

Open University of Mauritius

B. Ed (Hons) Early Childhood Education and Care [OUbe020]

1. Objective and Rationale

The Bachelor of Education in Early Childhood Education and Care is a programme developed for blended delivery by the Open University to build solid foundations for teaching and learning. Early Childhood is the foundation stage for the development of human beings. Early Childhood Education and Care has a significant lifelong impact on the physical, mental, emotional and cultural development of children.

According to the Strategy Plan 2008-2020, the Education Authorities in Mauritius are committed to ensuring that ALL children in the early childhood settings should have the opportunity to develop their individual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in learning that will not only prepare them for the primary school, but more importantly lay the foundations for learning that will support them throughout their lifetime.

With a view to improving the quality of the teaching and learning environment, to foster research and development and enhance professional development for the general improvement of early childhood education, this programme will bridge the gap between practicum and theoretical insights. It will provide young aspiring educators in early childhood education and care and experienced practitioners access to university studies in Early Childhood Education and Care. It is also a response to the increasing need to have appropriately trained educators and to the increasing demand for professional development by practitioners and aspiring young educators in Early Childhood Education and Care. This programme will also allow the learners to share best teaching practices and knowledge in Mauritius and within the region through the use of technology and modern teaching media as well as the professional experience and development component which they will have to undergo throughout the programme for their own professional development and growth. The B.Ed in Early Childhood Education and Care adopts a multidisciplinary approach which thus provides the learners with the opportunity to reflect on the practical experience as they study and beyond during their teaching career. It is a tailor-made programme not only for prospective educators and practicing educators but also for supervisors, teaching assistants and directors of early childhood centres.

More specifically, the programme aims:

- To promote the learner's knowledge of the holistic development of the very young child.
- To provide the learner with effective teaching and learning strategies and experiences so that he/she may face the challenging new demands in the early childhood settings.
- To foster the learner's understanding, sensitivity and appreciation of culture and environment as they relate to child rights, care, health and safety, and nutrition.

- To enable the learner to be informed about the latest issues affecting early childhood education and care, teacher education, research and ethics.
- To provide the learner with the opportunity to apply what he/she has learned, while gaining real experience, through professionally supervised placements in the appropriate learning environments to teach children from birth to eight years old.

2. General Entry Requirements

- i. **EITHER** “Credit” in at least three subjects at School Certificate or General Certificate of Education O Level or equivalent and “Pass” in at least two subjects at Higher School Certificate or General Certificate of Education A Level or equivalent.
- ii. **OR** An appropriate equivalent Diploma/Certificate/Foundation Course acceptable to the Open University of Mauritius.
- iii. Candidates who do not qualify under options i and ii may register for Foundation Courses offered by the Open University of Mauritius. Those who complete the Foundation Courses successfully will be eligible for registration for the relevant degree programmes.
- iv. **OR** Qualifications awarded by other Universities or institutions, which are acceptable to the Open University as satisfying the minimum requirements for admission.
- v. Mature candidates having a strong background of work experience and uncertified learning may be assessed for entry to the programmes through Accreditation of Prior Learning (APL) and the Accreditation of Prior Experiential Learning (APEL). Please consult the General Rules and Regulations of the Open University for further details

3. Programme Requirements

- i. Candidates with “Credit” in at least three subjects at School Certificate or General Certificate of Education O Level and a “Pass” in at least two subjects at Higher School Certificate or General Certificate of Education A Level or equivalent,

OR

with “Credit” in at least three subjects at School Certificate or General Certificate of Education O Level and the Teacher’s Certificate of Proficiency in Early Childhood Education will join the programme in **year 1**.

- ii. Candidates with the Teacher's Certificate in Early childhood Proficiency in Management of Early childhood Services will join the programme in **year 2**.
- iii. Candidates with the Teacher's Diploma in Early Childhood or any other alternative diploma in education from any recognized institution will join the programme in **year 3**.

4. Minimum Requirements for Awards

i. Degree Award

For the award of the degree, all modules of the programme, including professional practice and development through work placements, must be completed. Every module carries 4 credits, except the dissertation which carries 8 credits. The two professional practice and development components carry the same weightage as the other modules.

