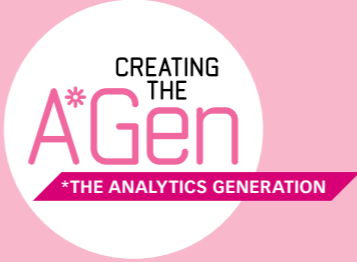


EDUCATION

- DIPLOMA IN EARLY CHILDHOOD EDUCATION
- DIPLOMA IN EDUCATION
- BACHELOR OF EARLY CHILDHOOD EDUCATION (HONS)
- MASTER OF EDUCATION (TEACHING AND LEARNING)





The new Business Analytics and Technology Innovation Centre at HELP's Subang 2 campus



Phase 4.1 expansion of Subang 2 which will feature the signature Green-Digital Technology campus

HELP

THE ANALYTICS-DRIVEN ENTREPRENEURIAL UNIVERSITY

To prepare for the future, we are transforming to become the Analytics-Driven Entrepreneurial University. Our effort is recognised by MDEC which conferred on us the Premier Digital Tech University Award. We also received the MDEC Recognition for Certificate Training in data science for students.

To support this transformation, HELP invested RM25 million in the Business Analytics and Technology Innovation Centre (BATIC) which will be used to innovate and incubate techno-entrepreneurship. We are also planning the Phase 4.1 expansion of Subang 2 which will incorporate the signature Green-Digital Technology Campus. We are getting bigger, better, bolder in our innovative education investment.

Besides using analytics to drive our management and teaching, we are also building our research capability in analytics application. Part of the research grant from the Ministry of Education and internal funding is allocated for analytics research.

To complement the above development we have signed up with Bloomberg to set up the largest Bloomberg Finance Lab in Malaysia. This resource facility boosts the economics, business, financial and analytics training in our Faculty of Business, Economics and Accounting, the ELM Graduate School and the Faculty of Computing and Digital Technology.

In addition, we have internship collaboration with AI companies and techno-entrepreneurs.

During the last 33 years HELP has been exploring and experimenting with innovative ways to evolve our education philosophy, principles and practices. To achieve the 3 Cs (Character development, Competency in leadership, and Competency in a profession), we have designed the TEA culture to nurture the right skills and predisposition in our students.

ALL HELP STUDENTS ARE ELIGIBLE FOR THE FREE CERTIFICATE IN DATA AND BUSINESS ANALYTICS COURSE

TEA is the acronym for Thinking mind, Entrepreneurial attitude, Analytics skills: T is about robust thinking skills; E is about having a problem-solving mindset; A is about the skills in applying evidence-based management using data analytics. Each of these is supported by a programme of skills training and attitude development, viz the Critical Thinking Skills Programme, the Entrepreneurship-Leadership-Management Programme (ELM), and the Analytics Certificate Programme. This is the core education culture of HELP University as we prepare our students to be IR 4.0 future ready.



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 organization 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.

DR D GERARD J LOUIS
Dean, Faculty of Behavioural Sciences,
Education and Languages



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 8 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

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 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 centralized 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.



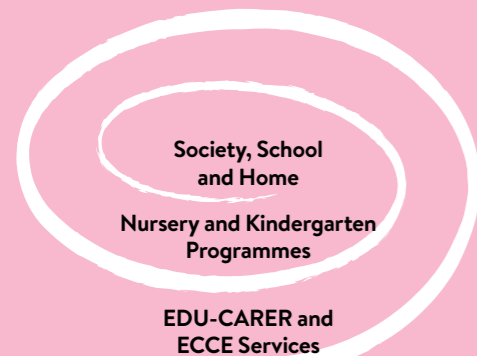
DIVERSITY IN LEARNING

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.

SPIRAL DIAGRAM: SPIRAL AND INTEGRATED ECE CURRICULUM



EXTERNAL LINKS

The link between the Department of Education 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 Department.



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 (IPS) 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.



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

DIPLOMA IN EARLY CHILDHOOD EDUCATION

KPT/JPS (R/143/4/0055) (MQA/FA2145) 06/23

INTAKES 2020* January • May • August

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

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 Band 4 or
- MUET Band 2

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.

