

**23/24 KINDERGARTEN VISITS
TO MELBOURNE, AUSTRALIA**

Topic: Professional Learning and
Professional Development

November 19—25, 2023

GROUP 2 MEMBERS

Mak Ying Chu

Cheung Wing Szs Elsie

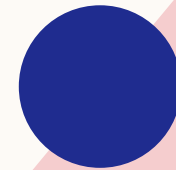
Tang Pui Wah Florence

Luk Sin Yu Diana

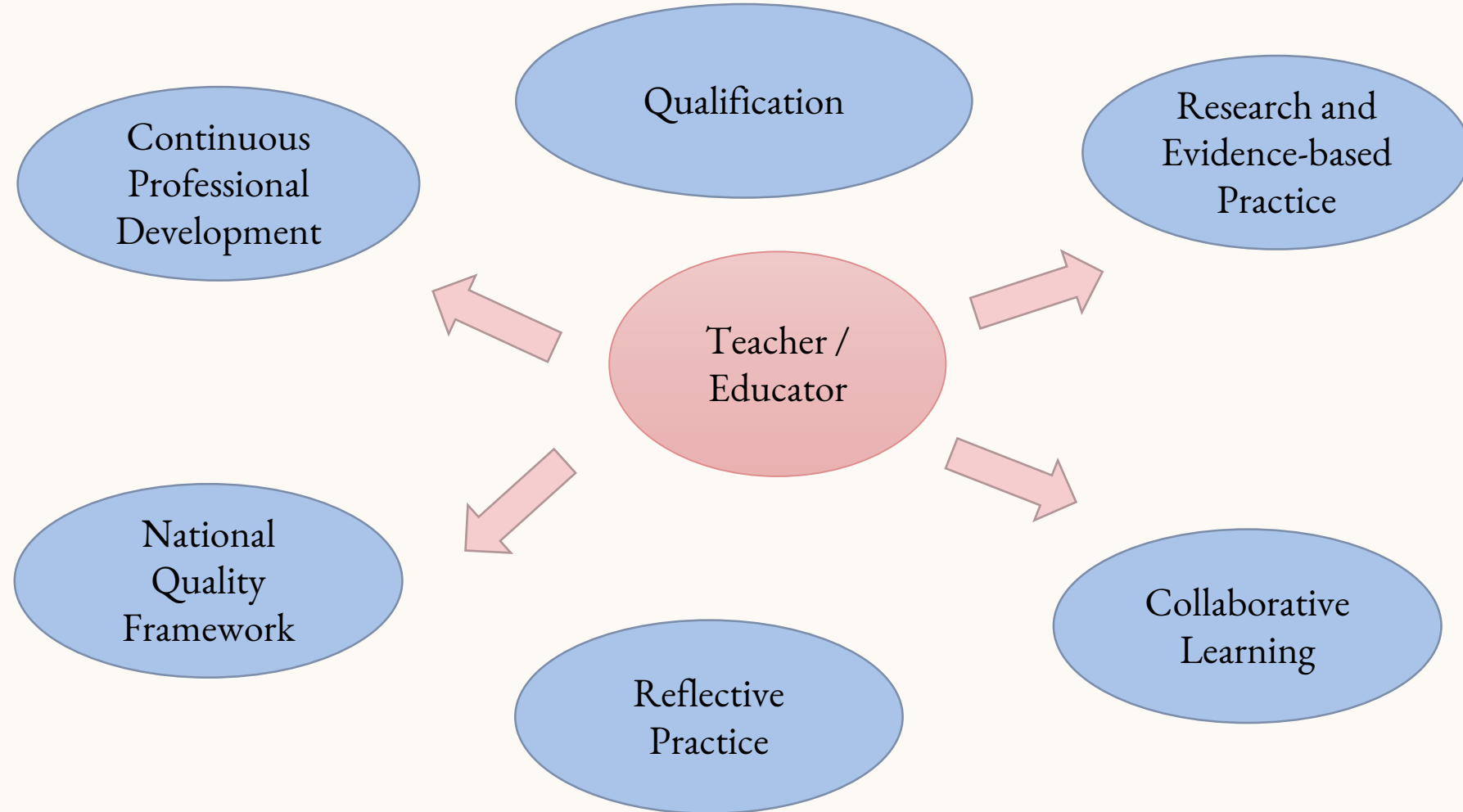
Wong Hiu Kwan Venus

Leung Tsz Ying Camila

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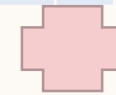


