



香港學術及職業資歷評審局  
Hong Kong Council for Accreditation of  
Academic & Vocational Qualifications

**SUMMARY ACCREDITATION REPORT**

**YEW CHUNG COLLEGE OF  
EARLY CHILDHOOD EDUCATION**

**LEARNING PROGRAMME ACCREDITATION FOR  
BACHELOR OF EDUCATION (HONOURS) IN  
EARLY CHILDHOOD EDUCATION**

**NOVEMBER 2017**

This accreditation report is issued by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in its capacity as the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap 592) (AAVQO). This report outlines the HKCAAVQ's determination, the validity period of the determination as well as any conditions or restrictions on the determination.

## **1. Introduction**

- 1.1 The Yew Chung College of Early Childhood Education Limited (the College) with the name changed from Yew Chung Teachers College has been registered as a company limited by guarantee under the Companies Ordinance (Cap. 622) since October 2016.
- 1.2 The College is set up as a wholly owned subsidiary of the Yew Chung Education Foundation (YCEF). YCEF has been registered as a company limited by guarantee under Cap. 622 as well as a tax-exempt charity under Section 88 of the Inland Revenue Ordinance (Cap. 112) since the early 1970's. Since its establishment, the YCEF has been providing educational services at kindergarten, primary and secondary levels through its schools in Hong Kong and major cities in Mainland China.
- 1.3 In 2008, YCEF established the Yew Chung Community College (YCCC) under the Education Ordinance (Cap. 279) to offer Associate Degree (AD) and Higher Diploma (HD) at QF Level 4 and Diploma programmes at QF Level 3. YCEF decided to establish and register a new College under the Post Secondary Colleges Ordinance (Cap. 320) to offer accredited bachelor's degree programmes with a focus on Early Childhood Education. To this end, the College commissioned HKCAAVQ to conduct an IR exercise in May 2017 for seeking registration as a Post Secondary College under Cap. 320.
- 1.4 HKCAAVQ was commissioned by Yew Chung College of Early Childhood Education to conduct a Learning Programme Accreditation exercise with the following Terms of Reference:
  - (a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance to determine whether the Bachelor of Education (Honours) in Early Childhood Education programme of Yew Chung College of Early Childhood Education (the College) meets the stated objectives and Qualifications Framework (QF)

standard and can be offered as an accredited programme from the 2018/19 academic year; and

- (b) To issue to the College an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.5 The accreditation exercise was conducted according to the relevant accreditation guidelines referred to in the Service Agreement and the Terms of Reference stated therein. A site visit took place on 14 and 15 September 2017.

## 2. HKCAAVQ's Accreditation Determination

Having due consideration of the accreditation panel's observations and comments as presented in this Report, HKCAAVQ makes the following accreditation determination:

### 2.1 Learning Programme Accreditation

- Approval

<b>Name of Operator</b>	Yew Chung College of Early Childhood Education 耀中幼教學院
<b>Name of Award Granting Body</b>	Yew Chung College of Early Childhood Education 耀中幼教學院
<b>Title of Learning Programme</b>	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育榮譽學士
<b>Title of Qualification (Exit Award)</b>	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育榮譽學士
<b>Primary Area of Study / Training</b>	Education
<b>Sub-area (Primary Area of Study and Training)</b>	Education and Teacher Education
<b>Other Area of Study and Training</b>	Not applicable

<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>QF Level</b>	Level 5
<b>QF Credit</b>	556
<b>Mode of Delivery and Programme Length</b>	Full-time, 4 years Part-time, 4 years (For top-up arrangement only)
<b>Intermediate Exit Award(s)</b>	<p><b>Title of Qualification:</b> Higher Diploma in Early Childhood Education 幼兒教育高級文憑</p> <p><b>QF Level:</b> Level 4</p> <p><b>QF Credits:</b> 336</p> <p><b>Attainment:</b> Completion of the first 2.5 years in full-time mode of the Bachelor of Education (Honours) in Early Childhood Education</p>
<b>Start date of Validity Period</b>	1 September 2018
<b>End date of Validity Period</b>	31 August 2023
<b>Number of Enrolments</b>	One enrolment per year
<b>Maximum Number of New Students</b>	<p><b><u>Year 1 Entry</u></b> 35 per year for full-time mode</p> <p><b><u>Year 3 Entry</u></b> 35 per year for full-time mode 35 per year for part-time mode</p>
<b>Specification of Competency Standards Based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Address of Teaching Venue</b>	2 Tin Wan Hill Road, Aberdeen

