

# SCHOOL OF EDUCATION

**Bachelor of Education  
(ECE, Elementary, Secondary)  
(B.Ed.)**



CHRIST'S  
UNIVERSITY IN PACIFIC

SCHOOL OF  
**EDUCATION**

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CHRIST-CENTERED · BIBLE-BASED

**John 17:17**

**2023**

***Proverbs 9:10***

*Fear of the LORD is the beginning of wisdom. Knowledge of the Holy One results in understanding.*

***Proverbs 1:7***

*Fear of the LORD is the beginning of knowledge. Only fools despise wisdom and discipline.*

***Colossians 2:8***

*Don't let anyone lead you astray with empty philosophy and high-sounding nonsense that come from human thinking and from the evil powers of this world, and not from Christ.*

CUP School of Education Handbook

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Christ's University in Pacific

Nuku'alofa, Tonga

KINGDOM OF TONGA

## Welcome to CUP's School of Education



Greetings in the precious name of our Lord Jesus Christ, our Saviour.

Welcome to the School of Education at Christ's University in Pacific (CUP). We are proud to say that Education at CUP is a Christ-centred, Bible-based process of leading students to Christ, teaching them obedience to Christ, equipping them with knowledge, attitudes and skills for effective service to God. CUP celebrated its 19th anniversary in 2023 and since its

inception, the School of Education (SOE) has awarded 14 B.Ed., 8 M.Ed. and 1 Ph.D. degrees. More than a score have received Certificates in Teaching, and about the same number have received Diplomas.

With the introduction of our Post-Graduate studies in 2014, most of our undergraduate students have continued on with their studies and some have been awarded Master's degrees, while others have graduated with Master's with Honours. Today, our graduates are serving as school principals, head tutors, and school managers throughout our education system and abroad.

It is indeed a joy and a privilege to be a part of God's ministry in education, training both current and future candidates to be effective and excellent Christian teachers, serving as shepherds, servant leaders in the classrooms, and Christian educational administrators.

It is our utmost desire to engrave the living Word of God in the hearts of our students and teachers; to lead students to Christ and the Holy Spirit, who will kindle in them an imperishable flame that will perpetually enlighten their lives and those of others.

It is our prayer also that the courses offered at SOE, CUP will provoke, promote, and inspire students to imagine, think, question, create, innovate, and above all, develop a love and passion for Jesus Christ and learning that is life-long.

May God alone be honoured and glorified in our School of Education and in our lives and in Christ's University in Pacific.

Sincerely,

Emeritus Professor 'Ana Maui Taufe'ulungaki, Ph.D., M.A., Dip.TESL, B.A.

## **I. FACTUAL SUMMARY**

### **CHRIST'S UNIVERSITY IN PACIFIC BACHELOR OF EDUCATION**

- Early Childhood Education
- Elementary Education
- Secondary Education

**Qualification Title:** Bachelor in Education

**Title of Program:** Bachelor of Education

**Subject Classification:** Educational Administration/Teaching

**Specialization:** Education Administration, ECE/Primary Education or Secondary Teaching

**Level:** Level 7

**Total Credits:** 380 credits

**Nature of the Qualification:** 3 years or 6 semesters to complete programme

**Entry Requirements:** Form 7 pass

**Outcome Statements:** B.Ed. awardees, upon successful completion of this programme, must be able to:

1. Articulate a clear understanding through explanation of the Christian philosophy of Education versus Secular Humanistic and Progressive Education.
2. Clearly explain the vision, mission, and motto of Christian Education and specifically that of the Christian Education system with relevant Scripture referencing.

3. Describe the Educational Administration procedures (school management) of a Christian School.
4. Explain the Biblical relationship of the school (teacher) with the parents (home), church, and the child (student).
5. Discuss the nature of curriculum for ECE, elementary and secondary education.
6. Demonstrate the intensive phonics Instruction
7. Explain and demonstrate lesson planning, materials, methods and strategies of teaching.
8. Demonstrate with illustrations the teaching and learning process.
9. Demonstrate the teaching of various subjects for each the three levels (ECE, Primary, Secondary).
10. Explain the Assessment and evaluation methods and strategies.
11. Describe the various behavioural and learning development of the child.
12. Explain the classroom management and discipline.
13. Discuss, analyse and evaluate various learning theories of Educational Psychology.
14. Discuss and apply personal and Community health.
15. Evaluate and analyse various literary concepts from children's literature.
16. Discuss the importance of the Christian teachers (in the Christian school) as teachers of the Kingdom.

**Delivery Mode:** Lecture, class discussions, group work, presentation, research, practicum or teaching internship.

**Content Statement(s):** The CUP School of Education focuses on equipping students and prospective teachers with knowledge of the Christian philosophy of education versus modern secular humanistic & progressive education.

- Equipping students and teachers with skills and knowledge for effective teaching and learning in the classroom
- Equipping students and teachers with Christian attitude for a distinctively Christian lifestyle from time to eternity.

**Delivery sight:** Maseia Campus, Nuku'alofa

**Start Date:** Semester 1, 2023

**Duration:** 3 years full time

**Total Teaching Weeks:** Semester 1: 12 lecture weeks; 16 weeks total  
Semester 2: 12 lecture weeks; 16 weeks total

### **Student Learning Hours:**

The learning hours are a guide to the total time needed for a student to complete the paper:

✓ Contact hours	48
✓ Student Directed Learning	102

**Total learning hours** 150

**Qualification Developer :** Christ's University in Pacific



## **Contacts:**

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Dean

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# Foundation of Studying at CUP

## 1. School of Education

The School of Education staff are experienced in the techniques of classroom teaching and management methods. They are committed and dedicated born-again Christians, and are competent in the actual work and art of teaching as actual “gifts” of the Holy Spirit. (*II Corinthians 6:16*).

## 2. Our Vision

The vision of the School of Education at Christ’s University in Pacific is that God may be glorified through its Christ-centred and Biblically-based Philosophy of Christian Education, curriculum, text books, faculty members and students.

All governors, staff and students who are involved in the educational process are to have a personal commitment to Jesus Christ since the centrality and Lordship of Jesus Christ is fundamental in all that is believed, said and done in its teaching and learning. (*John 1, Deuteronomy 6: 1-12; 1 John 5:11,12*)

All students are to obtain high standard of conduct, be mature in the life of Christ, and go out into the world as salt and light. (*Matthew 5:13-14*).