THE ELEMENTS OF EARLY CHILDHOOD EDUCATORS



TEACHER QUALIFICATION

Australia		Hong Kong
Certificate 3 in Early Childhood Education and Care		Higher diploma in Early Childhood Education
Diploma of Early Childhood Education (Cert 5) High Diploma of Early Childhood Education (Cert 6)		Bachelor degree in Early Childhood Education
Bachelor degree in Early Childhood Education		PGDE in Early Childhood Education



Australia		Hong Kong
First Aid certificate		Meet the Teacher Registration Team of EDB
Meet certain registration of Australian Children's Education and Care Quality Authority (ACECQA), department of education and Victorian institute of teaching (VIT)		Meet the Social Welfare department

TEACHER ROLES

AUSTRALIA

- Educator / Child Care worker
(6 weeks to 3 years old)
- Early Childhood Teacher
(3 years old or above)
- Room Assistant
- Room Leader
- Center Director / Education Manager
- Educator Leader
- Substitute Teacher

HONG KONG

- Registered Teacher
(3-6 years old)
- Child Care Worker
(0-6 years old)
- Team Coordinator / Grand Coordinator
- Principal / Child Care Supervisor
(pass the certificate of kindergarten principal and must successfully complete a training course approved by the Director of Social Welfare)

Continuous Professional Development

Lucita is an assistant educator in **Crown Kiddo**

As an educator, her role is:

Providing activities based on the children's interests and needs.

Guide children and role model positive behaviours and attitudes.

Utilise good communication, organisational skills, warm and respectful nature with her professionalism, to develop children's life skills in a fun and safe environment,

Provide a flexible routine to accommodate children's needs.

Work in partnership with families and colleagues.

Give children a hug when they need.

Always listen to children.

Always provide warm communication.

Continuous Professional Development

Crown Kiddo Education Group - Shwan Pang

Role:

CEO

Childcare Approval Provider

Childcare Nominated Supervisor

Childcare Business Senior Consultant

University Lecturer and Tutor

University Placement Lead Investigator

University Leadership and
Management


advisor

Qualification

Bachelor of Early Childhood Education
& Primary Education

Honors of Education

PhD in Education (Full Scholarship)



EVERY CHILD MATTERS



Services:

- Childcare (6 Weeks – 5 Years)
- 3 & 4-Year-Old Funded Kindergarten
- Teachers' Education
- Family Education

Educational Programs:

- Montessori Program
- STEM Program
- Creative Art & Crafts Projects Program
- Drama & Performance Program
- Literacy, Language & Public Speaking Program
- Health, Nutrition & Fresh Harvest Program
- Early Years Intelligences & Quotients Program

Continuous Professional Development

Melbourne Montessori School



Our Learning and Teaching

Trained teachers

Teachers / Guides are specially trained to deliver the Montessori curriculum. While training they learn the curriculum, how to present the materials, about the philosophy, the characteristics of the child at different stages of the Four Planes of Development and how to prepare the environment.



Message from the Principal

Since its inception, MMS has been reimagining education for the changing world we live in. Now more than ever, we understand how quickly our world can shift, and the value of a curriculum that teaches students to be resilient and adaptable. We embrace rigorous study and look beyond the traditional measures of student achievement to develop and apply a holistic measure of student excellence, fulfilment and potential. We believe education should focus on preparing our children for the exciting future that lies ahead of them, equipping them with the skills and knowledge they will need to thrive in a fast-changing world.