YEAR 1

DECE1013	Teaching and Learning in Early Childhood Settings
DECE1024	Child Development
DECE1033	Children and Play
DECE1044	Observation and Assessment of Young Children
MPU2163	Malaysian Studies 2
DECE1053	Academic English for Early Childhood Educators
DECE1063	ICT and Multimedia
DECE1073	Health, Safety and Nutrition for Young Children
DECE1084	Visual Arts
DECE1094	Expressive Arts
DECE1104	Early Mathematics
DECE1114	Social Studies and Environment
DECE1124	Physical and Health Education

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)
DECE2054	Curriculum Planning and Programme Development
DECE2083	Introduction to Special Education
DECE2093	The Social Context of Education in Malaysia
DECE2103	Psychology of Education

PRACTICUM

DECE3013	Practicum I (TASKA)
DECE3023	Practicum II (TADIKKA)

ELECTIVES

DECE2063	Guiding Young Children's Behaviours
DECE2073	Environments in Early Childhood Setting
DECE2113	Families and Community
DECE2123	Ethics and Professionalism

MPU

MPU2163	Malaysian Studies 2
MPU2223	Communication and Writing Skills
MPU2233	Public Speaking Skills for Broadcasting
MPU2243	Critical Thinking Skills
MPU2313	Introduction to Malaysian Tourism
MPU2323	Malaysian Film Industry
MPU2412	Co-curriculum: Sports
MPU2422	Co-curriculum: Community Service 1
MPU2422	Co-curriculum: Event Management 1

DIPLOMA IN EDUCATION

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

INTAKES 2020* January • May • August

HELP University will be starting the Diploma in Education programme beginning 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 year 1 sem

PROGRAMME CONTENT

The programme is a study of 29 courses @ 90 credit hours:

- 21 Core Major
- 2 Electives
- 1 Practicum
- 5 HEP-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

PATHWAYS

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

YEAR 1

DEDU 1103	History and Philosophy of Education
DEDU 1023	Psychology of Education
DEDU 1013	Theories and Practice of Teaching and Learning
DEDU 1033	Computer literacy skills
DEDU 1073	Curriculum Planning
DEDU 1043	Child and Adolescent development
DEDU 1093	Mental Health and Group Dynamics
DEDU 1102	Study skills
DEDU 1063	Teaching Language Arts
DEDU 2063	Instructional Design
DEDU 2033	Teaching with Technology

YEAR 2

DEDU 2023	Social studies and Environmental Studies
DEDU 2073	Sociology of Education
DEDU2103	Teaching Methods and Strategies
DEDU 2093	Effective Classroom Management
DEDU 2043	Teaching Technical and Vocational Education
DEDU 2013	Mathematics and Science skills
DEDU 3013	Educational Assessment
DEDU 3033	Educational Management and Leadership
DEDU 3053	Development of Malaysian Education
DEDU 3023	Professional Development
DEDU 3043	Critical Thinking

PRACTICUM

DEDU 3068	Teaching Practicum
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ELECTIVES

DEDU 1083	Music and Arts Skills
DEDU 1053	Physical and Health Education Skills
DEDU 2053	Physical and Health Education Programme
DEDU 2083	Music and Arts Education Programme

MPU

MPU2163	Malaysian Studies 2
MPU2223	Communication and Writing Skills
MPU2233	Public Speaking Skills for Broadcasting
MPU2243	Critical Thinking Skills
MPU2313	Introduction to Malaysian Tourism
MPU2323	Malaysian Film Industry
MPU2412	Co-curriculum: Sports
MPU2422	Co-curriculum: Community Service 1
MPU2422	Co-curriculum: Event Management 1

BACHELOR OF EARLY CHILDHOOD EDUCATION (HONS)

KPT/JPS (R/143/6/0085) (A10104) 05/20

INTAKES 2020* January • May • August

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.

