MQA
• Qualifying test on BM, English and Mathematics; i.e. the APEL pathway 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.

ENGLISH REQUIREMENT (International students)

• IELTS 5.0 or
• TOEFL Score of 500 or its equivalent.

INTAKES

January, May, August

YEAR 1

DECE 1013	Teaching and Learning in Early Childhood
DECE 1023	Child Development
DECE 1034	Children and Play
DECE 1044	Observation and Assessment of Young Children
DECE 1053	Academic English for Early Childhood Educators
DECE 1063	ICT and Multimedia
DECE 1074	Health, Safety and Nutrition for Young Children
DECE 1084	Visual Arts
DECE 1094	Music, Movement and Drama for Young Children
DECE 1104	Early Mathematics
DECE 1114	Social Studies and Environment
DECE 1124	Physical Education and Wellness

YEAR 2

DECE 2014	Language and Early Literacy
DECE 2024	Early Science and Technology
DECE 2033	Teaching Young Children BM (compulsory for Malaysian)
DECE 2043	Teaching Young Children English (compulsory for Internationals)
DECE 2053	Curriculum Planning and Program Development
DECE 2083	Introduction to Special Education
DECE 2113	Families and Community

PRACTICUM

DECE 3013	Practicum I (TASKA)
DECE 3023	Practicum II (TADIKA)

ENTREPRENEURIAL MODULES

DECE 2133	Administration of Early Childhood Settings
DECE 2144	Early Childhood Entrepreneurship and Management

2 ELECTIVE SUBJECTS

DECE 2063	Guiding Young Children's Behaviours
DECE 2073	Environments in Early Childhood Setting
DECE 2123	Ethics and Professionalism for Early Childhood Professional
DECE 2133	Managing Early Childhood Settings

MPU

MPU 2183	Penghayatan Etika dan Peradaban
MPU 2193	Falsafah dan Isu Semasa
MPU 2133	Bahasa Melayu Komunikasi 1
MPU 2213	Bahasa Kebangsaan A
MPU 2313	Introduction to Malaysian Tourism
MPU 2412	Co-curriculum - Sports 1
MPU 2422	Co-curriculum - Community Service 1
GEN 2513	Communication 1

DIPLOMA IN EDUCATION

(N/141/4/0002) (11/24) (MQA/PA12317)

HELP University started the Diploma in Education programme in January 2020. The aim of this programme is to provide learners with broad-based knowledge and skills related to education developments, best practices, theories, technology, and pedagogical content knowledge in teaching and learning for prospective teachers involved at the preschool and primary school levels.

Learners are expected to develop good pedagogical skills in classroom teaching and learning environments with an emphasis on practical methodologies, content, general pedagogy, and instructional technology needed to excel in a 21st century and IR 4.0 learning context.

The Diploma in Education programme prepares learners to apply broad-based knowledge of teaching and learning, higher order thinking, and reasoning skills in varied educational settings. This course equips learners with mastery in pedagogical content knowledge, incorporates soft-skill development and helps the learner contribute professionally in different learning environment.

In addition, learners are expected to acquire classroom management and leadership skills besides being trained in student counselling and guidance of young children.

DURATION
2½ year / 2 years 1 sem

PROGRAMME CONTENT
The programme is a study of 27 courses @ 90 credit hours:
• 19 Core Major
• 2 Electives
• 2 Practicum
• 4 MQA-MPU Compulsory Subjects

ADMISSION REQUIREMENTS
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

ENGLISH REQUIREMENT (International students)
• IELTS Band 4 or
• MUET Band 2

INTAKES
January, May, August

PATHWAY
Graduates of the Diploma in Education Programme can proceed to continue their studies in the Bachelor of Early Childhood Education programme at HELP University.