Students of Education are to strengthen cultural values that underpin Tongan society which include dimensions such as ‘tauhi vaha’a’ (caring), ‘mamahi’i me’a’ (responsibility), ‘faka’apa’apa’ (respect), and ‘lototō (humility). (*Galatians 5:22-23*).

We envision our students who are prospect teachers, to be academically and intellectually competent in their education studies with practical and experiential application (knowledge, skills and attitude) so that they may be able to pursue further tertiary or vocational studies and be prepared for effective leadership, service in Christian schools from time unto eternity.

### 3. Mission

The Mission of the School of Education at Christ's University is to provide an academically-challenging, Christ-centred, high quality education programme that improves the function of achieving quality education and ensuring positive learning outcomes.

We promote the cause of Christ by providing a distinctively Christian traditional education that develops students spiritually, intellectually, morally, culturally and socially.

### 4. Philosophy of Education

Our philosophy of Christian Education is based on the authority, authenticity, and reliability of the Bible. This Christian traditional approach contrasts with the humanistic and progressive systems of education. It offers our students the best possible educational programs and methods of studies with a high standard of conduct; we provide each student with Godly character development, communicative skills of language and subject matter aligns with God's truth. The Word of God is the complete final revelation of God concerning all manners of faith and practice. *"The Word is Truth" John 17:17.*

The centrality and authority of the Lord Jesus Christ is acknowledged in all that is believed, said and done: *John 1*. Thus, spiritual ministry and evangelical efforts are made to bring all students to the saving knowledge of Jesus Christ. Clearly defined goals and objectives of Christian education are found in the Bible: We must "DO ALL TO THE GLORY OF GOD". *1 Corinthians 10:31.*

We develop the students according to their difference in innate ability and uniqueness of their God-given personalities and potentials. We develop individuals who are articulate, knowledgeable, and of good Christian character.

The academic program, through traditional approach, emphasizes that classroom methods should be teacher-directed: *Deuteronomy 6:7*, with the student's acquisition of facts and concepts in the areas studied: *2 Timothy*

2:15, researching: *John 5:39*, exercising powers of reasoning: *Acts 24:25*, relating: *Luke 24:27*, and recording: *3 John 12*.

We have the conviction that the Bible gives us the true view of God and man. The Bible tells us that God is orderly and that the orderly universe is His creation. God created man in his image apart from any concept of evolution or so called theistic evolution. God is the Author of the order, reason, and reality that is reflected in the universe. CUP education is grounded in objective reality and absolutes. All truth is God's truth.

Education training at CUP deals with the physical, intellectual, social and spiritual dimensions of the students. Thus, we believe that knowledge of the Bible and the Lord Jesus Christ is essential to his development and growth of the individual.

Training Godly characters emphasizes that the essence of a disciple of Christ is self-denial and self-discipline - *Titus 2:12*. The compulsory Biblical courses, daily devotions during 'Chapel' are a vital part of our School's Christian training program; while the classroom instruction supports and reinforces that training.

Discipline is administered firmly but fairly; we strive to instill in each student the attitudes of obedience, doing right, loving God and country, thus equipping him for his role in God's plan for his life and for his proper place in society.

The Christian philosophy of life is taught to the student so that he is armed, *"that no one take you (him) captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ"*. (*Colossians 2:8*).

We believe that through Christian education, the student must be brought to *"unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ"*. (*Ephesians 4:13*).

Therefore, the student graduating from CUP'S School of Education is able to effectively teach, and witness for Christ, as he is academically equipped

in a society that is free and is able to manifest the life of Christ – ‘*Mo’ui ‘Ia Kalaisi*’ – by bearing the fruits of the Holy Spirit in his daily life. (*Galatians 5:22-26*)

## **THE PROGRAM PURPOSE**

### **1. PURPOSE**

The Education Program of Christ’s University in Pacific concentrates in providing and sustaining lifelong, relevant and excellent quality education that is Christ-centred and is Bible-based. Students and teachers are taught that all truth and wisdom come from God (*Ps.111:10; Prov.1:7; 9:10*) through His revelation in His scriptures and in His creation: “And unto man He said, Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding” (*Job 28:28*).

The purpose of the CUP education programs is to equip the student with both spiritual and professional qualifications. The student is provided with a liberal arts education, competency in his own academic specialty, discipline and dedication to serious and persistent study, biblical maturity, teacher training, experience and wisdom.

The Bachelor degree program in education is designed to equip students with subject content, teaching methods and techniques, practical teaching skills, management methods, planning, assessment and evaluation, and Christian attitude of a servant’s heart to serve God in his community and in the field of education for God’s glory. The humanistic philosophy and humanistic techniques used in progressive education today is addressed as well as the traditional philosophy of Christian education.

### **2. GRADUATE PROFILE**

**Learning Outcomes are important because:**

- (1) They clarify educational purpose and can help teachers design all other aspects of their program. They also provide a guide for teachers to appropriate learning and assessment activities.

- (2) They also express educational purpose to students, what the course offers them and what is expected of them, that is, they help pupils to focus on what is important in the course.
- (3) They help teachers re-conceptualise the educational purpose from the student's perspective, in terms of what the student can be expected to know or do as a result of completing the course.
- (4) They provide the teachers in training direction in terms of allowing them to:
  - Identify specifically what they want their students to learn;
  - More efficiently design content, instruction, and evaluation for the lessons;
  - Convey to pupils as well as to colleagues what they are covering and the priority areas they intend to cover.
  - Allow them to manage their own expectations concerning what their students and content can actually accomplish.
- (5) In keeping with the CUP education program's rationale, the **Learning Outcomes** students should be able to demonstrate are:
  - Discuss the two cosmogonies that purport to explain the origin and development of all things and the meaning of life in terms of epistemology, metaphysics and axiology.
  - Demonstrate a variety of successful instructional techniques and methods with visuals and equipment; demonstrate actual planning and micro-teaching.
  - Explain the purposes and practices of teaching and learning process.
  - Explain the learning theories of multiple intelligences, behavioural, cognitive, constructivist, cooperative and mastery learning with application to the students learning.