YEAR 1

- BECE1013 Growth and Development for Early Childhood
- BECE1123 Foundation of Early Childhood Care and Education
- BECE1033 People Skills and Group Dynamics
- BECE1044 Health, Safety and Nutrition for Young Children
- BECE1053 Psychology of Education
- BECE1024 Children and Play
- BECE1074 Art and Craft
- BECE1084 Music and Movement in Early Childhood
- BECE1094 Observation and Assessment in Early Childhood
- BECE1103 Managing Young Children's Behaviours

YEAR 2

- BECE1064 Young Children's Literature
- BECE2024 Social and Environment Studies in Early Childhood
- BECE2034 Science and Technology in Early Childhood
- BECE2044 Mathematics in Early Childhood
- BECE2054 Teaching Young Children English
- BECE2103 Teaching Young Children Bahasa Malaysia
- BECE2094 Special Need in Early Childhood Education
- BECE2114 Children's Theatre
- BECE2124 Physical and Health Education in Early Childhood
- BECE3014 Research Methodology in Early Childhood

YEAR 3

- BECE3023 Families, Community and Society
- BECE3034 Early Childhood Entrepreneurship and Management
- BECE3074 Issues, Ethics and Professionalism in Early Childhood Education
- BECE3084 Early Childhood Research Project
- BECE2084 Practicum 1: Nursery Experience
- BECE3064 Practicum 2: Kindergarten Practice

ELECTIVES

- BECE1203 Academic English
- BECE1303 Storytelling for Young Learners
- BECE2063 Teaching Young Children Mandarin
- BECE2073 Teaching Young Children Tamil
- BECE3053 Introduction to Play Therapy
- PSY218 Understanding Child Abuse & Neglect
- PSY326 Positive Discipline in School
- PSY346 Emotional & Behavioural Management for Special Needs

MPU

- MPU3173 Malaysian Studies 3/ Pengajian Malaysia 3
- MPU3143 Bahasa Melayu Komunikasi 2
- MPU3123 Tamadun Islam dan Tamadun Asia (TITAS)
- MPU3113 Hubungan Etnik
- MPU3213 Bahasa Kebangsaan A
- MPU3223 Leadership and Life Skills
- MPU3243 Personal Branding & Career Management
- MPU3333 Malaysian Digital Transformation
- MPU3353 Personal Financial Planning in Malaysia
- MPU3363 Issues of Social Media on the Malaysian Society
- MPU3412 Co-curriculum - Sports 2

- MPU3422 Co-curriculum - Community Service 2
- MPU3432 Co-curriculum - Event Management 2

PROGRAMME DETAILS

The contents of study fulfil the minimum 121 credit hours comprising 34 subjects, listed below.

- 24 major ECE courses
- 3 ECE electives
- 2 workplace Practicums in a nursery and kindergarten respectively
- 5 MPU compulsory subjects



DELIVERY AND ASSESSMENT MODES

The primary aim of the programme is to educate the student on how to assist and encourage the holistic development of children during the early formative years.

The programme is tailor-made to spiral around the child as the subject of study. The integration of good practice with sound educational principles dictates how courses are taught to facilitate students' development of their teaching-learning strengths.

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.

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 Band 5 or
 - MUET Band 3

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.

MASTER OF EDUCATION (TEACHING AND LEARNING)

KPT/JPS (N/141/7/0069) (MQA/FA8168) 04/22

INTAKES 2020* January • September

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 5.5 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 programme to prepare them for the Med (TL) programme.

INTAKES

Admission is open all year round.

* A special admission in addition to the two regular intakes is available if there is a cohort ready for commencement.



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
 MED6154 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



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 organizes 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-organized 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 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.”

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 throughout 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 EMPLOYERS SAY...

“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 realize 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



Football field



Swimming pool



Theatre



Multipurpose hall



Spacious student lounge



Micro teaching room



Rooftop garden



Simulation room



Multipurpose hall



Dance studio



Library



Library



From left to right:
 Assoc Prof Dr Soon Seng Thah,
 Ms Elis Johannes Hendry Salim,
 Assoc Prof Dr Goh Lay Huah,
 Ms Revati Ramakrishnan,
 Dr Jennifer Tan, and Ms Rosalind Ahju.