- ii. The Diploma award is provided as a possible exit point in the programme. A student may be awarded a Diploma in Early Childhood Education and Care provided he/she satisfies the minimum requirements as specified below, and has obtained a minimum of 64 credits.

5. Programme Duration

	Normal	Maximum
Diploma	2 years	5 years
Degree	4 years	7 years

6. Credits per year: Maximum 32 credits and minimum 20 credits

7. Minimum Credits Required for Degree Award: 124

8. Assessment

Each module will be assessed over 100 marks (i.e expressed as %) with details as follows (unless otherwise specified) :

Assessment will be based on a written examination of 2 hours duration, which would account for 70% of the final module grade and continuous assessment would account for 30% of the final module grade. Continuous assessment will be based on assignments. Each module will carry 100 marks. To pass a module, an overall total of 40% for combined continuous assessment and written examination would be required without minimum

thresholds within the individual continuous assessment and written examination. Students may re-sit up to a maximum of two failed modules for the semester of the programme.

In this B.Ed programme, some modules are assignment-based over 100 marks, with no end-of-semester written examinations. In a semester in which four modules are offered, two will be assignment-based only and two will be examinable.

Written examinations for all modules, whether taught in semester 1 or in semester 2 or both, will be carried out at the end of the semester (unless otherwise stated).

The two Professional Practice and Development components of a minimum of two semesters' work placement over the duration of the programme must be satisfactorily completed for the award of the degree. At the end of each Professional Practice and Development stage, the learners will have to submit a mini project/report which will carry each 4 Credits. The two Professional Practice and Development components are compulsory for **ALL** learners, including Early Childhood practicing educators.

9. Grading

Percentage Range	Description	Grade	Grade Point
70% and above	Excellent	A	5
$60\% \leq x < 70\%$	Very Good	B	4
$50\% \leq x < 60\%$	Good	C	3
$45\% \leq x < 50\%$	Satisfactory	D	2
$40\% \leq x < 45\%$	Pass	E	1
$0\% \leq x < 40\%$	Ungraded	U	0

10. Award

B.Ed (Hons) Early Childhood Education and Care

1 st Class with Honours	$CPA \geq 70$
2 nd Class 1 st Division with Honours	$60 \leq CPA < 70$
2 nd Class 2 nd Division with Honours	$50 \leq CPA < 60$
3 rd Class	$45 \leq CPA < 50$
Pass	$40 \leq CPA < 45$
No Award	$CPA < 40$

If $CPA < 40$, the learner will have to repeat the entire academic year, and retake the modules as and when offered. However, he/she will not be required, if he/she wishes, to retake modules for which grade C or above has been awarded. Learners are allowed to

repeat twice once over the entire duration of the Programme of studies. No award is made if CPA < 40.

11. Programme Plan

YEAR 1

Semester 1

Code	Module Name	Credits
OUbe020111	The teacher as a life-long learner	4
OUbe020112	Language proficiency in English	4
OUbe020113	Language Proficiency in Bilingual Literacy	4
OUbe020114	Socio-education	4

Semester 2

OUbe020121	Communication Skills In teaching	4
OUbe020122	Education, teachers and Teaching	4
OUbe020123	IT Essentials	4
OUbe020124	Teaching Science and Social Sciences to the Young	4

YEAR 2

SEMESTER 1

OUbe020211	Child psychology	4
OUbe020212	Children Literature	4
OUbe020213	Music and Movement Activities	4
OUbe020214	Language proficiency in French	4

SEMESTER 2

OUbe020221	The Arts in early Childhood	4
OUbe020222	Play and Pedagogy	4
OUbe020223	Curriculum and pedagogy	

	In early childhood	4
OUBE020224	Professional Experience and Development 1	4

YEAR 3

SEMESTER 1

OUBE020311	Teaching and learning in the Digital Age	4
OUBE020312	Assessment practices in Early childhood education	4
OUBE020313	Life crisis in early	4
OUBE020314	Childhood Health and Safety in Early Education	4