- Describe the continuity of human development throughout the life span and the interrelations among the physical, cognitive, emotional, social and spiritual realms of development and learning.
- Discuss the positive philosophy of improving classroom management and techniques of discipline and how it improves personal relationships between pupil, teacher, and parent relationships.
- Describe and demonstrate the characteristics of Christian leadership and explain the fundamental concepts of process, organization, communication, and decision making.
- Explain the principles and concepts and for teaching intensive phonics.
- Explain the purposes and practices of assessment and evaluation, and all the necessary skills and procedures for the year-long assessment of pupils.
- Discuss the sequential design of the elementary and secondary school curriculum as well as the scope and sequence of each grade level.
- Discuss concepts, practices and attitudes that strengthen Christian educators and their group relationship such as family, school church and local community life.
- Describe the skills necessary for school management expertise in the areas of personnel administration, supervision of instruction, office and records procedures, in-service education, and principles of educational management.
- Discuss the various issues influencing current thought and practice in elementary, primary, and secondary education.

- Explain and demonstrate the methods and techniques of doing research study. The student is to be able to read from several selected sources, evaluate, select and organize information on global education, diverse worldviews on education, Christian education and its impact on his community, and on other historical and current issues in education.

## **The Outcome Statement**

### **1. The purpose of the Elementary Education major:**

Is to prepare students to teach in a Christian elementary or early childhood program, by equipping them with a Christian-traditional philosophy of subject content and teaching methods, practical teaching skills, and a servant's heart.

**Learning Outcomes:** Graduates of the elementary education program will be able to

- apply a Christian-traditional philosophy of education to content and methods of teaching in elementary or early childhood classes;
- demonstrate competency in elementary-level or early childhood subject content;
- demonstrate proficiency in the use of methods and materials appropriate for the Christian-traditional elementary or early childhood classroom;
- organize, establish, and manage an effective learning environment;
- demonstrate knowledge of the learner with ability to teach him;
- teach effectively in a Christian elementary or early childhood program; and
- integrate biblical Christian values in personal life and teaching.

The program uses the best curriculum, methods, and equipment to prepare students to teach, Primary and Secondary Level classrooms become the students' laboratory for learning how to teach. Students gain experience *before* beginning their elementary teaching internship—first year students observe video-taped elementary classes; second year students and third year students



perform an internship or teaching experience at some elementary classrooms for additional preparation.

## 2. The purpose of the Secondary Education major:

Is to prepare students to teach in a Christian school, by equipping them with a Christian-traditional philosophy of subject content and teaching methods, practical teaching skills, and a servant's heart.

**Learning Outcomes:** Graduates of the secondary education program will be able to

- apply a Christian-traditional philosophy of education to purposes, content, and management of teaching;
- demonstrate knowledge and understanding of subject content unique to their selected concentration and second teaching field;
- demonstrate proficiency in the use of methods and materials appropriate for the traditional secondary classroom;
- organize, establish, and manage an effective learning environment;
- demonstrate knowledge of the learner with ability to teach him;
- teach effectively in a Christian secondary school; and
- integrate biblical Christian values in personal life and teaching.

## Programme Analysis

Education Administration is a three years Bachelor programme: Exit qualification: Bachelor of Education (Level 7)

### **Education Administrators**

CUP will provide education majors with training from a Biblical perspective in general education courses, with the option for subject and level specification being made available at a later date. This training will be practical in application, experiential in nature; designed to make the student competent and prepared in his education career; and designed to thoroughly equip the student to pursue graduate studies.

Education majors will be provided with opportunities to realize their own potentials; to cultivate a sensitivity to the spiritual needs of the work and people around them; a commitment to the Christian way of life; appreciation of cultural heritage; competency in the management of ensuring teaching that is organized, disciplined, systematic subject matter; and to ensure the application of God's Holy Word for Christian education in our nation. (*Deuteronomy 6:1-12*).

Education majors must realize that continuation in the education industry is dependent upon an ongoing evaluation of the student's academic progress. A degree in education is subject to successful teaching experiences. A student may be removed at any time from the education major and/or teaching experiences if in the opinion of the Staff and administration the student fails to perform satisfactorily or improve sufficiently in the appropriate teaching skills, regardless of the student's academic average in the program or particular course.

Here’s an overview of the education options available at CUP:

<b>Qualification</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Bachelor</b>	<b>Master</b>
<i>Level</i>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8 – 9</b>
<b>Entry Requirement</b>	Form 7	Certificate or Diploma Level 5	Diploma Level 6	Bachelor Level 7
<b>Duration of Study</b>	1 year fulltime	2 years fulltime	3 years full time	2 years fulltime
<b>Prospective Candidates</b>	Individuals requiring Teacher’s qualification	Individuals seeking specialized knowledge or higher qualification	Individuals or Teacher’s seeking higher qualification and training for better employment	Experienced educators requiring higher education and qualification for better employment
<b>Career Pathways</b>	Christian School Kindergarten or Elementary Teacher Home school teacher of K – primary children	Christian School Elementary Teacher Kindergarten Operator Mission School Home school	Christian School Teacher - School Administrator or - School Principal	Christian School Teacher - School Administrator - School Principal - School Director
<b>Courses required</b>	2 Bible requirements; 1 General Education; 5 Education core courses Total: 8 courses	Complete Level 5 plus; 1 Bible requirement; 1 General education; 6 Education core courses Total: 8 courses	Complete Level 6 plus; 2 Research projects; 6 Education core courses Total: 8 courses	Complete Level 7 plus: 1 Research course; 5 Level 8 and 9 Education core courses; 2 Bible requirements; plus 90 point Thesis

## 1. Program Overview

A Bachelor of Education degree is a three-year programme, consisting of 24 units, which is equivalent to 380 credit points. Our qualification is delivered from a Christian perspective, and is designed to train learners to be competent in education knowledge, skills and spirit, culminating in having the right attitude for employment in Christian schools or otherwise.

Course requirements for the completion of the Bachelor of Education degree in Education are shown on schedule A and B.

## 2. Schedule A: Compulsory Bible Requirements

<b>Course Title</b>	<b>Course Code</b>	<b>Level</b>	<b>Credits</b>
1. Old Testament Survey	CBTh 510	5	15
2. New Testament Survey	CBTh 520	5	15

## 3. Schedule B: General Education Requirements

<b>Course Title</b>	<b>Course Code</b>	<b>Level</b>	<b>Credits</b>
1. Academic and Communication Skills	CED 612	5	15
2. Research and Development	CRD 710 & CRD 720	7	50 (25 per Semester)

## Undergraduate Programme Structure

A Bachelor of Education candidate can complete the degree in three years, provided they study full-time. Part-time time students will take a longer period.