Daniel Thomas
Principal

At Melbourne Montessori School we provide opportunities for young people to become excited by the world around them, we cater for their different interests and skill levels and take students further. We surround them with passionate teachers who can light that essential spark to ask more and expect more. We encourage our students to push the boundaries and start creating their own path in life in a secure, supportive environment. At Melbourne Montessori School, we are creating an educational environment that fires the imagination, develops good citizenship and promotes a life-long thirst for knowledge. If children are to maximise their learning, then MMS must be a place of optimism, excitement and challenge, where students, parents and staff see each day as a journey, full of purpose, where intellectual engagement and connectedness to the real world are priorities.

I believe passionately that every individual has deep potential and ability and that it is the role of every member of the Melbourne Montessori community to discover or unlock the talents, passions, skills and interests of each child. I look forward to welcoming you to Melbourne Montessori School and working together to embrace a culture of joy and 'Unlimited Education.'



Continuous Professional Development

Australia & Hong Kong

Continuous Professional Development(CPD)

Educators are encouraged to engage in ongoing professional learning to enhance their **Knowledge** and **Skills**

CPD can be achieved through attending **Workshops, Conferences, Seminars,** and **Online courses** related to **Early Childhood Education**.

Continuous Professional Development

Australia		Hong Kong
Australian Children's Education & Care Quality Authority (ACECQA) Department Education Teaching (DET)		Education Bureau (Professional Ladder for teacher)
Core Knowledge Domain:		Core Knowledge Domain:
EYLF & SAC 2022 Belonging, Being Becoming My Time, Our Place Health, Safety, Wellbeing		Performance Indicators 2002 <ol style="list-style-type: none">1. Management and Organisation2. Learning and Teaching3. Support to Children and Social Culture4. Children's Development

Australian Children's Education & Care Quality Authority(ACECQA)

What is ACECQA

The Australian Children's Education and Care Quality Authority (ACECQA - pronounced *a-see-kwa*) is the independent national authority that assists governments in administering the [National Quality Framework](#) (NQF) for children's education and care.

ACECQA works with the Australian and state and territory governments to:

- implement changes that benefit children birth to 13 years of age and their families
- monitor and promote the consistent application of the [Education and Care Services National Law](#) across all states and territories
- support the children's education and care sector to improve quality outcomes for children.

ACECQA is an independent national authority based in Sydney. It is guided by a governing [Board](#) whose members are nominated by each state and territory and the Commonwealth. The Board is accountable to [Education Ministers](#).



National Quality Framework

What is the NQF?

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.



The National Quality Standard(NQS)

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.

The NQS includes 7 quality areas that are important outcomes for children.

Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results



The National Quality Standard(AUS) vs Performance Indicators(HK)