YEAR 1
DECE1013	Teaching and Learning in Early Childhood Settings
DECE1023	Child Development
DECE1034	Children and Play
DECE1044	Observation and Assessment of Young Children
DECE1053	Academic English for Early Childhood Educators
DECE1063	ICT and Multimedia
DECE1074	Health, Safety and Nutrition for Young Children
DECE1084	Visual Arts
DECE1094	Music, Movement and Drama for Young Children
DECE1104	Early Mathematics
DECE1114	Social Studies and Environment
DECE1124	Physical Education and Wellness

YEAR 2
DECE2014	Language and Early Literacy
DECE2024	Early Science and Technology
DECE2033	Teaching Young Children BM (compulsory for Malaysian)
DECE2043	Teaching Young Children English (for Non-Malaysian)
DECE2053	Curriculum Planning and Program Development
DECE2063	Guiding Young Children's Behaviours OR
DECE2073	Environments in Early Childhood Setting
DECE2083	Introduction to Special Education
DECE2113	Families and Community
DECE2123	Ethics and Professionalism for Early Childhood Professionals OR
DECE2133	Managing Early Childhood Settings
DECE2144	Foundation of Early Childhood Business & Entrepreneurship

PRACTICUM
DECE3013	Practicum I (TASKA)
DECE3023	Practicum II (TADIKA)

ELECTIVES
DEDU1083	Music and Arts Skills
DEDU1053	Physical and Health Education Skills
DEDU2053	Physical and Health Education Programme
DEDU2083	Music and Arts Education Programme

MPU
MPU2163	Malaysian Studies
MPU2183	Penghayatan Etika dan Peradaban
MPU2193	Falsafah dan Isu Semasa
MPU2133	Bahasa Melayu Komunikasi 1
MPU2213	Bahasa Kebangsaan A
MPU2223	Communication and Writing Skills
MPU2313	Introduction to Malaysian Tourism
MPU2412	Co-curriculum - Sports 1
MPU2422	Co-curriculum - Community Service 1
GEN 513	Communication 1

BACHELOR OF EARLY CHILDHOOD EDUCATION (HONS)

(R2/143/6/0085) (05/27) (A10104)

PROFESSIONAL PREPARATION OF EARLY CHILDHOOD GRADUATE

HELP's Bachelor of Early Childhood Education (Hons) is aimed at allowing our early childhood specialists to foster a wide range of competencies that cover the development of the young child from birth to junior primary levels.

PROGRAMME DETAILS

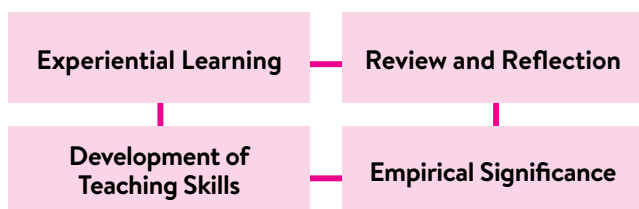The contents of study fulfil the minimum 121 credit hours comprised of:
- 26 Major (85 credits)
- 3 Electives (10 credits)
- 2 Practicum (8 credits)
- 1 Research Project (4 credits)
- 4 Compulsory MPU + 1 General Elective subjects (14 credits)

DELIVERY AND ASSESSMENT MODES

The programme uses the blended learning approach with the combination of face-to-face classes and online classes. The programme focuses on student centred learning. Hence a wide variety of learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct interests and aspirations of students are used.

The range of assessment modes is aligned to achieve the main outcome of the BECE (Hons) programme, which is the qualified status of the educator and carer of young children. The type of assessments consist of formative assessment that includes assignments and quizzes and summative assessment that includes final examination.

Experiential Learning	Review and Reflection
Development of Teaching Skills	Empirical Significance

ADMISSION REQUIREMENTS

- **Diploma in Early Childhood Education, Foundation in Arts or Science** or equivalent
- **STPM/A-Level** passes in 2 subjects or with CGPA of 2.00
- **Unified Examination Certificate (UEC)** 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 qualifications approved/accredited by the Malaysian Qualifications Agency

English Requirement (International students)
- IELTS 5.0 or
- TOEFL Score of 500 or its equivalent.