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

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' 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.

ASSOC PROF DR GOH LAY HUAH displays strong evidence of success in educational research with numerous research presentations and publications in SCOPUS indexed journals throughout her career. She has extensive experience and

expertise in educational action research, facilitating and leading educational research and research consultancy skills. Her current research interest is digital innovations in learning.

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.

DR PRIYADARSHINI focuses her research on Educational Psychology, Teaching, and Learning and Teacher Education. Her recent publications are related to students' beliefs, motivation, well-being and teachers' feedback in the Teaching and Learning Process. She is noted for her expert knowledge and skills in quantitative research methods. Currently she is involved in Developing a Model for Growth Mindset Pedagogical Practices.

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.

DR SAILAJAH NAIR SUKUMARAN is a senior lecturer whose expertise in educational research is oriented towards qualitative research, with a preference for case study method. Her research interest particularly within early childhood and special education focuses on practices of inclusion in mainstream settings. She possesses extensive knowledge and experience in research project supervision and consultancy. Dr Sailajah is currently working on a research collaboration with colleagues from the Malaysian Teacher Training Institute that investigates pre-service teachers' attitudes toward inclusion in early childhood educational settings.

MS ROSALIND specializes 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 scheme (FRGS) research projects.

DR NG POHYOKE 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".

MS REVATI RAMAKRISHNAN is a Senior Lecturer who focuses on integrating both the quantitative and qualitative approach to research. She has presented her work in platforms such as the PECERA and SEIC. Her research interests include special education, gender issues, health education and parental involvement.

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.



DR D GERARD J LOUIS
BScEd Hons (Malaya),
MSc (Guidance &
Counseling),
PhD (Counseling Psych)
(DLSU, Manila)
Dean, Faculty of
Education and Languages
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Dr Gerard has been involved in education, counselling 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 centre at HELP University as well as the Centre for Workplace Performance and Learning. He has extensive experience in the training, supervision and development of professional counsellors and counsellors-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 counselling psychology, his research interest is in examining factors that contribute towards abstinence and relapse among recovering drug users.

He is also the CEO of HELP Education Services and oversees the management of the three international schools in the HELP Group.



DR GOH LAY HUAH
PhD Management in Education
(UTAR), MEd Management and
Language Teaching (Bristol),
BA Hons (USM), Certificate
TESOL, Microsoft Certified IT
Professional (MCITP)
Associate Professor and Head of
Department of Education
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Dr Goh Lay Huah has 30 years' experience working as a teacher educator, trainer and coach/mentor in education, having demonstrated excellence in instructional leadership during her service in Malaysian Teacher Training Institutes and public and private universities.

Her strengths are in facilitating and leading educational research and research consultancy. She has published in an international refereed journal and keeps up to date with international pedagogical best practices, particularly in instructional technology. She has wide experience of consultancy in schools and education training and is skilled in handling e-learning environments. Dr Goh displays great skill in matters involving colleagues and students and external clients in international contexts.



ASSOC PROF DR SOON SENG THAH
PhD Instructional Technology
(USM), AMN
MEd (Admin) (UP)
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Associate Professor
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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

- 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

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), BEEd TESL (Malaya)
Senior Lecturer
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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).



MS REVATI RAMAKRISHNAN
M Human Science (Psychology)
(IIUM), Bachelor of Psychology
(Curtin)
Senior Lecturer
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Ms Revati gained the collegial respect of her ECCE peers through working with them for a decade after graduation. Her qualifications include a Master of Human Sciences (Psychology) and a Bachelor of Psychology from International Islamic University, Malaysia and Curtin University of Technology, Australia in 2005 and 2008 respectively. Her passion for early childhood education grew when she was in Perth, Western Australia where she worked in childcare services. Her employment as a disability support worker at a leading provider of disability services exposed and sparked her interest in the area of special needs.