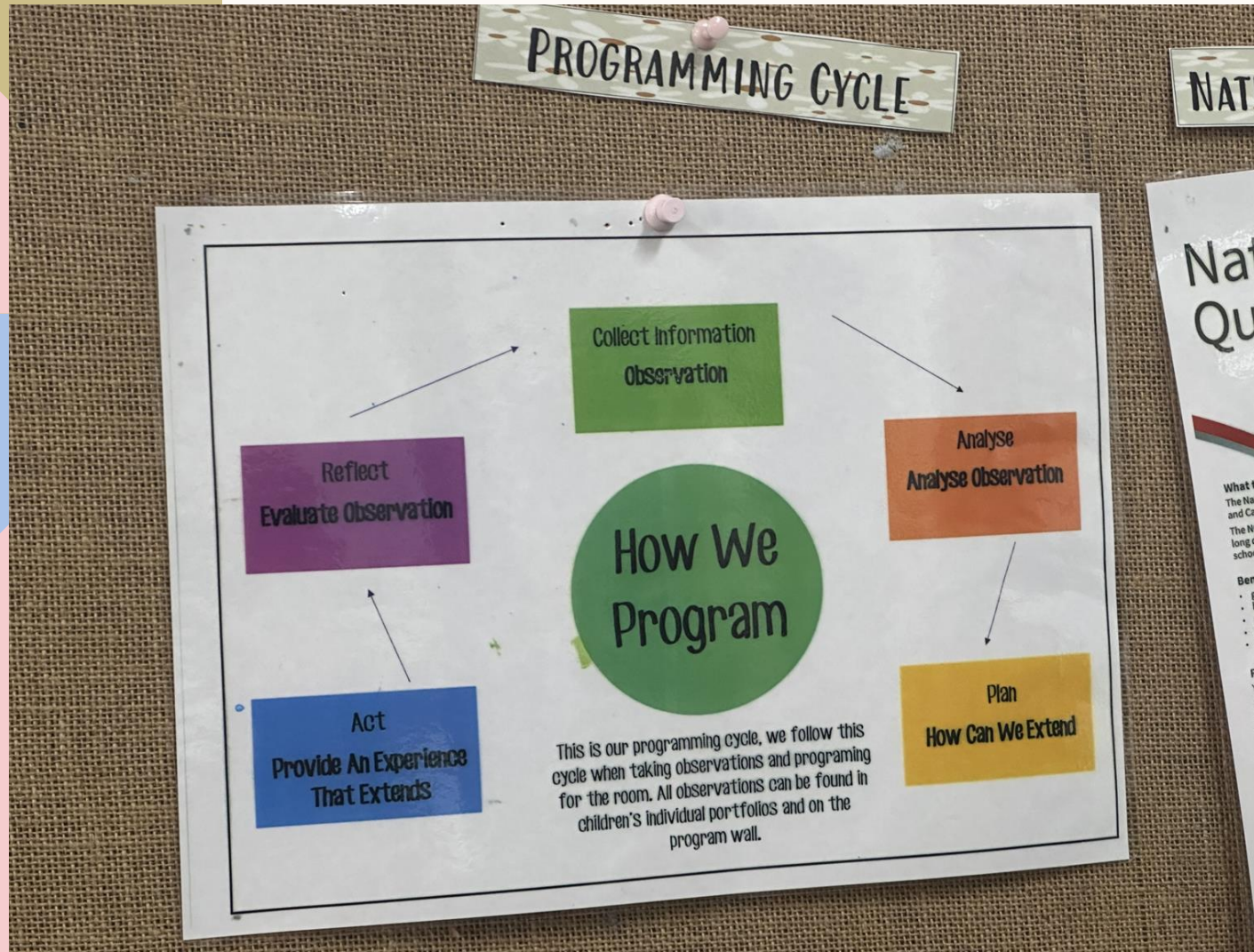
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Australia	HONG KONG
Quality Area 1 – Educational program and practice	Domain I : Management and Organisation
Quality Area 2 – Children's health and safety	Domain II : Learning and Teaching
Quality Area 3 – Physical environment	Domain III : School Culture and Support for Children
Quality Area 4 – Staffing arrangements	Domain IV : Child Development
Quality Area 5 – Relationships with children	
Quality Area 6 – Collaborative partnerships with families and communities	
Quality Area 7 – Governance and leadership	

Reflective Practice

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The focus is on promoting continuous improvement, enhancing children's learning experiences, and fostering professional growth among educators.





Reflective Practice

Documentation and
Portfolios

children's learning
experiences through
photographs, videos, and
written observations.

Reflective Journals

record their thoughts,
observations, and
reflections on their
teaching practices

Collaborative Reflection

these collaborative
reflections provide
opportunities to share
ideas, seek feedback, and
gain different
perspectives on teaching
practices

Professional
Development

workshops, conferences,
and training sessions,
which promote
continuous learning and
reflection

Action Research

systematically investigate
a specific aspect of their
teaching practice or the
learning environment.