### OPTION 1: B.Ed. Majoring in Early Childhood Education (ECE) and Primary Education

A B.Ed. student majoring in ECE/Primary Education is required to complete the following schedule of courses, as outlined:

#### B.Ed. major in Early Childhood Education Recommended Course Sequence

Year ONE Level 5	S-1	Course Code	Course Title	Credit	S-2	Course Code	Course Title	Credit
Certificate of Attainment		CBTh 510	Old Testament Survey	15		CBTh 520	New Testament Survey	15
		CED 610	Context of Teaching and Learning: Tongan Language and Culture	15		CED 621	Introduction to Teaching: Planning, Materials and Methods	15
		CAS 612	Academic and Communication Skills	15		CED 623	Human Development and Learning	15
		CED 613	Introduction to Philosophy and History of Christian Education	15		CED 625	Emerging Numeracy: Through Music, Games and Play	15
<i>Teaching practicum (4 weeks to be undertaken during six weeks internship break). Or if already teaching, appraisal and assessments to be issued during course of semester.</i>								
Year TWO Level 6	S-1	Course Code	Course Title	Credit	S-2	Course Code	Course Title	Credit
Diploma		CED 614	Arts and Technology	15		CED 622	Personal and Community Health	15
		CED 615	Teaching Bible and Spiritual Development	15		CED 624	Classroom Management and Discipline	15
		CED 616	Science and Environment	15		CED 626	Phonics and Reading	15
		CED 713	Teaching and Learning Styles and Processes	15		CED 723	Teaching Numbers and Mathematics	15

*Teaching practicum (4 weeks to be undertaken during six weeks internship break). Or if already teaching, appraisal and assessments to be issued during course of semester.*

Year THREE Level 7	S-1	Course Code	Course Title	Credit	S-2	Course Code	Course Title	Credit
Bachelor of Education		CED 611	Children's Literature and Language Across the Curriculum	15		CED 627	Leadership and Administration	15
		CRD 710	Research and Development	25		CRD 720	Research and Development	25
		CED 711	Computer Applications in Education	15		CED 721	Emergent Literacy and Language Learning	15
		CED 712	ECE/Primary Curricula and Classroom Assessment	15		CED 722	School and Community	15
<b>Summary of Credit Points:</b> Level 5: 30 Level 6: 210 Level 7: 140 <b>Total Credit Points: 380</b>								

Level 5 Year 1	Level 6 Year 2	Level 7 Year 3
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## OPTION 2: A Bachelor of Education in Secondary Education

### B.Ed. majoring in Secondary Education (Level 7) Recommended Course Sequence

Year ONE Level 5	S-1	Course Code	Course Title	Credit	S-2	Course Code	Course Title	Credit
Certificate of Attainment		CBTh 510	Old Testament Survey	15		CBTh 520	New Testament Survey	15
		CED 610	Context of Teaching and Learning: Tongan Language and Culture	15		Level 6	Teaching Major 1	15
		CAS 612	Academic and Communication Skills	15		CED 623	Human Development and Learning	15

		<b>CED 613</b>	<b>Introduction to Philosophy and History of Christian Education</b>	15		<b>Level 6</b>	<b>Teaching Major 2</b>	15
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<b>Year TWO Level 6</b>	<b>S -1</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>S -2</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Diploma		<b>Level 6</b>	<b>Teaching Major 3</b>	15		<b>CED 622</b>	<b>Personal and Community Health</b>	15
		<b>CED 615</b>	<b>Teaching Bible and Spiritual Development</b>	15		<b>CED 624</b>	<b>Classroom Management and Discipline</b>	15
		<b>Level 7</b>	<b>Teaching Major 4</b>	15		<b>Level 6</b>	<b>Teaching Major 5</b>	15
		<b>CED 713</b>	<b>Teaching and Learning Styles and Processes</b>	15		<b>Level 7</b>	<b>Teaching Major 6</b>	15

<b>Year THREE Level 7</b>	<b>S -1</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>S -2</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Bachelor of Education		<b>Level 7</b>	<b>Teaching Major 7</b>	15		<b>CED 627</b>	<b>Leadership and Administration</b>	15
		<b>CRD 710</b>	<b>Research and Development</b>	25		<b>CRD 720</b>	<b>Research and Development</b>	25
		<b>CED 711</b>	<b>Computer Applications in Education</b>	15		<b>Level 7</b>	<b>Teaching Major 8</b>	15
		<b>CED 714</b>	<b>Secondary Curricula and Assessment</b>	15		<b>CED 722</b>	<b>School and Community</b>	15

**Summary of Credit Points:**

Level 5: 30

Level 6: 180

Level 7: 170

**Total Credit Points: 380**

<b>Level 5 Year 1</b>	<b>Level 6 Year 2</b>	<b>Level 7 Year 3</b>
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# Course Descriptions

## Level 5 units

**Course Code: CBTh 510**

**Course Title: Old Testament Survey**

A chronological overview of the Pentateuch and Israel's history from Joshua to Malachi including the authorship, purpose, and major characters of each book. The student will learn a broad outline of each book. Special attention is given to the days of Creation, the Patriarchs, the events of the Exodus, and the Tabernacle. This course is compulsory for all students at CUP.

**Course Code: CBTh 520**

**Course Title: New Testament Survey**

This course provides a general knowledge of the New Testament books of the four Gospels and Acts through Revelation. Students learn the author, theme, content, and distinctive features of each book.

## Level 6 units

**Course Code: CED 610**

**Course Title: Context of Teaching and Learning: Tongan Language and Culture**

**Pre-requisite: None**

This course is important for those intending to teach and learn within the Tongan context, and that context includes the communities and larger society in which schools operate and that within schools and classrooms in which teachers and children teach and learn. The two main components of the course, Tongan language, and Tongan culture, are integrated as language is the vehicle through which culture is created, practised, transmitted, and sustained and through which society largely functions and establishes and maintains its relationships. Every child is born into a group and community, and he or she is, therefore, a social being with interwoven interdependent relationships and these relationships are defined and understood through language.