SEMESTER 2

OUBE020321	Diversity and teaching in a Multicultural classroom	4
OUBE020322	Language and cognitive Development	4
OUBE020323	Learner discipline Management	4
OUBE020324	Research Methodology In education	4

YEAR 4

SEMESTER 1

OUBE020411	Psycho-pedagogy	4
OUBE020412	Teaching Mathematics for Understanding	4
OUBE020413	Life skills for educators	4
OUBE020414	Professional Experience and Development 2	4

SEMESTER 2

OUBE020421	Leading and Managing in Early Childhood	4
OUBE020421	Dissertation	8

12. Syllabus Outline

OUBE020111 - The teacher as a life-long learner

Module aims: To provide learners with the required study skills so that they become autonomous learners and they develop their own life-long learning process

Unit 1: Lifelong learning: An introduction

Unit 2: the lifelong learning society

Unit 3: Lifelong learning and curriculum

Unit 4: Lifelong learning and argumentation

Unit 5: Lifelong learning and the EFT study process

Unit 6: Effective time management and planning

Unit 7: Learning anxiety

Unit 8: Critical thinking and problem solving

Unit 9: Practical guidelines to success in examinations through lifelong learning

OUBE020112 - Language proficiency in English

Module aims: To help learners develop their writing skills in English so that they may improve their mastery of English.

Unit 1: The reading habits

Unit 2: Women on the move

Unit 3: Narrative prose

Unit 4: Music

Unit 5: Understanding cultures

Unit 6: Relaxation

Unit 7: Etiquette

Unit 8: Child care

Unit 9: Brain drain

Unit 10: Environment

OUBE020113 - Bilingual literacy

Module aims: To provide learners with adequate language skills so that they may better teach English through the mother tongue and ensure better language acquisition in their classes.

Unit 1: Learner's mother tongue

Unit 2: What makes a word?

Unit 3: Language interference- English and Morisien

Unit 4: Clause analysis in English and Morisien

Unit 5: Acquisition of bilingual literacy

Unit 6: Literacy skills and creative writing

Unit 7: Dramatic techniques

Unit 8: Literary prose

OUBE020114 - Socio-education

Module aims: To encourage learners to engage with critical and creative minds by focusing on the processes and products of childhood in society.

Unit 1: The family as socio-educative space

Unit 2: Family dynamics

Unit 3: Society as a socio-educative arena

Unit 4: School as a socio-educative arena

Unit 5: Some characteristics of modern family from a socio-educational perspective

Unit 6: Socialisation: An educational matter in a social context

Unit 7: The socializing role of the school

Unit 8: Children's rights and responsibilities in school and society

Semester 2

OUBE020121 - Communication skills in teaching

Module aims: To impart the basics of effective communication so that learners develop their confidence and self-esteem in teaching in the classroom setting

Unit 1: Basics of effective communication

Unit 2: Public speaking and oral communication

Unit 3: Written communication

Unit 4: Powerpoint

OUBE020122 - Education, teachers and teaching

Module aims: To give learners a better understanding of the diverse roles of educators in the education system so that they may become more effective practitioners.

Unit 1: The system of education and training in Mauritius

Unit 2: Organisation and Governance of education in Mauritius

Unit 3: The Teacher and major stakeholders in education

Unit 4: The teacher and the learner

Unit 5: The teacher as an instructional leader

Unit 6: The changing role of the teacher

Unit 7: Legal issues within the educational setting

Unit 8: Parent involvement in education

Unit 9: Special needs Education

OUBE020123 - Information Technology Essentials

Module aims: To prepare learners to operate hardware and software applications and apply the concepts of internet and World Wide Web to support teaching and learning.

Unit 1: Stepping in the Computer

Unit 2: Input and Output Devices

Unit 3: Secondary Storage

Unit 4: Systems Software

Unit 5: Systems Development

Unit 6: Computer Networks

Unit 7: Issues and Trends in IT

OUBE020124 - Teaching Science and Social Sciences to the young child

Module aims: To develop the learners' understanding of the content in science, and their awareness of the ways of transforming this understanding in context. To promote an approach to science that incorporates problem-solving skills, open-mindedness and scientific literacy.