Reflective Practice

Feedback from Families
and Children

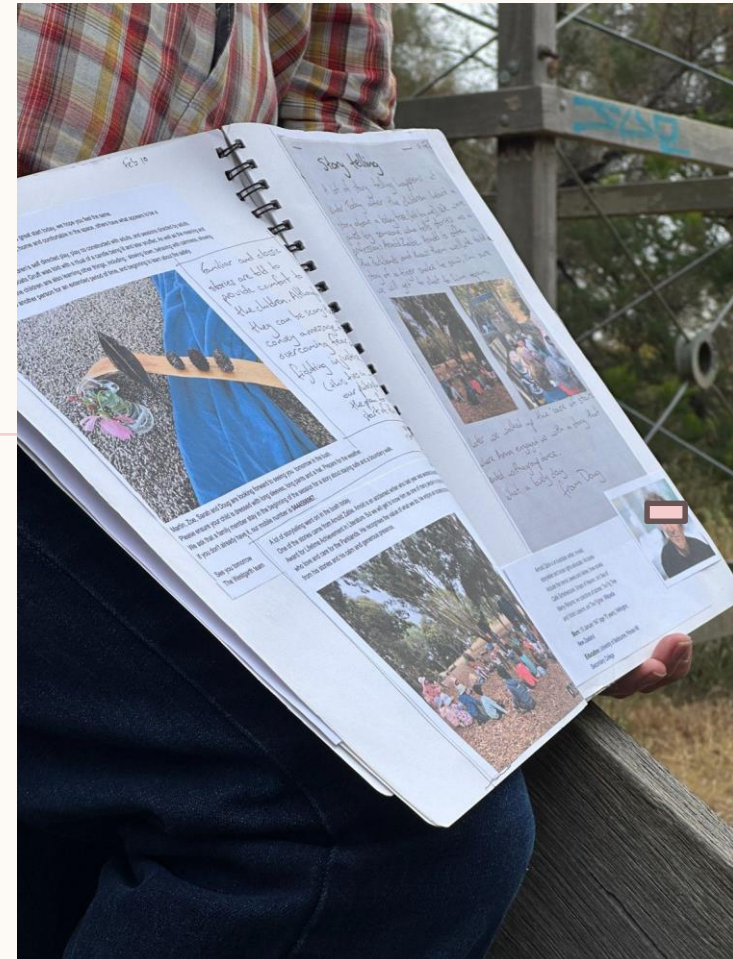
Engaging with The Early
Years Learning
Framework (EYLF)

Parent Engagement and
Collaboration

either through informal
conversations or formal
surveys.

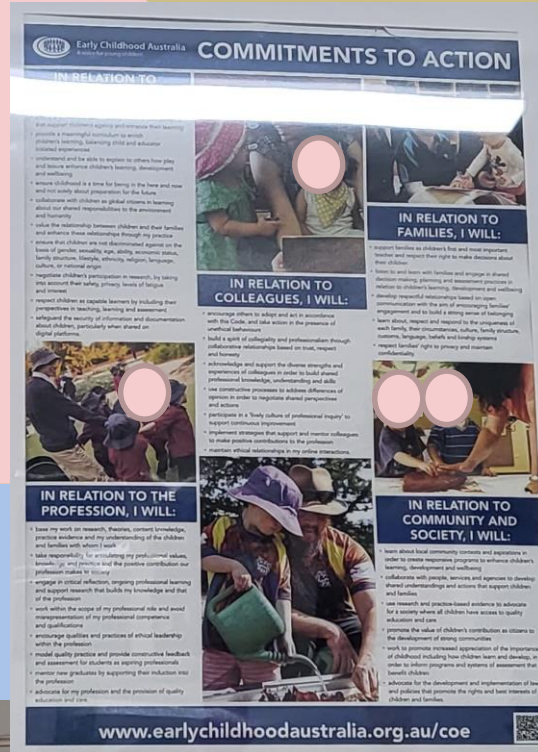
regularly referencing the
framework helps
educators evaluate their
teaching strategies and
make informed decisions
to support children's
learning and
development.

educators involve
families in the reflection
process by seeking their
input, discussing
children's progress, and
sharing observations and
insights.