**Course Code: CED 611**

**Course Title: Children's Literature and Language across the Curriculum**

**Pre-requisite:**

This course provides student teachers the opportunity to read from a wide range of the best in children's literature and become acquainted with wellknown authors and illustrators. Emphasis is placed on enjoyment, evaluation and the important role of literature in the life of the child, while teaching Christian morals and values for formation and building of good characters and quality lives.

**Course Code: CED 612**

**Course Title: Academic Skills**

This course is a Level 6 unit that trains students on different styles of academic writing genres. The course is designed to develop student's basic skills in information collection, analysis and evaluation, and logical reasoning and proper referencing skills, using the APA style of referencing,

**Course Code: CED 613**

**Course Title: Introduction to History and Philosophy of Christian Education**

This course is designed to provide the student with a general knowledge of the History and Philosophy of Christian Education beginning from the Hebrew Origin of Christian Education, Greek philosophers and their influences on Modern education: metaphysics, epistemology and axiology; Roman Education and Philosophical thought; Philosophy of Christian education and its basic purposes; Christian Education and its development in the 17<sup>th</sup> – 20<sup>th</sup> centuries in America. There is also a comparative study of the two major educational philosophies: secular humanistic versus Christian education. How schools in America are used in the 20<sup>th</sup> – 21<sup>st</sup> centuries to create a new social order is depicted.

**Course Code: CED 614**

**Course Title: Arts and Technology**

This course is designed to assist new and practicing teachers to understand and explore the importance of art in elementary classrooms. It seeks to assist students to have a deeper appreciation of the aesthetics of God's creation. Learners will also experiment ways of using art, in

order to experience proven benefits of using all forms of art in the classroom, which include develop intellectually to create better understanding of different perspectives and cultures and even improve test scores. And in light of the current high-tech age that we live in, classrooms are exhibiting a heavier reliance on technology. This course will examine different formats of art including art, dance, and music.

**Course Code: CEEd 615**

**Course Title: Teaching Bible and Spiritual Development**

This course is designed to equip the student with the Scope and Sequence of the Bible curriculum, Daily Plans and the knowledge and skills of how to teach Bible Lessons from Kindergarten, Elementary and Secondary Bible curriculum. This course introduces the students to different levels of Bible curriculum, delivered at various levels of the Tokaikolo Christian Education System. It is adopted from the A Beka Books curriculum, in the United States. Again, this course selects from different levels of education, particular topics, which can be utilized for micro or macro teaching exercises during the course.

**Course Code: CEEd 616**

**Course Title: Science and Environment Pre-requisite:**

This course provides content-based knowledge and methods of teaching science to kindergarteners to high school students up to Form 2, science that is Bible-based and Christ-centred. It also equips the students with techniques and skills in delivering these topics. The course also reinforces the Creation Science curricula from Class 1-8, and selects vital topics delivered at each level, to train the student, with methods and skills of teaching. This course also utilizes the A Beka Books curriculum from Grade 1-8.

**Course Code: CED 621**

**Course Title: Introduction to Teaching: Planning, Materials & Methods**

This course is an introduction to the materials and general methods employed in teaching. The student will learn practical techniques and skills used in lesson planning, classroom management, assessment, parent/teacher conferences, and the effective use of instructional technology. Six hours of multi-level classroom observation and two peer teaching sequences are included. This course is a prerequisite to all 700 education courses.

**Course Code: CEEd 622**

**Course Title: Personal and Community Health Pre-requisite:**

This course is designed to provide instruction in proper health practices and habits that teachers should have practical knowledge of in training young students.. This course also reviews basic first-aid topics and common diseases or illnesses a teacher and students can encounter.

**Course Code: CEd 623**

**Course Title: Human Development and Learning**

This course is a study of the development of the child including physical, mental, social, emotional, and spiritual aspects. Emphasis is placed on the techniques for promoting maturation in these areas. Attention is given to the relationship to learning capabilities and character development in children.

**Course Code: CEd 624**

**Course Title: Classroom Management and Discipline Pre/Co-requisite:**

This course is designed to provide a general introduction and philosophy of classroom management and discipline for the Christian Teacher. It helps develop a positive and better parent/teacher, teacher/student relationships. It offers effective life building ways for teachers to discipline and not merely discipline. Methods of classroom management and discipline are based on Bible principles and the wisdom of God.

**Course Code: CEd 625**

**Course Title: Emerging Numeracy: Through Music, Games, and Play**

This course is designed to address numeracy or mathematical literacy in some exciting and innovative methods of teaching like music, games and play. These methods will build the child's numeracy skills and develop their communication, imagination and connection to their environment to ensure that they are mathematical thinkers and to encourage them to succeed in mathematics.

**Course Code: CEd 626**

**Course Title: Teaching Phonics and Reading Pre/Co-requisite:**

This course trains the student teachers the methods and skills of teaching kindergarteners and elementary students how to pronounce and enunciate letters of the alphabets, blends and special sounds. This leads the students in how to spell and how to read words, phrases, sentences and finally, to be able to read well at their designated reading levels. Good reading ability can be easily

transferred to writing skills in students. Ultimately, students should be able to read the Bible, since the Bible promotes good character qualities.

**Course Code: CEd 627**

**Course Title: Leadership and Administration Pre-requisite:**

This course is designed to equip the student with the knowledge of the foundation of Biblical understanding of Leadership; to develop certain personal qualities which make up the traits of leadership; to teach application of leadership styles and skills in the workplace to build motivation, advance high achievement goals and develop rapport in Leadership Administration.

## Level 7 units

**Course Code: CUP 710 & CUP 720**

**Course Title: Senior Final Project**

**Pre-requisite: CEd 511**

This is a compulsory task for senior students to fulfil before they achieve their first degree (BA). The standard purposes, designs, methods and instruments available for conducting, analysing and reporting research will be studied, with special emphasis placed on applied/action research within an organizational setting.

**Course Code: CEd 711**

**Course Title: Computer Applications in the Classroom Pre-requisite:**

This course examines the framework of the computer applications in the classroom, starting from kindergarten level, all the way to high school or college. It delivers compositely, the general objectives of computer application in the classrooms. The students further expand their knowledge through micro and macro teaching practical sessions.