Unit 1: Science as a human endeavor and science inquiry skills

Unit 2: Pedagogical content knowledge: transformation of content

Unit 3: Interpreting science curriculum

Unit 4: Selecting and creating resources for science education

Unit 5: Responsible science education: safety, social and ethical dimensions

Year 2

Semester 1

OUBE020211 - Child psychology

Module aims: To provide the learners with the capacity to describe learning and teaching activities in terms of their psychological efficacy as it relates to early childhood.

Unit 1: Theories in childhood development

Unit 2: Physical development

Unit 3: Cognitive development

Unit 4: Psychosocial development

Unit 5: Conative development

Unit 6: Moral development

OUBE020212 - Children literature

Module aims: To equip learners with the skills of selection and presentation of literature books and stories that will help them instill the appreciation of stories and the culture of reading, through aesthetic, social, emotional, moral and language development.

Unit 1: The importance of children literature in early childhood development

Unit 2: Different genres in children's literature

Unit 3: Selecting suitable literature for young children

Unit 4: Children's stories for the different age groups in early childhood teaching

Unit 5: Presenting children's stories in the early childhood development phase

OUBE020213 - Music and movement activities

Module aims: To help learners understand the importance of music and movement in the child's psycho-motor development and develop various activities that will promote their holistic development.

Unit 1: Value and aims of movement

Unit 2: The development of movement

Unit 3: Categories of movement

Unit 4: Planning, presenting and evaluating movement activities

Unit 5: Equipment and apparatus for movement activities

OUBE020214 - Language proficiency in French

Module aims: To develop the language competencies of the learners, through authentic situation. Emphasis is on the written and oral form of communication in French.

Unit 1: Grammatical techniques

Unit 2: Writing skills

Unit 3: verbal skills

Unit 4: Reading comprehension skills

Semester 2

OUBE020221 - The Arts in early childhood Education

Module aims: To provide learners with the opportunity to examine, practice and evaluate a range of approaches that can be utilized in teaching, learning and assessment of creative arts separately and as part of an integrated learning environment

Unit 1: Perspective on creative growth and development

Unit 2: Art appreciation and aesthetics

Unit 3: Scribbles, lines and composition

Unit 3: Exploration and interpretation of shapes and forms

Unit 4: Media, colour and techniques 1 and 2

Unit 5: Studies in 2D and 3D, collage and assemblages respectively.

Unit 6: Modeling and manipulation

Unit 7: Innovative perspectives in Art

Unit 8: Creativity and sustainability

Unit 9: Functional Art

Unit 10: Dance and drama in early childhood

OUBE020222 - Play and Pedagogy

Module aims: To help learners demonstrate an understanding of the relationship between play and children's development of skills of inquiry and creativity. To enable them to observe children's play and to provide a framework for planning developmentally appropriate play-based learning experiences.

Unit 1: The development of play

Unit 2: Images of children and childhood

Unit 3: Play and socialization

Unit 4: Profiles of play

Unit 5: Creativity and play

Unit 6: Promoting inquiry in play contexts

Unit 7: Play as an integrative device

OUBE020223 - Curriculum and pedagogy in early childhood

Module aims: To enable learners to plan, implement and evaluate appropriate curriculum for young children in early childhood settings.

Unit 1: What is curriculum?

Unit 2: The elements of curriculum

Unit 3: How is curriculum reproduced in practice?

Unit 4: The National curriculum Framework in Mauritius

Unit 5: Planning for learning

Unit 6: Learner-centered curriculum

Unit 7: Inclusive curriculum

OUBE020224 - Professional Experience and Development 1

Module aims: To give the learner a first professional immersion into the early childhood and education setting so that he/she may have a hands-on experience in the world of childhood and teaching. To provide him/her with the possibility to reflect on the knowledge acquired and the actual childhood environment.

The learner will have to develop a mini-project/report/portfolio to demonstrate his/her self-reflection about this first school-based experience. He may also have to do micro-teaching.