Collaborative Learning in Australia

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- Enables educators to share knowledge, experience and resources and reflect on their practices with peers as well as experts and leaders.
- Achieving a common goal and promote teachers learning and academic achievement.
e.g. school-based curriculum and specific learning programs in Australia.
- Enhance educators satisfaction with their learning experience.



Collaborative Learning in Australia

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- Creates a pleasant and a supportive working atmosphere. Educators find their work meaningful. Support one another with trust in an effort to achieve the education objectives of the school.
- Active approach focused on learning and teaching
- Develop a community of learners



Benefits of Collaborative Learning



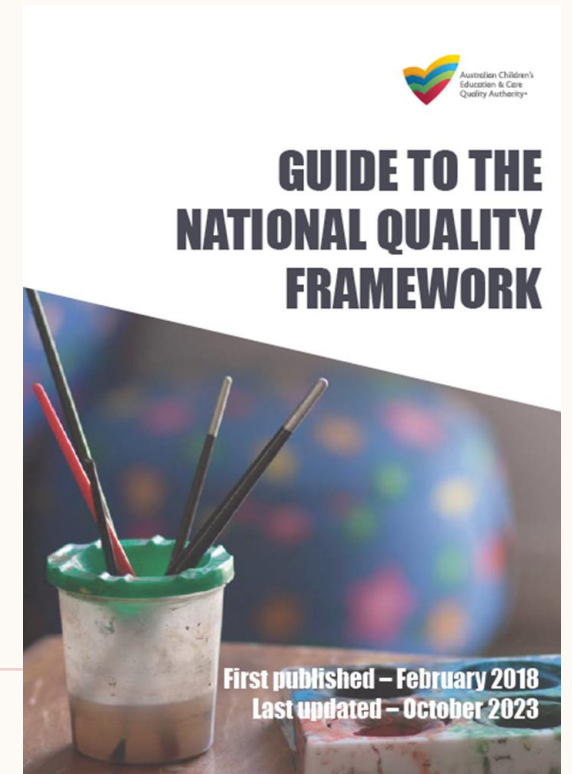
RESEARCH AND EVIDENCE BASED PRACTICES



- **Government funding** in Australia is tied to the use of evidence-based curricula and programs. Centers must demonstrate how research informs their pedagogy.
- **Teaching standards** in Australia explicitly require ongoing professional learning and engagement with research literature. (Standard 6, Australia Professional Standard for Teachers)



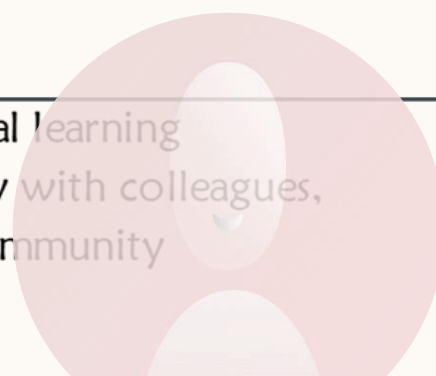
- Government standards and funding do not clearly link to using research-validated approaches.





AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS (APST, 2010)

Domains of teaching	Standards
Professional Knowledge	<ol style="list-style-type: none">1. Know students and how they learn2. Know the content and how to teach it
Professional Practice	<ol style="list-style-type: none">3. Plan for and implement effective teaching and learning4. Create and maintain supportive and safe learning environments5. Assess, provide feedback and report on student learning
Professional Engagement	<ol style="list-style-type: none">6. Engage in professional learning7. Engage professionally with colleagues, parents/carers and the community