**Course Code: CED 712**

**Course Title: ECE/Primary Curricula and Classroom Assessment Pre-requisite:**

This course is designed to provide student teachers and administrators on ECE/Elementary Curriculum and Classroom Assessment. It explores and examines aspects of the Curriculum of all levels of education from

kindergarten to Class 8. It also prepares the student teachers to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. The course also introduces student teachers to principles and practices for fair and effective classroom assessment. The co-ordinator will support student teachers in becoming reflective, receptive, knowledgeable and skilled in their assessment practices. Students at each level will focus their assessments and research on curriculum at the levels of teaching they are interested in. The A Beka Books curriculum will be the main syllabus studied, with some comparison to the Government curriculum.

**Course Code: CED 713**

**Course Title: Teaching and Learning Styles Pre-requisite:**

This course analyzes different teaching styles utilized in contemporary classrooms, as well as different learning styles from visual, to auditory and kinesthetic learners, and how students concentrate, absorb, and transform information into knowledge. This knowledge is transformed to the classroom setting, so that training teacher is able to select the most appropriate teaching style to align with the types of students learning in a classroom.

**Course Code: CED 714**

**Course Title: Secondary School Curriculum and Classroom Assessment**

This course is designed to provide Student Teachers and Administrators with Secondary School Curriculum. Approaches to teaching subjects from a Christian perspective is employed: English, Science, History, Bible and Tongan. Pedagogy, effective teaching is explored with classroom management and discipline. Formulating and implementing classroom assessment is dealt with, concluding with Teaching Internship culminating in Teacher appraisal.

**Course Code: CED 721**

**Course Title: Language Learning and Emergent Literacy**

This course is designed to equip those intending to teach in Early Childhood and Primary Education levels with the knowledge, skills, and values that they need to understand how young children acquire and use language and how these factors are related to and impact emergent literacy in the early years of formal schooling. The course will also attempt to provide ECE and primary teachers with the knowledge and skills that are required to develop early

reading materials and how to effectively use emergent literacy materials with young children.

It is understood that these formative years, in terms of cognitive, psychological, and physical developments, are the most critical periods in the growth of a child and have been found to influence the outcomes of learning and in the long-term, educational achievements. This is, therefore, a course that is important for all teachers intending to teach at Early Childhood Education (ECE) level and the early years of primary education but it could also serve as a foundation course for all those who wish to understand the key relationships between language and psychological and cognitive developments and the roles of language in learning at all levels of education.

Students beginning the course are required to have the following attributes before they come to the course:

- Speak and write the Tongan language competently to at least graduate level;
- Speak and write the English language competently, at least to graduate level;
- Bring an open-mind and willingness to learn about how children acquire and use language in the early years of their development;
- Be willing to share their experiences of emergent literacy in Tonga and the likely issues they have encountered or may encounter in applying theory to practice.

**Course Code: CED 722**

**Course Title: School & Community Pre-requisite:**

This course will explore Professional Learning Communities at work with new insights for improving schools: shared values (collective commitments) and common goals, teaching and assessment, sustaining the professional learning community journey. Importance of relationships: concepts, practices and attitudes that strengthen individual Christian educators and their group relationships – family, school, church and local community-life will be addressed. This course aims to both explore issues and stimulate the Christian educator’s personal and community relationship’s discovery and growth.

**Course Code: CED 723**

**Course Title: Teaching Numbers and Mathematics****Pre-requisite:**

This course introduces methods and skills of teaching number systems and mathematics from Kindergarten level all the way to Form 1 in middle school. This course selects specific topics at Kindergarten, elementary, and high school to train to teachers.

**Course Code: CED****Course Title: Teaching Internship Pre-requisite:**

This course is required of all education majors and involves a 10-12 weeks teaching internship with assigned schools and levels of teaching. The student will be assessed three times during the internship, where a marking scheme will range from visuals and body language to class content, assessment and evaluation. This course is purely assessment oriented.

## Assessments

During your course, you will have a number of assessments. You will be expected to turn in high quality work, of the same standard that will be expected of you in a work situation. All assessments must be submitted in English unless stipulated otherwise by your lecturer.

### *Return of Assessments*

Marked assessment items will be retained for three months after the date of the assessment. During that period students may contact their lecturer during working hours to collect them.

### *Assignments*

These must be handed in by the date set by your lecturer. Your assignments are to be submitted to your lecturer either electronically or hard copy.

**Electronic submission** of a copy of the paper based version is required for **ALL** assignments. This copy will be used as a **backup** for the paper based version and can also be used for originality check and must be submitted prior to 8:30am on the same due date as the paper version. Any such requirement will be communicated with the assignment. Failure to submit assignments in the required format(s) may result in no marks being awarded.

Policy on late assignments will vary from course to course. All assignments **must** have a cover sheet accompanying them. The format for this sheet can be obtained from your lecturer. All assignments **must** be handed in "folders" with a clear plastic front and your papers **fastened** inside. Assignments containing disks or CD's are to be submitted in either a binder wallet, document wallet, or sealed envelope. A cover sheet must be attached to the outside so it is clearly visible. Later on you may need to buy more folders to handle multiple assignments. These folders will be returned to you with your assignments when they have been marked for viewing or asking questions. This could take up to three weeks. These folders will remain properties of the University when the course is completed.

Student printing can be done at the University at a fee. If a disk is included in an assignment, it must be **clearly labelled, virus free and readable** using software on the University's file server or it will not be marked.



## Assistance to Other Students

Students themselves can be an excellent resource to assist the learning of fellow students, but there are issues that arise in assessments that relate to the type and amount of assistance given by students to other students. It is important to recognise what types of assistance are beneficial to another's learning and also what types of assistance are acceptable in an assessment. The CUP University Academic Statute governs the conduct of assignments and examinations, and violations of the standards will result in disciplinary action.

## Copyright within your Assignment

### **You can:**

- Copy *insubstantial* portions of items
- Copy for research or private study
- Print one copy only

### **You cannot:**

- Copy for permanent electronic storage
- Copy and paste extracts or images into your own work or website
- Make multiple copies
- Upload copies to user groups and bulletin boards.”

## Referencing/Acknowledgement of Sources

Anything taken directly from another source must be acknowledged correctly. In particular, see the topic of Referencing: “To learn how to reference is extremely important in order to acknowledge sources of information and ideas; this is a legal and academic requirement. It also enables readers to judge the extent of your research and to locate and find further information in the sources you have referred to, if they wish.” The APA format is the official referencing style used by CUP, unless a lecturer instructs you to use another format, then your lecturer has precedence.