INTAKES

January, May, August

YEAR 1

BECE 1113	Growth and Development for Early Childhood
BECE 1123	Foundation of Early Childhood Care and Education
BECE 1024	Children and Play
BECE 1044	Health, Safety and Nutrition for Young Children
BECE 1074	Art and Craft
BECE 1064	Young Children's Literature
BECE 1084	Music and Movement in Early Childhood
BECE 1094	Observation and Assessment in Early Childhood
BECE 1133	Foundation of Early Childhood Business and Entrepreneurship
BECE 1143	Curriculum Planning & Programme Development

YEAR 2

BECE 1103	Managing Young Children's Behaviours
BECE 2024	Social and Environment Studies in Early Childhood
BECE2034	Science and Technology in Early Childhood
BECE 2044	Mathematics in Early Childhood
BECE 2054	Teaching Young Children English
BECE 2103	Teaching Young Children Bahasa Malaysia
BECE 2094	Special Need in Early Childhood Education
BECE 3034	Early Childhood Entrepreneurship and Management
BECE 2124	Physical and Health Education in Early Childhood
BECE 3014	Research Methodology in Early Childhood

YEAR 3

BECE 2084	Practicum 1: Nursery Experience
BECE 2114	Children's Theatre
BECE 3023	Families, Community and Society
BECE 3064	Practicum 2: Kindergarten Practice
BECE 3074	Issues, Ethics and Professionalism in Early Childhood Education
BECE 3084	Early Childhood Research Project

ELECTIVES

Elective 1
Elective 2
Open Elective

MPU

MPU1	Mata Pelajaran Umum 1
MPU2	Mata Pelajaran Umum 2
MPU3	Mata Pelajaran Umum 3
MPU4	Mata Pelajaran Umum 4
General Elective	

MASTER OF EDUCATION (TEACHING AND LEARNING)

(N/141/7/0069) (04/29) (MQA/FA8168)

The Master of Education (Teaching and Learning) is focused on providing a platform for teachers, aspiring teachers and other educational professionals to consider, reflect on and change what they do in all activities related to teaching and learning.

Those who complete the postgraduate degree will develop a strong foundation as reflective practitioners. They will demonstrate growth as caring professionals who skilfully apply current theories and research to their pedagogical practices.

Career prospects upon completion of the programme include Heads of Departments, Programme Directors, Academic Advisors, Curriculum Designers, Higher Education Lecturers, Trainers, Teachers, Tutors and School Administrators.

KEY FEATURES
Modular mode

DURATION
From 2 years (full-time) to 4 years (part-time) leading to the HELP Master of Education (Teaching and Learning) degree.

ENTRY REQUIREMENT
• A bachelor's degree from a recognized university with CGPA 2.5 and above or equivalent, approved by the Senate
• Foreign students are required to possess IELTS 5.0 or equivalent in addition to CGPA 2.5.
• Non-education graduates are required to have one year teaching experience, in addition to a minimum CGPA 2.5.
• Non-education graduates with less than one year teaching experience are required to attend a bridge module to prepare them for the MEd (TL) programme.

INTAKES
January, April, July, October

MODULES

CORE MODULES (Compulsory)

MED 6013	Foundations of Education
MED 6023	Curriculum Development
MED 6033	Instructional Media in Teaching and Learning
MED 6084	Educational Research Methodology
MED 6133	Project Based Learning
MED 6144	Assessment and Evaluation in Education
MED 6154	Interaction and Facilitating Skills in Educational Contexts
MED 6164	Strategies for Teaching and Learning

ELECTIVES (Choose One)

MED 6153	Educational Management and Leadership
MED 6163	Technology and Educational Innovations
MED 6173	Theatre Arts in Educational Contexts

TEACHING SUBJECTS (Choose One)

MED 6093	Teaching of Language and Literature
MED 6103	Teaching of Mathematics and Science
MED 6113	Teaching of Social Studies and Environment

PRACTICUM (Compulsory – select one education setting: Primary / Secondary / Non-formal / Tertiary)

MED 6146	Practicum and Research Inquiry in Education Settings

DOCTOR OF PHILOSOPHY IN EDUCATION

(N/140/8/0027) (07/27) (MQA/PA13817)

HELP University offers the Doctor of Philosophy (PhD) Education (Mixed-Mode) programme since August 2020. The aim of this programme is to provide learners with a comprehensive coursework cum research study. Learners will develop a deep understanding of both subject specialisation and research in one of the three disciplines, Educational Management, Early Childhood Education, and, Teaching of English as a Second Language.

