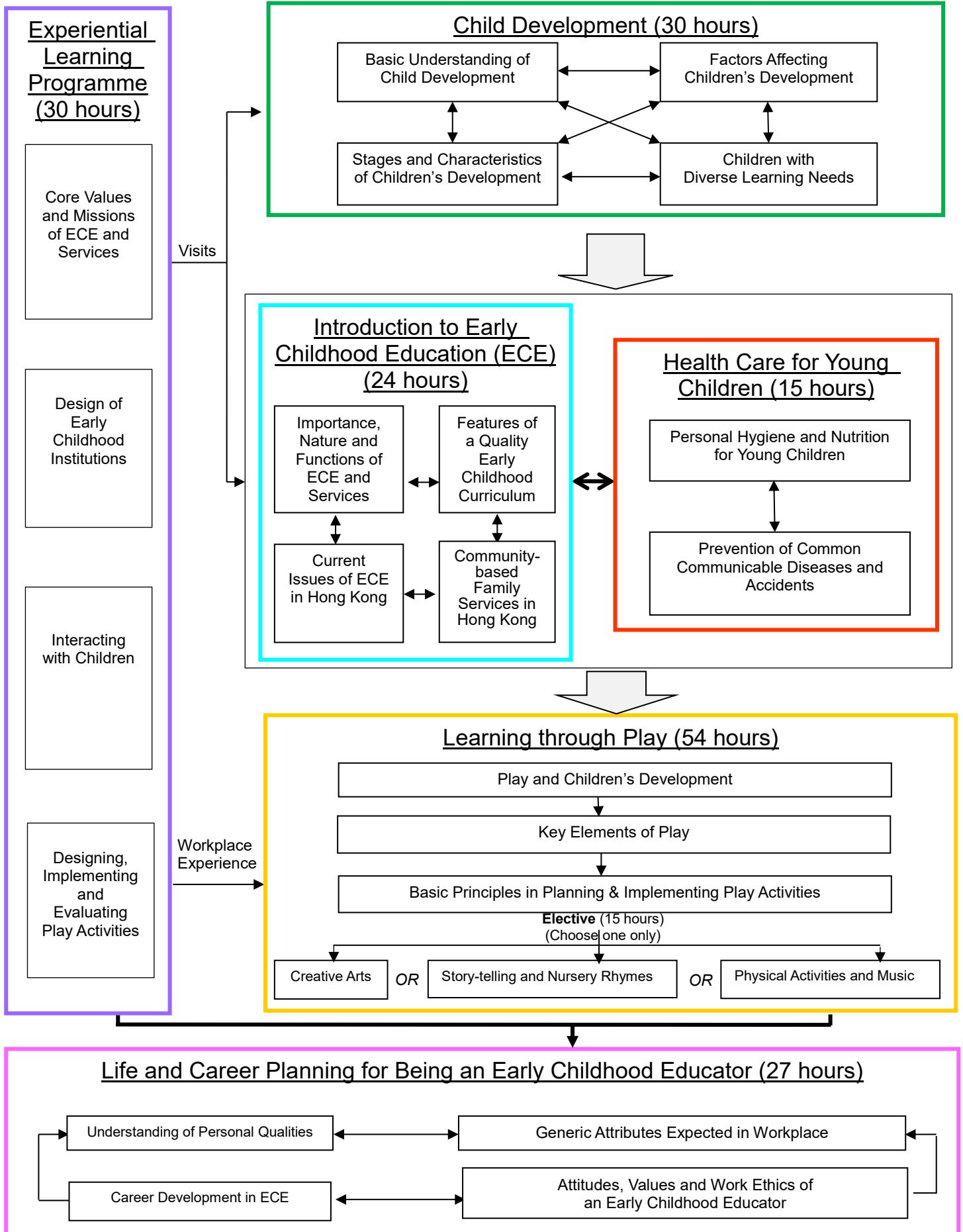


## Applied Learning

### 2023-25 Cohort; 2025 HKDSE

Item	Description
1. Course Title	Child Care and Education
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Services/ Personal and Community Services
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>(1) identify the developmental characteristics of children in early childhood;</li> <li>(2) identify the key issues of early childhood education in Hong Kong;</li> <li>(3) apply the basic health and care concepts in local early childhood education settings;</li> <li>(4) design, implement and evaluate play activities for children according to children's interests and abilities;</li> <li>(5) demonstrate appropriate communication and collaborative skills when interacting with children, early childhood educators, and team members;</li> <li>(6) demonstrate a basic understanding of work ethics in early childhood education and one's mission and competencies required; and</li> <li>(7) develop self-understanding for further studies and career development in the related field.</li> </ol>