DR PRIYADARSHINI MUTHUKRISHNAN
PhD Education,
MPhil (Education),
MEd (Education),
MSc (Chemistry)
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Priya has a strong teaching background with over 11 years of experience as a teacher and a teacher educator. She holds master's degrees in Science and Education. During her service as a Senior Secondary Chemistry Teacher, her students excelled in district ranks in Chemistry. Her teaching expertise covers Educational Psychology, Curriculum, Pedagogy, Assessment and Evaluation, and Research Methodology. She has published many research articles in international peer-reviewed journals. Recently, she was engaged in research to identify the factors that contribute to Growth Mindset Pedagogical Practices among teachers. She is passionate about keeping herself updated in the field of Teaching and Learning and Research Methodology.



DR SAILAJAH NAIR SUKUMARAN
PhD (ECE) (Victoria),
MEd Special Education
(Malaya), BECE (Malaya),
Teaching Certificate English
Studies (Maktab Perguruan
Ilmu Khas, KL)
Senior Lecturer

Dr Sailajah has been an educator throughout her professional life. She has taught different groups of students for more than 25 years, ranging from preschool children to postgraduates in the areas of Early Childhood and Special Education. The diverse roles she has held as a teacher and teacher educator has contributed to the extensive knowledge she possesses in fostering constructive and effective pedagogical skills among teachers/adult learners. Her core strengths are displayed in facilitating training related to Early Childhood Education, and Inclusive and Special Education for parents and teachers. Her scholarly efforts are devoted to Early Childhood and Special Education, namely Inclusive Education, Integrated Service Delivery, Preschool Inclusion, and Best Practices in Early Childhood settings.



MS ELIS JOHANNES
MEd in Preschool Education
(UKM), BSc in Forestry (IPB
University), Certificate in
Childcare Course
Senior Lecturer and BECE
Programme Leader
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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
BA (Hons) Early Childhood
Education (ECU),
Programme Leader (DECE)
Lecturer
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Rosalind Ahju worked as a preschool teacher for more than 15 years. She has also been involved in training new preschool teachers and developing learning programmes and preschool workbooks since 2000. She specialises in techniques in story telling for children. Rosalind graduated with the Bachelor of Early Childhood Studies from Edith Cowan University and is currently pursuing her Master of Teaching and Learning at HELP University.



MS LOO FUNG LAN
MEd (Preschool Educ)
(UKM), BSc (Hons) (Chem)
(UKM)
Lecturer
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Ms Loo was founder cum principal of a private kindergarten from 2006. She has more than 12 years' experience working with young children as a teacher and care provider. As Principal, she was responsible for ensuring that children in her centre had an excellent and engaging learning environment to help them grow and develop. Ms Loo has also been involved in providing professional development and coaching for her teachers, staff, and parents in the area of child care and development. She is currently completing her PhD in Early Childhood Education at University of Malaya. Her area of research includes phonological processing, early literacy and second language acquisition in young children.



MS NURUL IMAN ARSHAD
MA Early Childhood Studies
(East London), Bachelor of
Accountancy (UITM),
Cert Early Childhood
Education, Certificate
Education in a Changing
World
Lecturer
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Ms. Nurul Arshad's interest in Early Childhood was sparked when she began volunteering at a local orphanage with young children in her hometown. She believes that education happens everywhere in life, not only in the classroom. Her postgraduate dissertation was on "Malaysian Early Childhood Educator's Perspectives on Multicultural Education". Her current research interests are inclusion, diversity and equity in early childhood, teaching and learning in ECCE and contemporary issues in early childhood. She recently co-authored a paper on "Acquisition and Accuracy of English Pronouns Use among Malaysian Preschoolers and Teaching Implications in the Malaysian Preschool Context".

ADJUNCT LECTURERS



DR YEOW POH WHA
BA (Hons), Dip Ed (Malaya),
MEd TESL (Manchester),
PhD (Leeds)


An experienced teacher, Dr Yeow has 25 years of experience in the Malaysian Ministry of Education, and as an educator at RELC, Singapore, especially in teacher education, training teachers to teach English. Her expertise and interest in language arts, children's literature and early English acquisition has added value to HELP's ECCE programmes. 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 different settings have connected her with ECCE stakeholders, leaders and entrepreneurs.



MS DOROTHY RAJOO
B Early 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.



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