## Use of CUP University's Logo within your Assignment

Use of the CUP logo is not permitted on assignments. The CUP logo is for CUP University's documents and only for the use of the University's staff.

## Tests/Examinations

- You should be seated in the exam room by the official start time for each exam. Rooms are usually opened for entry 10 minutes prior to this time.
- You must go to the exam room and time allocated to the class you are **enrolled** in. If there is a need to change, you must apply at the University's Central office at least five days in advance.
- IDs are checked upon entering the room and students must sign a class roster, before being seated.
- All bags / papers (including pencil / spectacle cases / Mobile phones and other electronic devices) are to be turned off and left at the end of the room, nearest to the door. Examination stationery is supplied unless advised. You are not permitted to use your own stationery, even as scrap paper.
- Use of dictionaries in examinations is not permitted.
- No food or drink is permitted during examinations.
- Admittance to exams is by Student ID card which are to be placed on the top of the desk nearest the aisle at all times during the exam where the supervisor can easily read it. Remove from wallet or billfold.
- Once seated you may write your name and Student ID number on the exam answer booklet.
- At the commencement of the exam, reading time may be allowed (if so, it will be stated on the paper). **During reading time, NO WRITING, highlighting or marking is allowed.** This means no writing during reading times.
- No talking or communicating in any way with others is permitted, except to the supervisor (raise your hand).
- Only writing implements are allowed on desks during the exam unless specified on the exam sheet. Pencil cases are not permitted on desks.
- Make sure your name is on the front of the exam answer booklet. No extra time is allowed to do this after the exam time is finished.
- Write as legibly as you can. Do not use pencil. Use a blue or black pen only.

- Please ensure mobile phones are switched off and placed in your bag at the end of the room, nearest the door.
- No student shall be allowed to enter the room without obtaining the permission of the supervisor.
- No student shall be permitted to leave the room without obtaining the permission of the supervisor and handing in his or her script.
- If you are found with any additional material this is considered to be a dishonest practice and a breach of the rules relating to the conduct of examinations. Any dishonest practice occurring in the submission of work will result in disciplinary action, which could result in exclusion from any programme within CUP University.
- You must stay seated until **all** papers are collected.
- If an existing medical condition or extenuating circumstances are likely to affect your ability to sit an examination under these conditions you must apply, in writing to the Programme Leader, at least seven (7) days prior to the examination date.

### *Credit Recognition and APL*

Credit Recognition is a way of acknowledging the courses you have already been assessed in. These are compared against your new courses to see if they match.

Credit Recognition application forms are available from the Registrar. There is an administration charge per application. Please ensure you enclose certified copies of evidence of course content to support your application.

All credit recognition must be verified before the programme begins.

If you are applying for credit entirely on the basis of previously assessed courses from another education provider or another School or Faculty within CUP University, then follow the **Credit Recognition** procedures. If you are applying (at least partly) on the basis of work experience or other unassessed work, follow the **Assessment of Prior Learning (APL)** procedures. Charges will apply to both cross credits and APL.

### **Cross Credits**

Check the course prescriptions, full details are available from Student Central office to find out which credit recognition you will be applying for.

Bring all your original academic records and course outlines to this meeting (overseas qualifications must be TNQAB certified before your application can be considered). If you do not wish to wait for the meeting, move to the next step.

Complete an application form and pay the fee.

## **Recognition of Prior Learning (RPL) or Assessment of Prior Learning (APL)**

You may be coming to CUP University with skills, knowledge, attitudes and values which have not been formally assessed. APL offers you the means by which these can be assessed and given credit towards your programme.

### *Advice Regarding Credit Recognition and RPL Approvals*

You will be advised in writing of the success or otherwise of your application. You may be given preliminary confirmation of the result of your application within a short time frame, but the official confirmation will only come when the results are approved by the Programme Committee, which meets approximately two weeks after the end of each semester for that purpose.

### *Results and Academic Records*

We recommend that you keep a record of your results and check them against the official results published on notice boards. It is the student's responsibility to ensure results are recorded correctly. Do not leave queries until it may be too late to fix problems in time for graduation. Academic results are sent out each semester. An academic transcript of your grades will be prepared by the Registry on receipt of the appropriate form (available from CUP University's Student Central office) and a small cost recovery charge.

## **Financial Policies**

### *Tuition*

Students who enrol at Christ's University in Pacific assume responsibility for the payment of all tuition and fees in accordance with the financial policies set forth below.

CUP University reserves the right to change the tuition and fee schedule for any given term without prior notice. After the beginning of a term, no changes in tuition or fees will be made which affect that term.

CUP University delivers courses and degree programs in a variety of formats over each semester as part of the certificate, A.A., and B.A. programmes. These formats include: traditional, intensive and online courses.

Tuition and fees for each semester or course at CUP University are due in full at the beginning of the semester/course.

Students who pre-register for courses will be billed in advance. Payment deadlines for each semester/course will be included with the bill.

Students who enrol on a semester basis have the option of making instalment payments for tuition and fees. A small fee is charged to set up a payment plan. The plan allows students to pay their tuition for the semester in four instalments during that semester.

Students may not enrol in a subsequent semester or course until any previous balance is paid in full. Grades and transcripts will not be released if a student owes CUP University for charges on their account.

Continuing students will be charged a late payment fee if they pre-enrol for the next semester and do not meet the payment deadline. Late charges are also incurred if a monthly payment is late on the payment plan.

Students who apply for Scholarship but do not have an award letter at the start of classes need to make a first instalment payment and complete a payment plan in order to enrol for the semester. A payment is needed from each student to insure that he/she is serious about attending CUP University and serious about completing the application process for Scholarship.

### ***Refund Policy***

Tuition will be refunded according to the schedule for traditional semesters. Students are eligible for a refund only if the proper forms from the Office of Records & Registration are completed indicating that the student is withdrawing from school. The date that the Office of Records and Registration receives the withdrawal form determines the date used in the refund calculation. Please note that some non-refundable fees may apply during any semester. Please consult the current Tuition and Fee schedule for information. Refunds are available to students on a prorated basis, as noted:

## Grading System

Christ's University in Pacific Curriculum and Assessment Authority (CUPCAA)

CUPCAA issues the official statements of results to students. It is a cumulative record of all results for the student. Christ's University in Pacific is undertaking the 15.0 grading system for all students. Results for units in transferred to and attained from CUP studies are reported and follow the following grading system.