### 2.1.1 Recommendations

- (a) The College should consider expanding electives in the curriculum to cater for students' needs and interests as the total number of enrolled students expands over coming years.
- (b) The College should further explore and extend the use of Moodle in a creative and effective way to complement face-to-face teaching and learning.
- (c) The College should further extend the scope of information resources and the physical environment for student and staff interaction and recreation at the new campus.
- (d) The College should develop long-range strategies to ensure the smooth operation of practicums from Years 1 to 3 of the programme when enrolments reach their target levels.

## 3. Programme Details

The following programme information is provided by the operator.

### 3.1 Programme Objectives

#### Programme Objectives (General)

- a. Engage in lifelong learning with capability for independent learning and critical thinking and the ability to deal with complex and / or new information in the absence of complete information;
- b. Pursue career, further study and ongoing professional development and enhance career objectives in ECE or related areas (e.g. Certificate for Kindergarten Principals);
- c. Demonstrate ability to critically review, consolidate and extend systematic knowledge and skills about the holistic nature of child development and the role of culture and the family as influences that shape children's development;
- d. Function as effective team members of a multidisciplinary team and exercise appropriate judgment in the planning, design, evaluation and management of activities in various areas of involvement; and
- e. Demonstrate leadership and the ability to apply knowledge and skills in early childhood education to meet the increasingly diverse needs of children and families in Hong Kong, China and the world.

Programme Objectives (Specific)

- a. Be registered as Kindergarten Teachers with the Education Bureau (EDB);
- b. Be registered as Child Care Workers, Child Care Supervisors and Special Child Care Workers with the Social Welfare Department (SWD); and
- c. Be qualified for taking the Kindergarten Principalship course approved by the EDB.

Programme Objectives (Specific): Applicable to students who are admitted to the programme in Year 3

- a. Be registered as Special Child Care Workers with the Social Welfare Department (SWD) for those who did not hold the SWD Special Child Care Workers license upon admission; and
- b. Be qualified for taking the Kindergarten Principalship course approved by the EDB.

3.2 Programme Intended Learning Outcomes

3.2.1 The Programme Intended Learning Outcomes (PILOs) are divided into general and specific. On completion of the programme, students will:

<u>(a) Programme Intended Learning Outcomes (General)</u>	
PILO1	<u>Be Knowledgeable and Skilful Professionals</u> Demonstrate a foundation of knowledge and skills of historical and contemporary social, behavioural, cultural and ethical issues from early childhood education field and other academic disciplines, and the ability to integrate, transfer and apply them for better understanding of the world and for providing more meaningful contribution to the community.
PILO2	<u>Be Independent Learners</u> Demonstrate the ability to undertake reflective and independent learning and become aware of his/her strengths, weaknesses, and professional interests while developing a sense of confidence, responsibility and commitment to excellence. Develop, apply and evaluate new knowledge and use this knowledge and other resources to develop meaningful experiences.
PILO 3	<u>Be Effective Communicators</u> Communicate effectively and competently both in spoken and written format to all stakeholders and across cultures

	and develop strong professional relationships based on reflective evaluations of interactions. Be an informed advocate for sound educational practices and policies as well as for issues in other areas of professional and social involvement.
PILO 4	<u>Be Team-players and Leaders</u> Demonstrate strong and contributive teamwork and leadership in a plethora of professional responsibilities and roles. Explain professional standards and evaluate models of staff supervision in accordance with moral and ethical values.
PILO 5	<u>Be Critical Thinkers</u> Exercise creativity and judgment and apply a range of critical, independent thinking, problem-solving and objective research and evaluation strategies and skills to identify and analyze both routine and abstract problems and issues and to formulate evidence-based responses.
(b) Programme Intended Learning Outcomes (within the Specialized Area of Early Childhood Education)	
1	<u>Analyze child development within the context of families and communities and support optimal child learning (ECE1)</u> Analyze the multidimensional nature of early learning and development and compare and contrast ways that developmental domains are highly interrelated.  Critically evaluate the complex characteristics of young children (including those with diverse needs), their families and communities and learn to value their individual and group needs. Demonstrate this understanding to create respectful, reciprocal relationships that support and empower families and other professionals that work with children and young families to support the children's optimal learning and development.
2	<u>Critically evaluate ECE curriculum across developmental domains and compare assessment strategies for young children (ECE2)</u> Breakdown the components of high quality early childhood education by critically evaluating various curriculum approaches across all domains of development and based upon knowledge of subject matter, the community, and established learning goals.