APST 2010

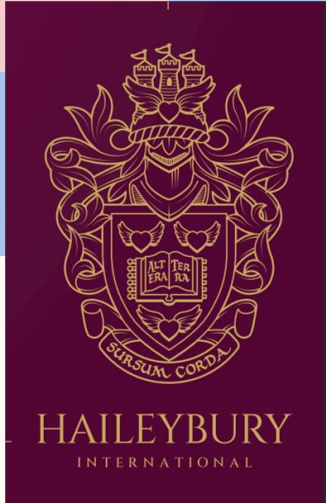
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
Focus area 6.2 Engage in professional learning and improve practice			
Understand the relevant and appropriate sources of professional learning for teachers.	<u>Participate in learning to update knowledge and practice</u> , targeted to professional needs and school and/or system priorities.	Plan for professional learning by <u>accessing and critiquing relevant research</u> , engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, <u>engage in research</u> , and provide quality opportunities and placements for pre-service teachers.

RESEARCH AND EVIDENCE BASED PRACTICES



Many Australian early learning centers are attached to/or **partnered with universities/ research institutes**, encouraging practitioner engagement in ongoing research. (e.g. Haileybury ~ partnership with Monash University, ACER)



Kindergartens/ Child Care Centers in Hong Kong do not promote teacher-led research or collaboration with universities as strongly.



RESEARCH AND EVIDENCE BASED PRACTICES



Early childhood education programs at tertiary level require students to undertake research projects and get extensive training in analysing research findings.



Tertiary programs place less emphasis on research skills. In-service training also tends to focus more on skills rather than research.

Australian Professional Standards for Teachers (APST)
STANDARDS AT THE GRADUATE TEACHER LEVEL

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	3.1 Establish challenging learning goals Set learning goals that provide or invite challenges for students of differing abilities and characteristics.	4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn, and the implications for teaching.	2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	5.2 Provide feedback to students on their learning Demonstrate understanding of the purpose of providing timely and appropriate feedback to students about their learning.	6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	3.3 Use teaching strategies Include a range of teaching strategies.	4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	6.3 Engage with colleagues and improve practice Give and apply constructive feedback from supervisors and teachers to improve teaching practices.	7.3 Engage with parents / carers Understand strategies for working effectively, sensitively and confidentially with parents / carers.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, student identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	4.4 Maintain student safety Describe strategies that support students' well-being and safety, working within ethical and legislative requirements.	5.4 Integrate student data Demonstrate the capacity to integrate student assessment data to evaluate student learning and modify teaching practice.	6.4 Apply professional learning and improve student learning Demonstrate an understanding of the importance of continued professional learning and the implications for improved student learning.	7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents / carers and the purpose of keeping accurate and reliable records of student achievement.		
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				
		3.7 Engage parents / carers in the education process Describe a broad range of strategies for involving parents / carers in the education process.				

The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.

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SUMMARY - similarities

- 1) Continuous professional development (Training hours)
- 2) NQF (~ KG curriculum) & ACECQA (~ KGI of the EDB)
- 3) Reflective Practice (Ss' Portfolio & Monthly performance record sheet)
- 4) Collaborative learning



SUMMARY - differences

What can HK learn from Australia?

1) Research and evidence-based practice
e.g. Play-based learning /
Bush kinder

⇒ EDB include mandatory
teacher training?

⇒ Regularly update the EDB curriculum
and update all HK KGs



SUMMARY - differences

What can HK learn from Australia?

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2) Teachers' skills → Teachers' training / Appraisal

a) Ask Qs (wait time;
scaffold Ss - ask Ss Qs to expand their thoughts)



SUMMARY - differences

What can HK learn from Australia?

2) Teachers' skills → Teachers' training / Appraisal

b) Appreciate Ss, no criticism

c) Don't force Ss if they have no interest

d) Don't push Ss. Each S has different pace.

SUMMARY - differences

What can HK learn from Australia?

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2) Teachers' skills → Teachers' training / Appraisal

e) Not be aggressive academically
(exams → start to write in K2 ⇒ homework)



SUMMARY - differences

What can HK learn from Australia?