Numerical Score	Letter Grade	Grade Points	Achievement Level
90 – 100	A+	15.0	Excellent
85 – 89	A	14.0	Outstanding
80 – 84	A-		
75 – 79	B+	13.0	Above Average
70 – 74	B	11.0	
65 – 69	B-		
60 – 64	C+	9.0	Average
55 – 59	C	7.5	
50 – 54	C-		
40 – 49	D	5.0	Below average (Fail)
Below 40%	F	0.0	Fail

Other grades that may be awarded to a candidate apart from those above, are as follows:

CT	Credit Transfer awarded following the assessment of previous learning. (Earned Points to be awarded by the head of the Department of Mathematics)
Res. Pass	Restricted pass which does not permit a Candidate to proceed to a further stage in that subject's Course of Study.
Aeg. Pass	Aegrotat consideration in respect of illness or injury.
Comp. Pass	Compassionate Pass in consideration for unavoidable circumstances.
DNS	Did not sit the final exam (Final grade is F with Earned Points of Zero.)
WC	Withdrawal from Course before the deadline.
W	Withdraw from the University
I	Incomplete

The following grades shall not be included in the calculation of the GPA. They are Aeg. Pass, Comp. Pass, P, Q and W.

## Academic Misconduct

### *Plagiarism*

Plagiarism is the presentation of the (unpublished or published, including on the Internet) thoughts, ideas, writings, inventions or work of another person or other persons without proper acknowledgement and includes copying of the whole or part of the work of another, whether directly copying or summarising another's work, and using experimental results obtained by another. It is the act of taking and using another's work as one's own without proper acknowledgement (referencing) and includes:

- a) copying the work of another student

- b) directly copying any part of another author's work
- c) summarising or paraphrasing another author's work without referencing
- d) using experimental results obtained by another without referencing

This includes items from books, journals, magazines, and the internet. If you have any questions or are in any way unclear on what is or is not acceptable, then contact your lecturer for that course.

### *Cheating*

Cheating is any fraudulent or dishonest response or practice in relation to any item of assessment, including any action which may otherwise defeat the purpose of the assessment. For example, this includes copying from others for an individual assessment event or bringing notes to a closed book exam.

The above summative assessment offences (plagiarism and cheating) represent misconduct and a breach of CUP University's rules and policies.

### *Exclusion from Programme*

There are provisions to exclude students from programmes because of insufficient progress (passing less than half the credits taken over two years),

### *Change of Course or Programme*

Students who request a change of course or programme after approval of enrolment will incur a penalty fee.

### *Refunds & Withdrawals*

The policy regarding withdrawals and refunds for courses longer than 12 weeks is specified in the Enrolment & Fees Policy.

### *Course and Lecturer Evaluations*

The student evaluation of quality, "SEQUAL", will independently and systematically enable students to evaluate courses and teaching. Evaluations are confidential.

### *Testimonials*

Verbal references only will be given. Students need to advise lecturers of the details regarding such references.



## School of Education Staff

### Professor 'Ana Maui Taufe'ulungaki

Dean

Pro Vice-Chancellor of Research Affairs

**Ph.D.** (*English*), *University of Birmingham, UK, 1985/88*

**M.A.** *Education, University of Leeds, UK, 1977/78*

**Dip.Ed.St.** *Education, University of Leeds, UK, 1976/77*

**Dip.TESL** (*Secondary Level*), *Moray House, College of Advanced Education  
Edinburgh, UK, 1971/72.*

**B.A.** *History (with minors in English and Anthropology), University of  
Auckland, NZ, (1966-68).*

### Dr Gladys I. Fonua

*Senior Lecturer*

*Pro Vice-Chancellor of Academic Affairs*

**Ph.D.** (*Doctor of Philosophy*) *Christ's University in Pacific, Nuku'alofa, Tonga*

**Ed.S.** (*Education Specialist in Educational Administration*). *Pensacola Christian  
College, Pensacola, FL, USA.*

**M.A.** (*Christian Ministry*) *Faith Evangelical Lutheran Seminary, Tacoma,  
Washington, USA.*

**B.A.** (*English Literature*) *San Jose State University California, USA.*

### Mrs Mele Kafa, Lecturer,

*Head of School*

*Senior Lecturer*

**M.Ed.** (*Master of Education*) *Christ's University in Pacific, Nuku'alofa, Tonga*

**Pg. Dip.** (*Education*) *Christ's University in Pacific, Nuku'alofa, Tonga*

**Pg.Cert.** (*Education*) *USP, Tonga*

**B.Sc.** (*Biology*) *University of the South Pacific, Fiji*

## **Dr Sela Teisina**

*Part-time lecturer*

**Ph.D.** (*Education*) *University of Waikato, New Zealand.*

**M.Ed.** (*Science Education*) *University of Waikato, New Zealand.*

**M.A.** (*Biblical Studies*) *Faith Seminary, Tonga.*

**Pg. Dip.** (*Science Education*) *University of Waikato, New Zealand.*

**B.Sc.** (*Chemistry and Biology*) – *University of the South Pacific, Suva, Fiji.*

**A.Sc.**, (*Chemistry and Mathematics*) - *Tonga Institute of Education, Tonga*

## **Mrs Kilisitina Saulala,**

*Senior Lecturer*

**M.Ed Hon.** (*Master of Education with First Class Honour*) *Christ's University in Pacific, Nuku'alofa, Tonga*

**Pg. Dip.** (*Education*) *Christ's University in Pacific, Nuku'alofa, Tonga*

**B.A.** (*English*) *University of Auckland, NZ*

## **Miss Susana Taufa**

*Lecturer*

**M.Th.** *Christ's University in Pacific, Tonga*

**B.A.** (*Education and Geography*) *University of the South Pacific, Suva, Fiji.*

**G. Dip.** (*Secondary Teaching and Learning*) *Tonga Institute of Education, Tonga.*

## **Ms Lesieli Foli Saafi**

*Lecturer*

**Dip.** (*Diploma in Teaching*) *Teachers Institute of Education, Tonga*

**B.Ed.** (*Bachelor of Education*) *Christ's University in Pacific, Tonga*

**M.Ed.** (*Master of Education*) *CUP University, Nuk., Tonga*