	Compare and contrast formal and informal assessment strategies for young children (including those with diverse needs).
3	<p><u>Enhance ECE teacher roles, critically evaluate teacher-child relationships, and predict impact of classroom design on motivation and performance (ECE3)</u></p> <p>Apply knowledge of how young children (including those with diverse needs) learn and develop through child-initiated and teacher-initiated activities to enhance the role of ECE practitioners in designing learning opportunities that support children's creativity, critical thinking, problem solving and performance skills, including their transition to primary school. Critically evaluate and predict relationships between well designed and stimulating environments on individual and group motivation and performance.</p>
4	<p><u>Appraise local and global issues influencing ECE, address special needs, and synthesise ideas about what constitutes high quality ECE (ECE4)</u></p> <p>Appraise the structure of the Hong Kong SAR education system and the cultural, social, economic and political factors that have affected its development, as well as global issues influencing early childhood education and care. Synthesise current ideas of what constitutes high quality ECE programmes, including practices that have an evidence base, that are culturally and linguistically sensitive to children from diverse backgrounds and which also support inclusion of children with special needs and the transition of all children to primary school.</p>
5	<p><u>Plan and implement classroom lessons (ECE5)</u></p> <p>Design and evaluate adaptations to the curriculum to better address the needs of diverse learners, considering current models such as multi-tiered systems of support, universal designs for learning and differentiated instruction. Use their own knowledge and other resources to implement, and evaluate meaningful curriculum to promote learning and development in all children.</p>
6	<p><u>Summarize and defend ethical guidelines and professional standards in ECE (ECE6)</u></p> <p>Summarize and defend ethical guidelines and other professional standards related to early childhood practice. Develop both independent collaborative and consultative skills as reflective practitioners who actively seek out opportunities to grow professionally and contribute to the</p>

	quality of their schools. Critically analyse supervision and leadership skills.
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3.2.2 The programme has an intermediate exit award leading to the qualification of Higher Diploma in Early Childhood Education pitched at QF Level 4. The programme objectives and PILOs of the HD qualification are as follows:

Programme Objectives

General Objectives

- a. Engage in lifelong learning with capability for independent learning and critical thinking.
- b. Pursue further study, professional development and / or career in Early Childhood Education.
- c. Acquire and demonstrate knowledge and skills about children’s development in the early years, both typical and atypical, and the role of contemporary teaching practices, culture, and the family as influences that shape children’s development.
- d. Function as effective team members of a multidisciplinary team and contribute to and coordinate activities in various areas.
- e. Demonstrate strengthened language ability, IT, interpersonal and other generic skills as well as awareness of many issues of Hong Kong, China and the world, including professional standards and ethics guiding early childhood education and care.

Specific Objectives

- a. Be registered as Kindergarten Teachers with EDB.
- b. Be registered as Child Care Workers, Child Care Supervisors and Special Child Care Workers with SWD.

Programme Intended Learning Outcomes of Intermediate Exit Award of Higher Diploma in Early Childhood Education (HDECE) programme

(a) General Programme Intended Learning Outcomes	
PILO 1	<p><u>Knowledge and Skills</u></p> <p>Demonstrate a foundation of knowledge and skills, and the ability to integrate and apply the knowledge and skills within the area of early childhood education and care. The knowledge and skills should include an understanding of contemporary social, behavioural, cultural, ethical, family and educational issues as well as diverse needs of children in both local and international contexts.</p>

