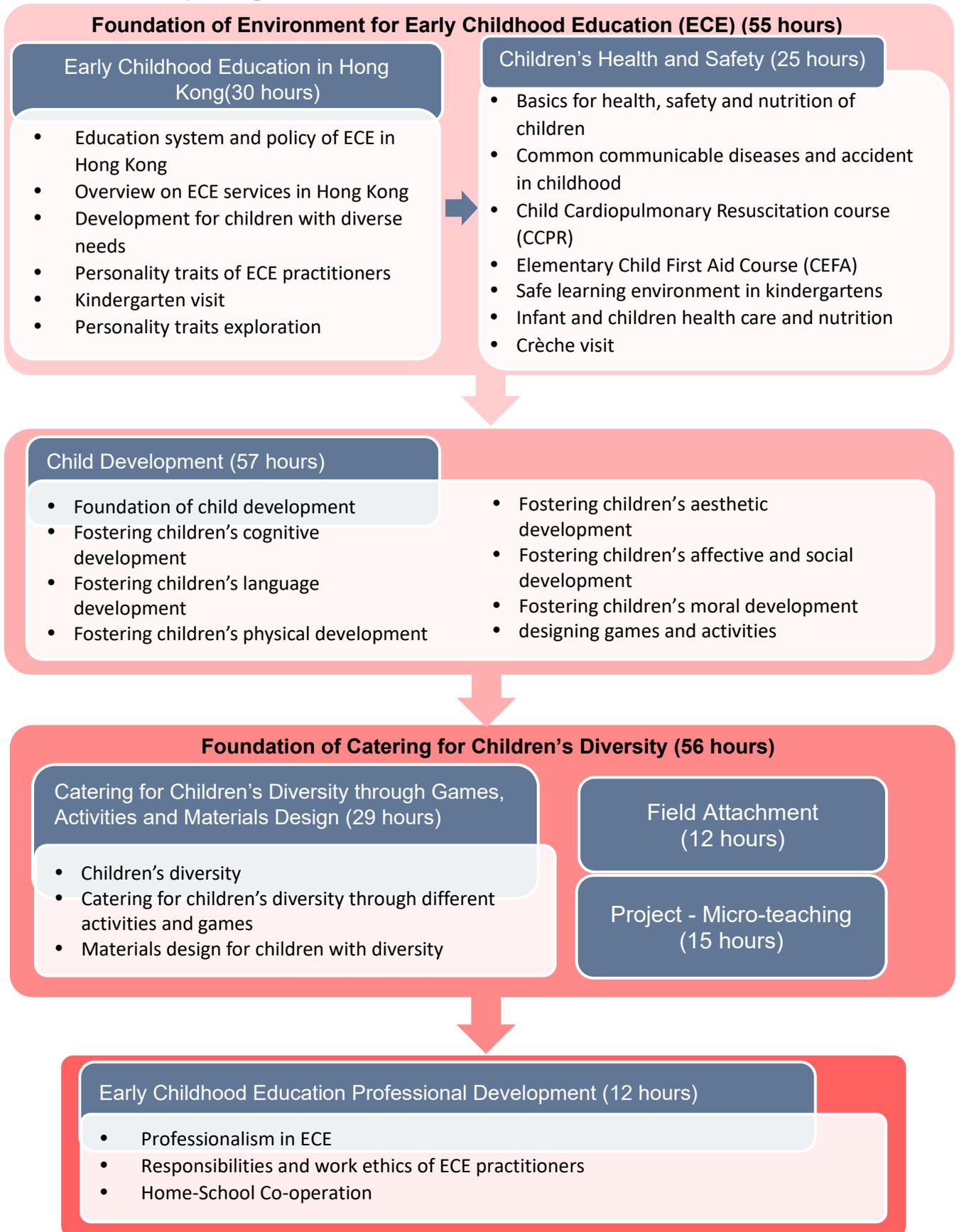


Applied Learning

2025-27 Cohort; 2027 HKDSE

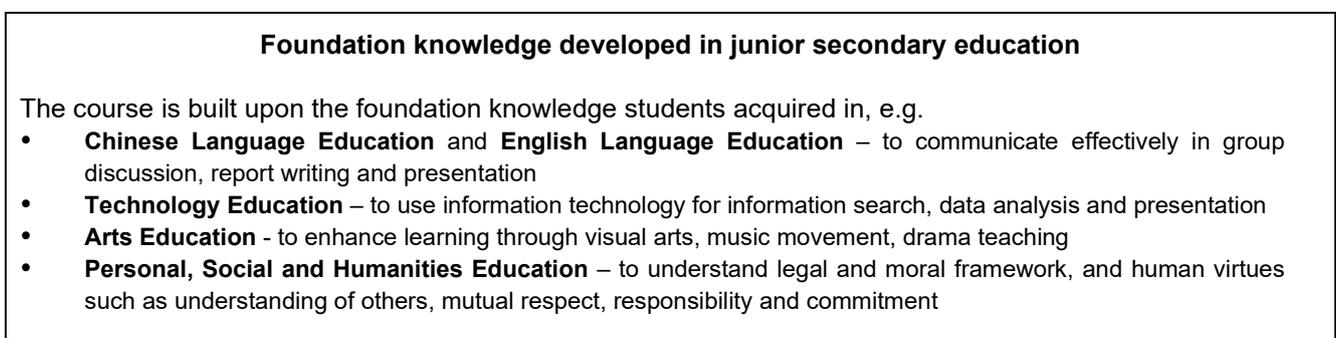
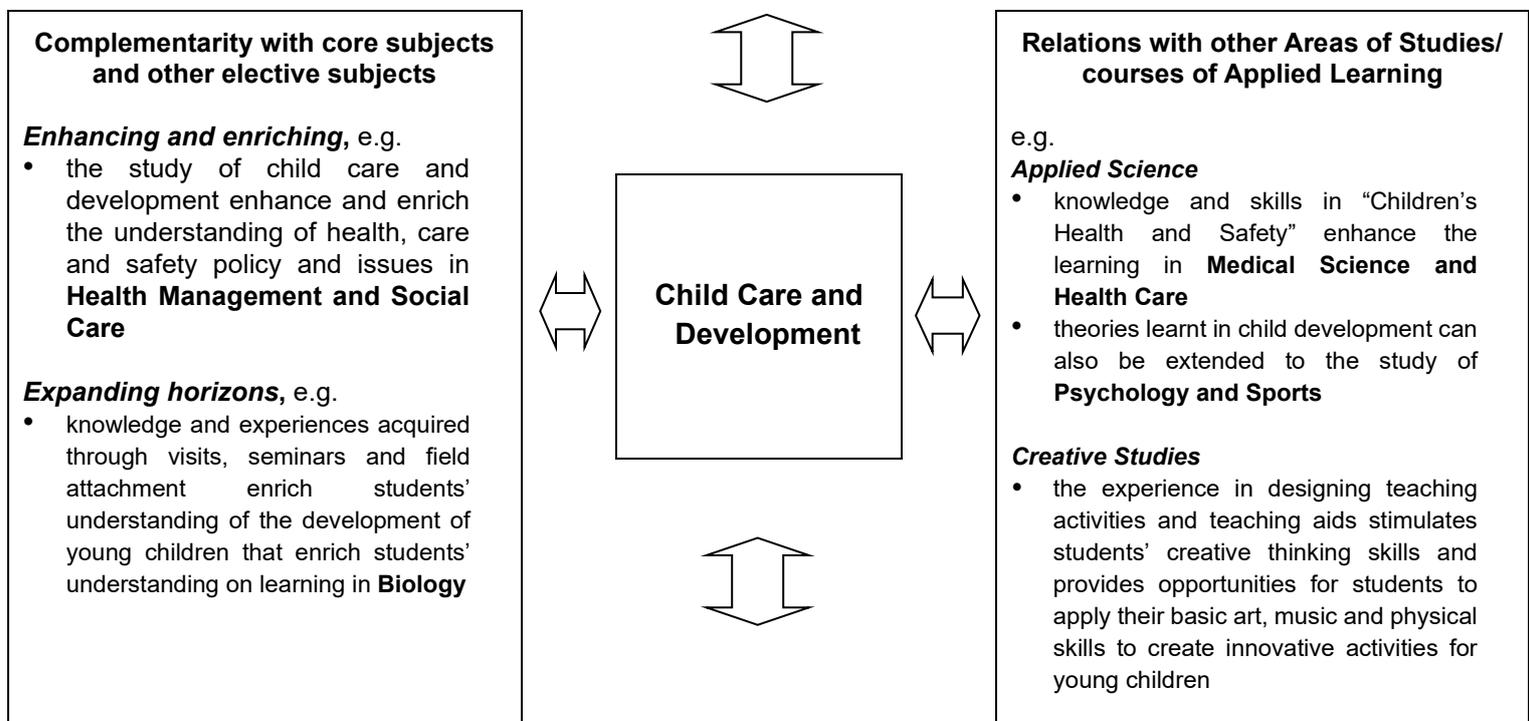
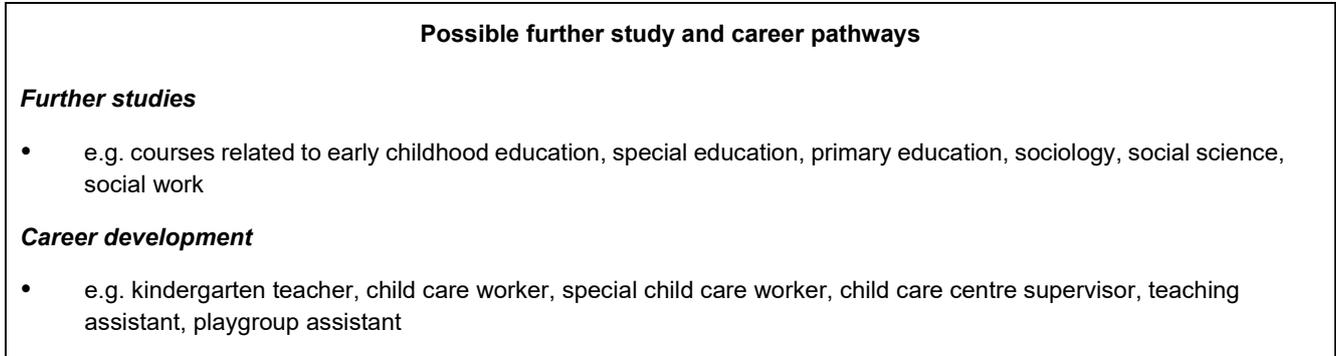
Item	Description
1. Course Title	Child Care and Development
2. Course Provider	Caritas Institute of Community Education
3. Area of Studies/ Course Cluster	Services/ Personal and Community Services
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate an understanding of the foundation knowledge of child development; (ii) design and implement activities for children with diverse learning needs; (iii) discuss the required characteristics and the issues on work ethics for early childhood education practitioners; (iv) evaluate and design the classroom environment to facilitate children's learning; (v) apply the concepts and knowledge learned to implement effective teaching strategies to cater for children's need; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

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.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.



8. Learning and Teaching

In this course, 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 enhance 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 to help students understand the operation of early childhood 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 given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. students apply the teaching strategies learned to create appropriate and creative teaching materials and/or appropriate learning environment for young children with diverse learning needs, and sharing in the form of micro-teaching).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) Career-related Competencies

- acquire foundation knowledge and practical skills of child development;
- identify and solve problems relating to young children's health and safety in early childhood education 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.

(ii) Foundation Skills

- strengthen communication skills through different kinds of learning and 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) through the preparation of different assignments and presentations.

(iii) 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.

(iv) 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 individual assessment activities and hands-on practices; and
- employ good interpersonal skills and develop team building skills through group discussion, presentation and field attachment.

(v) Values and Attitudes

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