During this first professional experience and development (PED) stage, the learner will mostly observe and reflect on the teaching-learning process taking place in the setting, under the guidance of more experienced educators. The duration for PED 1 is one semester.

Year 3

Semester 1

OUBE020311 - Teaching and learning in the Digital Age

Module aims: To equip learners with the abilities, knowledge and skills required to achieve effective teaching and learning in classroom by using the appropriate methods, media, technologies and materials.

Unit 1: Introduction to teaching and learning

Unit 2: Education in perspective

Unit 3: Learning approach, teaching style and types of learning

Unit 4: Teaching skills

Unit 5: Learning and teaching theory into classroom application

Unit 6: Identifying and selecting methods, media and materials for learning

Unit 7: Implementation of methods and media using computers

Unit 8: Evaluation of learners and materials in instruction

Unit 9: Technology and learning today and tomorrow

OUBE020312 - Assessment practices in early childhood education

Module aims: To provide learners with an in-depth knowledge of the purpose, principles, practices and designs of quality assessment and relate these to the promotion of learning.

Unit 1: Purpose of assessment in early childhood teaching

Unit 2: Rules for true and trustworthy assessment of the child

Unit 3: The assessment process

Unit 4: Methods of assessing the child

Unit 5: Methods of recording and reporting observation and interpretation of assessment information

OUBE020313 - Life crisis in early childhood

Module aims: To provide the learners with the techniques of identification of the child in crisis so that they may render help to the child until professional help is obtained.

Unit 1: The field of the crisis intervener

Unit 2: The relationship between the crisis intervener and the child in crisis

Unit 3: Interview in the context of life crises

Unit 4: Identification of the child in crisis

Unit 5: Behavioural problems as life crises

Unit 6: Physical problems as precipitators for life crises in childhood

Unit 7: The influence of family crises on the development of the child

OUBE020314 – Childhood Health and Safety in Early Childhood Education

Module aims: To inform learners of the importance of health and safety in the school as an organization so that they may maintain and promote the health and safety of pupils as their own.

Workshops on child protection and law will increase the learners' awareness of health and safety in early childhood setting.

Unit 1: Introduction to the concept of occupational safety and health

Unit 2: Legal requirements on occupational health and safety (part 1)

Unit 3: Legal requirements on occupational health and safety (part 2)

Unit 4: Proper handling of equipment in early childhood setting

Unit 5: Creating safe and supporting learning environment

Unit 6: Child protection and law

Semester 2

OUbe020321 - Diversity and Teaching in a multicultural classroom

Module aims: To develop the learners into professional practitioners who may better understand the characteristics of modern classroom with diverse learners. To assist learners to develop their pedagogical awareness and skills so that they may cater for the collective and individual needs of the diverse learning communities.

Unit 1: The characteristics of a diverse classroom

Unit 2: The challenges of teaching in a diverse classroom

Unit 3: Effective teaching and learning in a multicultural classroom

Unit 4: The use of diversity to enhance teaching and learning

OUbe020322 - Language and cognitive development

Module aims: To equip learners with the skills to observe and analyse young children's language and cognitive development in a range of contexts. To discuss and identify the factors that influence the behavior, language development and learning of children during early childhood.

Unit 1: Human processing: Brain, mind and language

Unit 2: Language development in infant, toddler and childhood

Unit 3: Theories of child Language acquisition (foreign Language acquisition and second language)

OUbe020323 - Learner discipline management

Module aims: To develop the learners into effective classroom managers who have a better and deeper insight into creating as a safe and conducive teaching and learning environment. To provide the learners with proactive and restorative behavior management strategies.

Unit 1: Classroom management in context

Unit 2: Management functions in classroom

Unit 3: Elements of the teaching and learning situation

Unit 4: Causes of classroom indiscipline

Unit 5: Strategies to cope with a lack of learner discipline

OUBE020324 - Research Methodology in education

Module aims: To provide learners with an understanding of the ontological and epistemological issues that underpin the choice of research topic, methodology and methods. To help learners in identifying a subject worthy and capable of research, and to formulate a plan for the implementation of the research process. To expose them to the nature of the research process (planning and designing a research proposal).