2) Teachers' skills → Teachers' training / Appraisal



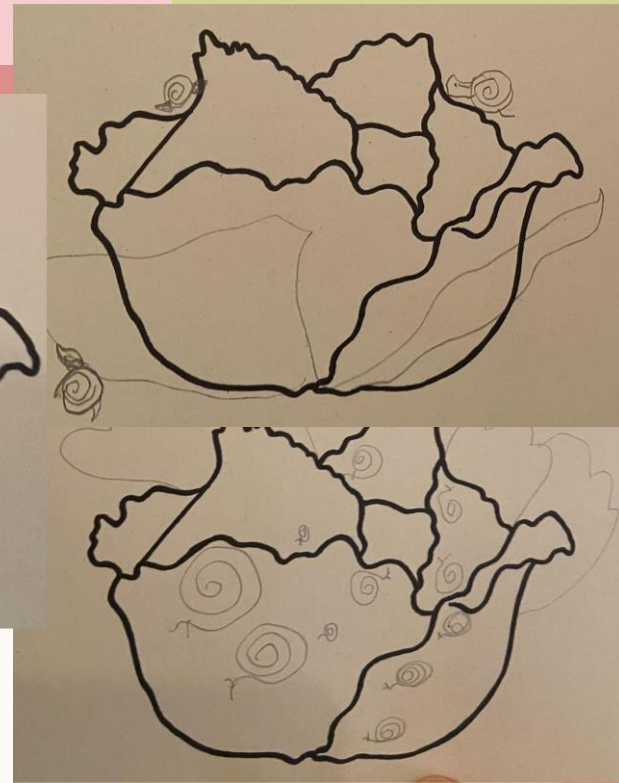
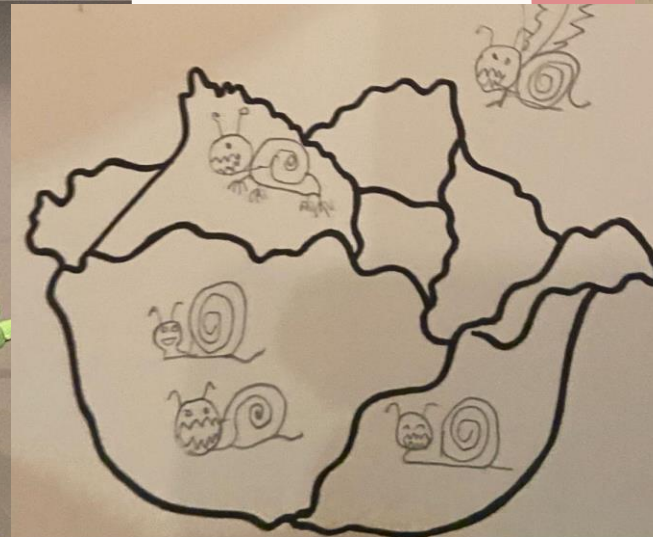
f) Higher expectation on Ss' self-care ability



SUMMARY - differences

What can HK learn from Australia?

- 2) Teachers' skills → Teachers' training / Appraisal
- g) Creative teachers → creative tasks



SUMMARY - differences

What can Australia learn from HK?

Aus: no qualification requirement for Head Teacher and Principal

⇒ Dr from Monash University:

Aus KGs are weak in “Governance and Leadership”



THANK YOU

Monash University [https : //www.monash.edu](https://www.monash.edu)

Haileybury : Coeducational School Melbourne [https : //www.haileybury.com.au/](https://www.haileybury.com.au/)

Melbourne Montessori School <https://melbournemontessori.vic.edu.au/>

Pakenham Twinklekids Early Learning Centre <https://twinklekidselc.com.au/>

Crown Kiddo Education <https://www.crownkiddo.com/>

Australian Council for Educational Research <https://www.acer.org/au/>

THANK YOU

Group 2

