

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title : **Child Care and Education**
Area of Studies : **Services**
Course Provider : **Vocational Training Council**

In Child Care and Education, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in child care and education.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, case analysis, group discussions, teaching demonstrations, and workshops to develop students' basic understanding of child care and education in an interactive way) and eye-opening opportunities to experience the complexity of the context (e.g. experiential learning programme including visits to different early childhood education settings, professional talks and workshops by early childhood educators, and hands-on activity implementation experience in authentic early childhood education settings to enhance and strengthen students' knowledge and practical skills expected of a child care worker).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. role play as kindergarten teacher to practise the skills in organising learning activities, developing a positive and open learning environment and implementing learning activities, and hands-on activity implementation with a small group of young children in authentic early childhood education settings, such as kindergarten and child care centre).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship (e.g. through case analysis and visits to special child care centres to develop strategies to provide specific caring and trainings to children with special needs by designing creative teaching methods and using innovative teaching technologies and promote equity in education in early childhood settings). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. experiential learning programme in which students are expected to observe the developmental characteristics of young children, to identify the strategies in setting a positive and open learning environment, to analyse the activity planning and implementation techniques so that they will integrate their knowledge and skills to design and implement learning activities in an authentic early childhood education setting for young children).

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Curriculum Pillars of Applied Learning in Context – Child Care and Education

Upon completion of the course, students should be able to:

- identify the developmental characteristics of children in early childhood;
- identify the key issues of the early childhood education in Hong Kong;
- apply the basic health and care concepts in local early childhood settings;
- design, implement and evaluate play activities for children according to children's interests and abilities;
- interact with children, early childhood practitioners, and team members with appropriate communication and collaborative skills;
- describe the work ethics and one's mission and competencies required for working in early childhood education; and
- develop self-understanding for further studies and career development in the related fields.

Through the specific contexts related to the course, students have different learning opportunities, for example:

1. Career-related Competencies

- understand the basic concepts and functions of early childhood education;
- apply critical thinking skills to identify children's learning needs;
- identify and solve practical problems relating children's health and safety in early childhood settings;
- demonstrate basic knowledge and skills in designing play activities for children aged 0-6 in different early childhood settings;
- demonstrate the ability to work, collaborate and communicate effectively in a teaching team;
- understand the importance of abiding by ethical, moral, social and legal requirements as well as work ethics and responsibilities; and
- explore the aptitudes and abilities required in early childhood education, and develop a personal roadmap to articulate to different levels of qualifications.

2. Foundation Skills

- develop and reinforce communication skills throughout the course where students are required to participate in teaching demonstrations, role plays, group discussions, presentations, workshops, as well as the experiential learning programme, including visits to early childhood education organisations and workplace experience;
- apply numeracy skills to teach children the appropriate level of mathematics concepts; and
- enhance information technology (IT) skills by using different IT tools such as the search engines to search for issues related to early childhood education and software (e.g. Microsoft Word and Microsoft Power-point) to prepare presentation and teaching materials.

3. Thinking Skills

- develop problem-solving skills, decision-making skills, creative thinking skills and analytical skills when analysing the issues in early childhood education; and when designing, implementing and evaluating learning activities;
- suggest creative ideas to cater children's diverse learning needs, enhance learning effectiveness, and facilitate supportive home-school collaboration and communicative channels with parents and the community;
- appraise the importance of early childhood education in children's development and analyse the effects of social policies towards early childhood education including home-school collaboration and community-based family services; and
- develop understanding of interdependency and relationships between different societies and civilisations, and appreciate the skills of forming different regional/global perspectives on social, economic and technological changes essential to early childhood education, through understanding and appreciation of the cultural differences in society and cultural groups when identifying the developmental needs of children in Hong Kong.

4. People Skills

- cultivate self-reflection skills through feedback from teachers and peers throughout the course of study, especially in the experiential learning programme, where self-reflection on personal competencies, growth and commitment is required;
- develop self-management skills to review, monitor and enhance learning progress; and
- enhance interpersonal, collaborative and team building skills to interact actively with teachers, peers and children through class activities and the experiential learning programme.

5. Values & Attitudes

- be aware of the need for respect for others, social responsibility, law and authority by understanding professional ethics and the professionalism of early childhood educators;
- enhance positive attitudes (e.g. enthusiasm, motivation and willingness to learn) towards learning through hands-on application of teaching skills and demonstration of professional attitudes in authentic settings; and
- develop self-confidence and self-esteem, enhance the sense of responsibility and team building with fellow students through the experiential learning programme.