As this programme is conducted on a mixed-mode basis, the first part of the programme focuses on direct instruction to facilitate the mastery of research skills and subject specialisation skills necessary to progress to the next phase of study which is the research dissertation component. With the advantage of content-mastery and research, learners will be prepared to become professional researchers cum subject-matter specialists. The expertise to be gained from this programme can be applied in a variety of job-placements such as universities, colleges, education departments, schools or any institutions offering education programmes.

During the coursework phase, learners will undergo face-to-face teaching and learning interactions with facilitators and fellow learners. The coursework phase culminates with the preparation of the Concept Paper which serves as bridge between theory and practice and prepares learners with appropriate competencies for the next phase of the study programme – the dissertation phase. Seminars and workshops will be organised from time to time to facilitate learners with knowledge and skills needed to complete their dissertations.

DURATION
3-year programme (one year of coursework and two years of dissertation exercise)

PROGRAMME CONTENT
The whole programme comprises a total of 80 credit hours as shown below:
The coursework phase comprises 6 courses totalling 24 credit hours and the dissertation phase comprises 56 credit hours (coursework to dissertation ratio: 30:70) incorporating the following aspects:
• Two compulsory subjects;
• Two specialisation subjects;
• One elective; and
• Dissertation.

ENTRY REQUIREMENT
Applicant must fulfill one of the following:
• Master's degree in Education OR
• Master's degree other than Education and possess a Bachelor's degree in Education; OR
• Master's degree other than Education and possess a Diploma/Certificate in Teaching; OR
• Master's degree other than Education and possess at least 2 years of teaching experience; OR
• Master's degree other than Education and pass three (3) bridging courses offered by HELP University; OR
• Any equivalent qualifications recognised by the Malaysian Government.

ENGLISH REQUIREMENT (International students)
• IELTS Band 5.0 Academic; or
• TOEFL 550 (Paper-Based)

INTAKES
January, May, August

YEAR 1
SEMESTER 1
Compulsory Courses

PHD 7014	Advanced Educational Research Methodology
PHD 7024	Data Analysis in Research

SEMESTER 2 & SEMESTER 3
Select any ONE of the THREE Subject Specialisations

Subject Specialisation: Educational Management

PHD 7034	Educational Management and Leadership
PHD 7044	Management of Educational Change

Subject Specialisation: Early Childhood Education

PHD 7054	Theories and Practices of Early Childhood Education
PHD 7064	Child Development

Subject Specialisation: Teaching of English as a Second Language (TESL)

PHD 7074	Second Language Teaching Methodology and Learning
PHD 7084	Second Language Acquisition

ELECTIVES
The elective subject will be chosen from any one of the subject specialisations. For example, if a learner's subject specialisation is Educational Management, then the elective subject can be selected from either Early Childhood Education or Teaching of English as a Second Language.

CONCEPT PAPER
Compulsory Course

YEAR 2
PHD 7156   Dissertation

YEAR 3
PHD 7156   Dissertation

DIPLOMA IN EDUCATION 2 YEARS 3 MONTHS	DIPLOMA IN EARLY CHILDHOOD EDUCATION 2 YEARS 3 MONTHS
BACHELOR OF EARLY CHILDHOOD EDUCATION 3 YEARS (WITHOUT EXEMPTIONS)	BACHELOR OF EARLY CHILDHOOD EDUCATION 2 YEARS (WITH EXEMPTIONS)

**MASTER OF EDUCATION
(TEACHING & LEARNING)
2 YEARS**

**DOCTOR OF PHILOSOPHY IN
EDUCATION
3 YEARS**

THE ECE STUDENTS COUNCIL

Every student is a member of the ECE Students Council. A wide range of activities is organised by the members, including several community services. Informal learning experiences augment the formal learning experience of the ECE programme. The elected student committee organises a variety of events, including:
• Activities during the ECCE Violence Free Week
• Collaboration with UNICEF to conduct Anti-Bullying Workshop
• Activities with the Pop-Up Stories Fan Clubs of Selangor and KL
• Participation in Orang Asli Study Camps.