PILO 2	<u>Independent Learners</u> Apply a range of generic learning strategies in order to acquire and internalise new knowledge. Develop a growing sense of confidence, responsibility and commitment to excellence by demonstrating the ability to undertake independent learning and becoming more aware of his/her strengths, weaknesses, interests, and involvement in life planning.
PILO 3	<u>Effective Communicators</u> Demonstrate effective communication skills including ability to express his/her views both in spoken and written format clearly and competently to a range of audiences (professional peers, community members, families of young children) and across cultures. Be an informed advocate for sound educational practices and policies.
PILO 4	<u>Teamwork and Leadership</u> Develop and demonstrate effective team participation and emerging leadership skills based on an understanding of professional responsibilities and roles. Show awareness and reflect on professional and ethical dilemmas and undertake caring and supportive practices based on sound moral, ethical and professional values.
PILO 5	<u>Critical Thinkers</u> Exercise creativity and apply a range of critical, independent thinking, problem-solving and objective evaluation strategies and skills to tackle issues and exercise judgment in a context given by the programme, and extend the application to challenge the existing norms and practices where necessary.
(b) Programme Intended Learning Outcomes within the Specialized Area of Early Childhood Education	
ECE1	<u>Child development within the context of families and communities; support optimal child learning</u> Summarise the complex characteristics of young children (including those with diverse needs), their families and communities. Give examples on how to value children's individual and group needs, and make use of this understanding to create respectful, reciprocal relationships in the classroom. Learn ways to support families and to involve them in their children's development and learning.

ECE2	<u>ECE curriculum, developmental domains, assessment</u> List the components of high quality early childhood education by outlining various curriculum approaches and formal and informal assessment strategies.
ECE3	<u>ECE teacher roles, teacher-child relationships, classroom design</u> Discuss how young children (including those with diverse needs) learn and develop and how ECE practitioners can provide learning opportunities that support their holistic development. Choose strategies that support individual needs and describe how positive social interactions and a well-designed and stimulating school environment can influence individual and group motivation. Explain the role of the ECE teacher in implementing learning opportunities that support children's creativity, critical thinking, problem-solving and performance skills.
ECE4	<u>Local to global issues influencing ECE; address special needs; high quality ECE</u> Define the structure of the Hong Kong SAR education system and describe the cultural, social, economic and political factors that have affected its development. Discuss global issues in early childhood education and care and demonstrate reasons to advocate for high quality ECE programmes, including those which serve children with special needs.
ECE5	<u>Plan and implement classroom lessons</u> Produce classroom lessons based upon knowledge of subject matter, young children (including those with diverse needs), the community, and curriculum goals. Practise implementing these lessons.
ECE6	<u>Understand professional standards in ECE</u> Describe and apply the current professional standards in early childhood education and care and identify ways to demonstrate the standards within the context of early learning environments and through participation in group projects, teamwork, and presentations of work.

### 3.3 Programme Structure

3.3.1 The programme includes various components including (a) Early Childhood Education (ECE); (b) General Education (GE); (c) Language; (d) Capstone Project; and (e) Practicum. There are six

sub-clusters under the GE framework. The table below illustrates the distribution of types of courses and credits across the components.

#### **BEdECE – Distribution of Credits (by Component)**

<b>Component</b>	<b>No. of Courses</b>	<b>Notional Learning Hours</b>	<b>No. of QF Credits</b>	<b>% by QF Credits</b>
<b>ECE courses</b>	25 courses	3,420 hours	342 credits	61.5%
<b>Chinese courses</b>	2 courses	240 hours	24 credits	4.3%
<b>English courses</b>	7 courses	480 hours	48 credits	8.6%
<b>General Education courses</b>	7-9 courses	660 hours	66 credits	11.9%
<b>Practicum</b>	2 courses	760 hours	76 credits	13.7%
<b>Total</b>	<b>43-45 courses</b>	<b>5,560 hours</b>	<b>556 credits</b>	<b>100%</b>

- 3.3.2 The intermediate exit HD qualification requires a total of 336 QF credits with more than 60% of QF credits being specialised courses. This percentage meets the minimum requirement for specialised content in HD programmes as stipulated in the *Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure* promulgated by the EDB. The table below illustrates the distribution of types of courses and credits across the components:

#### **HDECE – Distribution of Credits (by Component)**

<b>Component</b>	<b>No. of Courses</b>	<b>Notional Learning Hours</b>	<b>No. of QF Credits</b>	<b>% by QF Credits</b>
<b>ECE courses</b>	18 courses	2,160 hours	216 credits	64.3%
<b>Chinese courses</b>	1 course	120 hours	12 credits	3.6%
<b>English courses</b>	4 courses	300 hours	30 credits	7.1%
<b>General Education courses</b>	4 -6 courses	420 hours	42 credits	14.3%
<b>Practicum</b>	1 course	360 hours	36 credits	10.7 %
<b>Total</b>	<b>28 to 30 courses</b>	<b>3,360 hours</b>	<b>336 credits</b>	<b>100%</b>