6. Curriculum Map – Organisation and Structure



## 7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions.

### Possible further study and career pathways

#### **Further studies**

- e.g. early childhood education, special child care and inclusive education, kindergarten education, child care services, special child care services and social services

#### **Career development**

- e.g. kindergarten teaching assistants and playgroup assistants

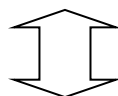
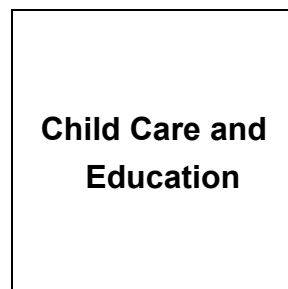
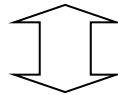
### Relations with core subjects and other elective subjects

#### **Enhancing and enriching**, e.g.

- enhancing the understanding of the self and others, society and culture, and the environment in **Ethics and Religious Studies**, and **Health Management and Social Care** and applying the theories of personality development and health and care concepts

#### **Expanding horizons**, e.g.

- students specialising in **Technology Education** may broaden their views and enhance their all-round development through the knowledge of the developmental growth and learning of oneself
- develop students a basic understanding on **Science, Technology, Engineering, Arts and Mathematics Education**, as well as **Green Education**, which the content relates to **Biology**, through interactive activities and professional development workshops



### Relations with other areas of studies/ courses of Applied Learning

e.g.

#### **Creative Studies**

- the knowledge and skills of play activity planning as well as creative thinking skills can reinforce the learning in the area of **Creative Studies**

#### **Applied Science**

- the knowledge and skills of fundamental health care can enhance the learning in the area of **Applied Science**

### Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language and English Language Education** – Chinese and English Literature appreciation
- **Personal, Social & Humanities Education** – understand family formation and relationships; community living
- **Arts Education** – Music, Visual Arts appreciation
- **Physical Education** – master basic theories of physical development and activities
- **Technology Education** – use of information and communication technology for information search and presentation

## **Applied Learning**

### **2023-25 Cohort; 2025 HKDSE**

#### **Learning and Teaching**

**Course 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, teaching aids preparation, and workshops which develop students' understanding of child care and education) and eye-opening opportunities to experience the complexity of the context (e.g. experiential learning including visits to different early childhood education settings, talks, outdoor learning and workshops conducted by early childhood educators, implementing activities in authentic early childhood education settings to enhance and strengthen students' knowledge and practical skills).

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 and children to practise the skills in implementing learning activities, developing a supportive and open learning environment for implementing learning activities 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 entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. experiential learning in which students are expected to observe the developmental characteristics of young children and to explore strategies for enhancing children's learning through play, or through outdoor learning in natural parks, amusement parks, museums, community facilities, etc. to analyse and brainstorm creative ways to use the environment for learning and teaching, or recreate the environment to build up their creative minds).

## Applied Learning

### 2023-25 Cohort; 2025 HKDSE

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

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 to children’s health and safety in early childhood settings;
- demonstrate basic knowledge and skills in designing play activities for children;
- demonstrate the ability to work, collaborate and communicate effectively in a teaching team;
- understand the importance of abiding by moral, social and legal requirements as well as work ethics and responsibilities; and
- explore the aptitudes and abilities required in early childhood education industry, and develop a personal roadmap to articulate to different levels of qualifications.

##### 2. Foundation Skills

- students are required to participate in teaching aids display, teaching demonstrations, role plays, group discussions, presentations, workshops, as well as the experiential learning programme. These will help to improve students’ communication skills;
- apply mathematical skills when conducting learning activities involving mathematics; and
- enhance information technology (IT) skills , for example, through using search engines to search for issues related to early child care and education; and using software (e.g. word processing software and presentation software) to prepare presentation and teaching aids.

##### 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 for 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, 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 and Attitudes**

- be aware of the importance of respect for others, social responsibility, law and authority by understanding professional ethics and the professionalism of early childhood educators;
- enhance positive values and attitudes (e.g. enthusiasm, motivation and willingness to learn) towards learning through experiencing in authentic childcare education environment; and
- develop self-confidence and self-esteem and enhance the sense of responsibility and team building with fellow students through the experiential learning programme.