THE EARLY CHILDHOOD EXTRAVAGANZA

The Early Childhood Extravaganza is an annual event co-organised by the students and staff of the Department of Education. This gathering has two main objectives. Firstly, it aims at enriching the values and skills of our students through event management. Secondly, it showcases to families and friends the students' learning materials that were produced throughout the academic year. The Early Childhood Extravaganza comprises storytelling sessions, an art exhibition, music and movement and a children's theatre production. Children from homes and centres are invited to spend time with us during this fun-filled occasion.

MENTORING PROGRAMME

The ECE Students Council provides a support system to both new and continuing students. During each orientation event, the Students Council will introduce new students to the seniors. A buddy system between the senior and junior students will help the new students' transition from SPM leavers to become college students.

1. **Children's theatre production at Early Childhood Extravaganza.**
2. **ECCE Violence Free Week.**
3. **Recital with the angklung that ECE students master and teach to preschoolers.**
4. **Story telling using creative visual aids.**

OUR ACHIEVERS AND ALUMNI SAY...

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. We have graduates who are employed in countries such as Brunei, Vietnam, 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.

" My journey with HELP 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 cliché 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."

Denise Duar Xia Shing
HELP Valedictorian of 2016
Bachelor of Early Childhood Education
First Class Honors

" The Bachelor (Hons) of Early Childhood Education programme at HELP University challenged me to think further about what I learnt and provided a safe place for me to ask questions. My lecturers transformed the way I think about learning and teaching young children. I am now an advocate of encouraging my students to ask more 'why' questions. I have also been able to adapt and apply what I have learnt at HELP and transfer it to my current classroom practice. Studying at HELP gave me numerous opportunities to hone my skills as a leader through the Students Council. These opportunities helped me tremendously with learning soft skills that now extend beyond the classroom."

Emelyne Pang
Pre-School Teacher, HELP International School
President's Award 2019
Bachelors of Early Childhood Education
First Class Honours

" I joined HELP University's Master in Education in Teaching and Learning in 2018 after an 18 year hiatus from studying. I expected it to be a rough ride to get back into formal education. However, the lecturers made the transition a very smooth one. Many of the learning sessions included fresh and up-to-date theoretical input as well as practical opportunities. We were able to polish our critical thinking skills in addition to learning new methodologies. I found the content in all modules to be very useful, hands-on and meaningful for a teacher facing new challenges in this era of globalisation. Each lecturer was very approachable, helpful and had our welfare at heart and they drove us to surpass our potential. I am glad to have passed with distinction, and I owe my success to HELP University for providing excellent educational standards."

Audrey Koh Sui Ean
SMK Majakir Papar, Sabah, Malaysia
Form 6 Academic Teacher (MUET) & MUET Executive Secretary

" It was a challenge to do the Master of Education (Teaching and Learning) (MEd TL) while working as a full-time teacher at HELP International School. I was however blessed to have very supportive MEd TL lecturers and supervisors throughtout my graduate studies.

My research supervisor guided me to be an effective teacher-researcher and helped me manage my time well. My research was selected to be presented at one of the HELP University's Research Fest events and at one of the largest Chinese Language conferences in Singapore. The experience was awesome!

I have since been successfully accepted into the Apple Distinguished Educators family where I am able to contribute powerful ideas for improving teaching and learning worldwide.

I am truly thankful that HELP University's MEd TL gave me a solid foundation in the principles of teaching and learning. This has allowed me to advance in my profession as an educator."

