

## **Applied Learning (Senior Secondary Level)**

### **2019-21 Cohort**

#### **Learning and Teaching**

**Subject Title** : **Child Care and Development**  
**Area of Studies** : **Services**  
**Course Provider** : **Caritas Institute of Community Education**

In Child Care and Development, 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 Development.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, group discussion, presentation and visit to child care centre are designed to develop students' understanding of the fundamental knowledge of child development) and eye-opening opportunities to experience the complexity of the context (e.g. field visits, field attachments and professional sharing by experienced early childhood education practitioners help students understand the operation of child care and education organisations).

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. visits and field attachments; and the opportunities to help serving teachers prepare teaching aids and take care of the young children).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. create appropriate and creative teaching materials and / or appropriate learning environment for young children with diverse learning needs). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. students apply the teaching strategies learned and design creative teaching aids; and sharing in the form of micro-teaching).

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#### Curriculum Pillars of Applied Learning in Context – Child Care and Development

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

- understand the foundation knowledge of early childhood development;
- design and implement activities for young children with diverse learning needs;
- understand the characteristics required for early childhood education practitioners and importance of work ethics;
- evaluate learning environment to ensure the children's health and safety to facilitate their effective learning;
- apply and integrate the concepts and knowledge learned for implementing effective teaching strategies in early childhood education settings; and
- develop self-understanding for further studies and career development in the related field.

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

#### **1. Career-related Competencies**

- acquire foundation knowledge and practical skills of childhood development;
- identify and solve problems relating to young children's health and safety in early childhood organisations;
- design a wide range of learning and teaching activities to cater for students with diverse learning needs;
- evaluate the overview of early childhood services; and
- explore possible further study and career pathways in the related fields, e.g. early childhood education, special education and social work.

#### **2. Foundation Skills**

- strengthen communication skills through different kinds of teaching activities, e.g. presentation, group discussion and micro-teaching;
- apply mathematical skills to teach children the appropriate level of mathematics concepts; and
- develop information technology skills by making use of different software (e.g. word processing software and presentation software) for the preparation of different assignments and presentations.

#### **3. Thinking Skills**

- apply problem-solving and decision-making skills in designing different activities for young children;
- apply critical thinking skills and be open-minded in analysing and discussing social educational issues; and
- analyse the impact of social policies towards early childhood education, including comprehensive child development services and home-school collaboration.

**4. People Skills**

- develop self-reflection skills upon receiving feedback from tutors and classmates, for example, through getting feedback in presentations and group discussions;
- demonstrate self-management skill in planning, reviewing and managing one's assessment activities and hands-on practices; and
- employ good interpersonal skills and develop team building skills through group discussion, presentation and field attachment.

**5. Values and Attitudes**

- understand the importance of work ethics to the childhood education industry;
- develop self-confidence when presenting ideas to classmates and organising activities for young children;
- show honesty and integrity as well as respect for others, law and authority; and
- demonstrate positive attitudes, e.g. enthusiasm and willingness to learn more knowledge and skills related to early childhood education.