### 3.4 Graduation Requirements

To be eligible for graduation, students are required to (a) gain a minimum of 556 QF credits for the four-year full-time programme or 280 QF credits for the students entering to Year 3 of the full-time or part-time degree programme or 336 QF credits for the intermediate exit award of HDECE; (b) accumulate the specified number of QF credits for GE courses (with at least 6 QF credits from each of the GE Sub-Clusters); (c) achieve a Cumulative Grade Point Average (CGPA) of 2.0 or above at the end of their studies; and (d) undertake (i) an annual English proficiency test at the beginning of each academic year and (ii) an exit IELTS test.

### 3.5 Admission Requirements

The minimum admission requirements for the programme are as follows:

#### *Year 1 Entry*

- (a) Level 3 in Chinese Language and English Language and Level 2 in Mathematics and Liberal Studies plus one elective/Applied Learning subject at Level 2 in the Hong Kong Diploma of Secondary Education (HKDSE); or
- (b) Other acceptable alternative qualifications, including non-local qualifications obtained in or outside Hong Kong; and
- (c) Pass the admission interview.

#### *Year 3 Entry*

- (a) Holders of YCCC/College Higher Diploma in Early Childhood Education award; or
- (b) Holders of Higher Diploma awards of other institutions who are recognised at least as registered Kindergarten Teachers by the EDB and as qualified to work as Child Care Workers and Child Care Supervisors by the SWD\*; and
- (c) Pass the admission interview.

\* HD holders admitted without having acquired the SWD Special Child Care Worker license will be required to complete some bridging courses.

### 3.6 Graduate Profile

- Please refer to Appendix.

## **4 Substantial Change**

- 4.1 HKCAAVQ may vary or withdraw the Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website. The accreditation status of the Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of the Accreditation Report.

## **5 Qualifications Register**

- 5.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register (QR) at <http://www.hkqr.gov.hk> for recognition under the Qualifications Framework (QF). The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

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File Reference: 63/06/01

**Graduate Profile**  
**Bachelor of Education (Honours) in Early Childhood Education**

<b>Qualification Title</b>	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育榮譽學士
<b>Qualification Type</b>	Bachelor Degree (Honours)
<b>QF Level</b>	5
<b>Primary Area of Study and Training</b>	Education
<b>Sub-area (Primary Area of Study and Training)</b>	Education and Teacher Education
<b>Programme Objectives</b>	<p>The Programme Objectives (POs) are:</p> <p><u>Programme Objectives (General)</u></p> <p>(a) Engage in lifelong learning with capability for independent learning and critical thinking and the ability to deal with complex and or new information in the absence of complete information;</p> <p>(b) Pursue career, further study and ongoing professional development and enhance career objectives in ECE or related areas (e.g. Certificate for Kindergarten Principals);</p> <p>(c) Demonstrate ability to critically review, consolidate and extend systematic knowledge and skills about the holistic nature of child development, and the role of culture and the family as influences that shape children’s development;</p> <p>(d) Function as effective team members of a multidisciplinary team and exercise appropriate judgment in the planning, design, evaluation and management of activities in various areas of involvement; and</p> <p>(e) Demonstrate leadership and the ability to apply knowledge and skills in early childhood education to meet the increasingly diverse needs of children and families in Hong Kong, China and the world.</p> <p><u>Programme Objectives (Specific)</u></p> <p>(a) Be registered as Kindergarten Teachers with the Education Bureau (EDB);</p>