Vicky Heng
Teacher, HELP International School

"The long standing collaboration between HELP University (HU) and HELP International School (HIS) has seen several Early Childhood Education graduates come through our doors. I have witnessed some of these fine young interns go on to become Learning and Teaching Assistants, as well as co-teachers, Singapore Maths Coaches and Mandarin Teachers. This year, I've been working closely with Emelyne Pang, currently a Learning and Teaching Assistant in our Preschool. I have had the opportunity to work alongside as her mentor as she completed her Cambridge International Certificate in Teaching and Learning (CICTL) course. Emelyne's passion and strong foundation in Early Childhood pedagogy is very evident as demonstrated in her work as well as her CICTL assignments. This partnership and synergy between HU and HIS has produced some fine young teachers.

Colette Irvine
Head of Pre-School, HELP International School

"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 realise that what sets these interns apart from other interns is their determination. They are equipped with the right knowledge and work attitude from their coursework activities and the shining example 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

ENJOY OUR PURPOSE-BUILT CAMPUS

THE BUSINESS ANALYTICS AND TECHNOLOGY INNOVATION CENTRE (BATIC)

Premier Digital Tech Institution

HELP University
university of achievers

Library

Simulation room

Spacious student lounge

Micro teaching room

Multipurpose hall

THE PROFESSIONAL STATUS OF AN EDUCATOR IS TRADITIONALLY DRIVEN BY A CULTURE OF RESEARCH

RESEARCH GRANT FROM THE MINISTRY OF EDUCATION
The Education Department is researching on the use of a Value-Based Reflective Framework (VBRF) to enhance values development among primary years children.

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 focus 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 FOR 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 community involvement in ECCE, out of school literacy practices of young children and the teaching and learning of ECCE in the community.

Our lecturers are mindful to always link research to their early childhood care and educational practice.

The Department of Education embraces a diverse range of research in the area of Early Childhood Education and Teaching and Learning. The department has committed research team who are experts in both qualitative and quantitative research methods. The current research focus areas are:
• Reflective Practices of Young Children Value-based Reflective Framework
• Knowledge Building and Online Learning
• Involvement of Rohingya Families and Community in Their Children's Education
• Reflective Practices in Teaching and Learning
• Growth Mindset Pedagogy
• Developing Science Module for Parents of Young Children
• Special Needs Education in ECE
• Inclusive Education
• Parents' Perspectives of Quality and Best Practices in ECE centres.

Besides, the graduate students become a part of the thriving research culture by embarking on research projects with a particular focus on teaching and learning process in 21st century education.

DR JENNIFER TAN is a Senior Lecturer with expertise in qualitative approach to research, especially 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 with a Rohingya community in Gombak.

ASSOC PROF DR SOON SENG THAH has vast experience in research and evaluation, having worked as a researcher for over 25 years with the Ministry of Education and served as the Director of Research in a local university. Currently he is actively involved in policy research, programme evaluation, assessment, action research and instructional technology research and related areas. Among his current research activities are cyber safety, cyberbullying and cybersecurity with telecommunication companies and values education research with HELP University.

MS ROSALIND specialises in early childhood education and has worked with children for more than 15 years. Her research interest includes children's school readiness, early childhood curriculum, preschool preparation and setting, and community and aboriginal school. She is presently a volunteer teacher in a Rohingya school and has presented research on Rohingya volunteer teachers at the Pacific Early Childhood Education Research Association (PECERA) International Conference. Currently, she is working on research related to the Diploma in Early Childhood Education programme and collaborating with colleagues in the

Fundamental Research Grant cheme (FRGS) research projects.

DR NG POH YOKE has a passion for children's learning. She has been working with young children for more than a decade. Her strong interest is in language learning for young learners. She has written a research paper on children's English language learning using different approaches. She is keen to do more research on language learning for young children in the future. She has experience writing the preschool curriculum for four- to six-year-old children. She is also very much into exploring the use of Montessori materials in daily teaching.

MS ELIS JOHANNES HENDRY SALIM is a Senior Lecturer who focuses her research on parental involvement and science for young children. She is currently involved in a research project with the Rohingya community in Gombak which aims to understand Rohingya's parents and community development in Rohingya children's education. For her PhD, Elis is developing a science module for parents to help them enhance their children's scientific skills and instil positive attitudes towards science learning. Previously, she was involved in the government-funded research project (LRGS) on "The Development of a Comprehensive and Integrated Model of Quality Malaysian ECCE".