Unit 1: Introduction to research in education

Unit 2: Research problems: statements, questions and hypothesis

Unit 3: Literature review

Unit 4: Designing quantitative research

Unit 5: Data collection techniques

Unit 6: Designing qualitative research

Unit 7: Ethical considerations

Unit 8: Writing a research proposal and the dissertation

The learners will have to submit their research proposal at the end of this semester as the module only assignment.

Year 4

Semester 1

OUBE020411 - Psycho-pedagogy

Module aims: To develop the understanding of the learners of the major theories, features and processes of social, emotional and personal development and to have a better insight into the social-cultural context in which development occurs. To equip the learners with the teaching and instructional skills required to achieve an effective teaching and learning process for early childhood education.

Unit 1: Personal and interpersonal growth

Unit 2: Environment and behavior

Unit 3: Problem solving

Unit 4: Social learning

Unit 5: Motivation and learning

Unit 6: Planning and teaching to learning outcomes

Unit 7: Teaching for active learning

OUBE020412 - Teaching Mathematics for understanding

Module aims: To help learners develop and demonstrate competencies in the use of materials, language, symbols, games, structured activities and teaching aids for the development of mathematical concepts, skills and strategies related numbers. To help the learners understand and be able to explain by example the conceptual base of mathematical processes and structures that underpin the teaching and learning of mathematical concepts in early childhood education.

Unit 1: Current theories of teaching and learning Mathematics

Unit 2: Mathematics and numeracy pedagogy

Unit 3: Numeration for whole number and fraction ideas

Unit 4: Computation with whole numbers and fractions

Unit 5: Patterns and algebra

OUBE020413 - Life skills for educators

Module aims: To facilitate the practice and reinforcement of psychosocial skills in the multicultural learning environment and to equip learners with high quality life skills that will demonstrate relevant knowledge, skills, abilities and attitudes. Also, to impact on and develop lifestyles that will lead to personal success, health and well-being of the learners as well as the children in schools.

Unit 1: Self-esteem and self-improvement

Unit 2: Values classification

Unit 3: Goal setting and time management

Unit 4: Drug education

Unit 5: Parenting

Unit 6: Gender and relationships

Unit 7: Human sexuality and sexual health

Unit 8: Citizenship

Unit 9: Leadership

Unit 10: Affective listening

Unit 11: Conflict resolution

Unit 12 Anger management

OUBE020414 - Professional Experience and Development 2

Module aims: To give opportunities to the learners to practice what they have gained as theoretical insights and knowledge in authentic classroom situations so that they grow into an effective reflective practitioner.

The second professional experience and development stage will provide the learners with the opportunity to prove that they have professionally developed and that they are prepared for effective practice.

Each learner will have to develop a portfolio to show his/her teaching practice and abilities in the early childhood setting. He/she will have to make use of all the possible technologies and teaching methods and media in this teaching experience. The PED 2 is done over a period of the semester.

Semester 2

OUBE020421 - Leading and Managing in Early Childhood

Module aims: To provide the learners with an understanding of leadership and management theories so that they may develop effective and sustainable teaching and learning practices and a conducive early childhood development centre for the school personnel.

Unit 1: Education Management in Early childhood development

Unit 2: Managing human resources

Unit 3: Managing Learners in early childhood development

Unit 4: Managing parent partnerships in early childhood development

Unit 5: Managing the learning environment in early childhood development centres

Unit 6: Establishing an early childhood development centres

OUBE020421 - Dissertation

The research study will allow the learner to examine thoroughly an area or a problem related to education. It will draw upon significant concepts and techniques studied during the taught part of the programme and will examine how the student uses his or her theoretical knowledge and insights into educational and teaching practice to contribute to some reflections or new insights into education. The dissertation should be written in the range of 12, 000 to 15,000 words.

12. Workshops

Workshops may be organized during your course of study on virtual classrooms, children protection and law, health and safety or any other aspects of education and teaching that the Open University considers relevant and essential for the professional development of the learners. They may be part of the programme curriculum.

The University considers training and further education to be important for its learners.