THE HELP EDUCATION TEAM HAS THE EXPERTISE AND RECOGNITION, DOES RESEARCH THAT IMPACTS ON PRACTICE, AND IS CONNECTED WITH THE EDUCATION SERVICE INDUSTRY IN SEVERAL DISTINCTIVE WAYS.

- Knowledge, understanding and application of educational principles as good practice
- Several research studies that impact on practice and programme development; and some are on-going:
  - 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

ASSOC PROF DR SOON SENG THAH
PhD Instructional Technology (USM), AMN
MEd (Admin) (UP)
BA (Hons), Dip Ed (Malaya)
Head of Department, Faculty of Education
Associate Professor
sengthah.s@help.edu.my

Assoc Prof Dr Soon Seng Thah spent 34 years in the Ministry of Education as a teacher, researcher, Head of the Research & Evaluation Sector, Deputy Director and Acting Director of the Educational Technology Division. He specialises in research, instructional technology and data analytics such as advanced statistical modelling, text analytics, and training programmes.

Dr Soon once served as a Director of a Research Centre, Deputy Dean, Discipline Chair for Research, and Programme Director of a university. On the international front, he was a training specialist at SEAMEO-INNOTECH, Manila and acted as a consultant to the World Bank, UNESCO, UNICEF, APEC, Commonwealth Secretariat, SEAMEO and several corporate organisations in Malaysia.

DR JENNIFER TAN POH SIM
PhD Applied Linguistics (NUS), MA English Language Studies (UKM), BEd TESL (Malaya)
Senior Lecturer
jennifer.tan@help.edu.my

Dr Tan's professional experience includes 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. She has collaborated on research projects with the Brunei Research Council, the Asia Pacific Regional Network for Early Childhood (ARNEC) and UNICEF (ROSA).

PROF DR CHAN YUEN FOOK
PhD (Edu Admin) (UPM), MEdu (Malaya), MMgmt (IIUM), BA (History) Hons (Malaya), PG Cert (Human Services Research) (RMIT), Cert (Edu) (MPRM)
yuenfook.c@help.edu.my

Professor Dr Chan Yuen Fook is a professor in teaching and learning at the Faculty of Behavioral Sciences, Education and Languages at HELP University. Formerly, Professor Dr Chan taught at the Faculty of Education, Universiti Teknologi MARA, Malaysia for 19 years. To date, Dr Chan has completed more than 30 research projects funded by various agencies such as IPPTN, Ministry of Higher Education; Malaysian Examinations Syndicate, Ministry of Education; Anti-Drugs Agency, Ministry of Home Affairs; Research Management Institute, Universiti Teknologi MARA, and MACEE. He has published numerous papers in various citation indexed journals. He has also won more than 30 awards in various invention, innovation and design competitions at national and international levels. Besides that, he was a Fulbright Scholar at Indiana University from 2010 to 2011. He also won the Asian Scholar Award in 2008 and Best Researcher Award (Social Sciences) at Universiti Teknologi MARA in 2008

MS ELIS JOHANNES
MEd in Preschool Education (UKM), BSc in Forestry (IPB University), Certificate in Childcare Course
Senior Lecturer
elisj@help.edu.my

Ms Elis holds a Masters in Education (Preschool Education) from National University of Malaysia (UKM). She is currently pursuing her PhD in Early Childhood Education at Universiti Pendidikan Sultan Idris, Malaysia. Ms Elis has 17 years of experience in the early childhood education industry, during which she has played various roles as a teacher, principal, operator of kindergarten and manager of an education centre. For the past ten 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.

DR NG POH YOKE
DEd (OUM), MEd (OUM), BCom (Management) (Murdoch), International Diploma in Montessori Pedagogy (Segi University)
Lecturer

Dr Ng has been working in a kindergarten environment for more than 16 years. She has wide experience of kindergarten operations, having held the positions of Vice Principal, Head of School and Head of Department. She has also been involved in the administrative and marketing activities in the school environment. She has a specific interest in the children's language learning. Her doctoral dissertation was on "Preschool Children's Engagement and Learning Experience in the Montessori Method as compared to non-Montessori in English Language Learning". Dr Ng has also written a preschool curriculum for four-to six-year-old children. She works with passion with young children and is always on the go to explore different teaching methods to help the children to be effective learners. She has a keen interest in exploring the use of Montessori materials in daily teaching.

MS ROSALIND AHJU
MEd (Teaching & Learning) (HELP), BA (Hons) Early Childhood Education (ECU)
Programme Leader (DECE) and Senior Lecturer
rosalind.a@help.edu.my

Rosalind is a senior lecturer, DECE Programme Leader and a PhD undergraduate at HELP University. She has more than 25 years of experience in the field of early childhood. She specialises in teaching pedagogy and methodology for young children and is actively involved in the service of children. Rosalind was an EXCO member in the Early Childhood Care and Education Council Malaysia (ECCE) and is the council's internal auditor for the year 2023-2025. She is also a researcher in the Fundamental Research Grant Scheme (FRGS) and has presented papers in international conferences.

MS BALVINDER KAUR SHINGAR SINGH
MEd (Early Childhood Education), UPSI, Bac of Science Computer, UPM, Dip of Education (Secondary School English), IPBA
KAP: Jabatan Kebajikan Masyarakat
BECE Programme Leader and Lecturer
balvinderkaur.ss@help.edu.my

Ms. Balvinder Kaur graduated from Sultan Idris Education University (UPSI) with a Master of Education (Early Childhood Education). Having wide experiences of 15 years, teaching all levels of students ranging from 3 years up to adults in both public schools and private institutions has given her the opportunities to use multiple different approaches and methodologies in her teaching. She owns a Bachelor of Computer Science (System Computer) from the University of Putra Malaysia (UPM) which enables her to share knowledge related to technology in the field of ECE. Diploma of Education gave her the experience to teach in the Malaysian public school as a teacher. During these past 8 years, Ms. Balvinder has been enthusiastically lecturing in Early Childhood Education at diploma and degree levels. She will be soon pursuing her Ph.D. in Early Childhood Education. Her research interests are language and literacy in ECE, development of modules and tools using DDR methods, Parents' involvement in children's learning and behaviours of young children.

MS CHUA MENN SZE
Diploma in ECE (Dika College), Bachelor of ECE (Hons) & Master in Education (Teaching and Learning) (HELP University)

Menn Sze discovered her passion for working with young children when she was 18 years old and earned a Diploma in Early Childhood Education from Dika College, where she was Best Student in her graduating class. She obtained her Bachelor's Degree in Early Childhood Education at Help University and was awarded the President's Award. She then continued with her Master in Education (Teaching and Learning) and her thesis focused on the contexts and challenges of online reflection with children. Whilst pursuing her Master's Degree, Menn Sze was Research Assistant for the Department of Education's research team that sought to investigate the impact of reflective practices using a Values-Based Reflection Framework (VBRF). She has experience working with learners of all ages; from toddlers to young adults. One of the most rewarding aspects of Menn Sze's journey as an educator is the "AHA!" moments she witnesses when her students' minds are challenged. She also enjoys giving back to the community and volunteers to teach students from high-needs schools as she hopes to make a difference in the lives of others, and when she has time, Menn Sze loves to crochet and journal.

MS NG YIN PHENG
MEd (Teaching & Learning) (HELP), BA (Hons) TESL (UMS)

Ms Ng worked as a nursery and kindergarten teacher for more than 20 years. She is a facilitator for PERMATA and has trained many Taska teachers under the KAAK programme. Ms Ng is also a Montessorian graduate and has held the position of Principal for over 10 years. Besides ECE programme, Ms Ng also taught English Communication subjects in UMS.

MS DOROTHY RAJOO
BEarly Childhood Studies (ECU), MEd ECE (Malaya)

Ms Rajoo helped pioneer 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. She subsequently earned her Bachelor of Early Childhood Studies from Edith Cowan University, Western Australia and her Master of Education in Early Childhood Education from University of Malaya.