	<p>(b) Be registered as Child Care Workers, Child Care Supervisors and Special Child Care Workers with the Social Welfare Department (SWD); and</p> <p>(c) Be qualified for taking the Kindergarten Principalship course approved by the EDB.</p> <p><u>Programme Objectives (Specific): Applicable to students who are admitted to the programme in Year 3</u></p> <p>(a) Be registered as Special Child Care Workers with the Social Welfare Department (SWD) for those who did not hold the SWD Special Child Care Workers license upon admission; and</p> <p>(b) Be qualified for taking the Kindergarten Principalship course approved by the EDB.</p>
<p><b>Programme Intended Learning Outcomes</b></p>	<p>Upon completion of the programme, graduates are expected to be able to:</p> <p><u>Programme Intended Learning Outcomes (General)</u></p> <ol style="list-style-type: none"> <li>1. <u>Be Knowledgeable and Skilful Professionals</u> Demonstrate a foundation of knowledge and skills of historical and contemporary social, behavioural, cultural and ethical issues from early childhood education field and other academic disciplines, and the ability to integrate, transfer and apply them for better understanding of the world and for providing more meaningful contribution to the community.</li> <li>2. <u>Be Independent Learners</u> Demonstrate the ability to undertake reflective and independent learning and become aware of his/her strengths, weaknesses, and professional interests while developing a sense of confidence, responsibility and commitment to excellence. Develop, apply and evaluate new knowledge and use this knowledge and other resources to develop meaningful experiences.</li> <li>3. <u>Be Effective Communicators</u> Communicate effectively and competently both in spoken and written format to all stakeholders and across cultures and develop strong professional relationships based on reflective evaluations of interactions. Be an informed advocate for sound educational practices and policies as</li> </ol>

well as for issues in other areas of professional and social involvement.

4. Be Team-players and Leaders

Demonstrate strong and contributive teamwork and leadership in a plethora of professional responsibilities and roles. Explain professional standards and evaluate models of staff supervision in accordance with moral and ethical values.

5. Be Critical Thinkers

Exercise creativity and judgment and apply a range of critical, independent thinking, problem-solving and objective research and evaluation strategies and skills to identify and analyze both routine and abstract problems and issues and to formulate evidence-based responses.

Programme Intended Learning Outcomes (within the Specialised Area of Early Childhood Education)

1. Analyze child development within the context of families and communities and support optimal child learning (ECE1)

Analyze the multidimensional nature of early learning and development and compare and contrast ways that developmental domains are highly interrelated. Critically evaluate the complex characteristics of young children (including those with diverse needs), their families and communities and learn to value their individual and group needs. Demonstrate this understanding to create respectful, reciprocal relationships that support and empower families and other professionals that work with children and young families to support the children's optimal learning and development.

2. Critically evaluate ECE curriculum across developmental domains and compare assessment strategies for young children (ECE2)

Breakdown the components of high quality early childhood education by critically evaluating various curriculum approaches across all domains of development and based upon knowledge of subject matter, the community, and established learning goals.

	<p>Compare and contrast formal and informal assessment strategies for young children (including those with diverse needs).</p> <p>3. <u>Enhance ECE teacher roles, critically evaluate teacher-child relationships, and predict impact of classroom design on motivation and performance (ECE3)</u>  Apply knowledge of how young children (including those with diverse needs) learn and develop through child-initiated and teacher-initiated activities to enhance the role of ECE practitioners in designing learning opportunities that support children’s creativity, critical thinking, problem solving and performance skills, including their transition to primary school. Critically evaluate and predict relationships between well designed and stimulating environments on individual and group motivation and performance.</p> <p>4. <u>Appraise local and global issues influencing ECE, address special needs, and synthesize ideas about what constitutes high quality ECE (ECE4)</u>  Appraise the structure of the Hong Kong SAR education system and the cultural, social, economic and political factors that have affected its development, as well as global issues influencing early childhood education and care. Synthesize current ideas of what constitutes high quality ECE programmes, including practices that have an evidence base, that are culturally and linguistically sensitive to children from diverse backgrounds and which also support inclusion of children with special needs and the transition of all children to primary school.</p> <p>5. <u>Plan and implement classroom lessons (ECE5)</u>  Design and evaluate adaptations to the curriculum to better address the needs of diverse learners, considering current models such as multi-tiered systems of support, universal designs for learning and differentiated instruction. Use their own knowledge and other resources to implement, and evaluate meaningful curriculum to promote learning and development in all children.</p> <p>6. <u>Summarize and defend ethical guidelines and professional standards in ECE (ECE6)</u>  Summarize and defend ethical guidelines and other</p>
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	<p>professional standards related to early childhood practice. Develop both independent collaborative and consultative skills as reflective practitioners who actively seek out opportunities to grow professionally and contribute to the quality of their schools. Critically analyze supervision and leadership skills.</p>
<b>Education Pathways</b>	<p>Graduates of the programme can pursue further study at Master Degree level in Early Childhood Education as the most direct extension and upgrading in their own area of specialism.</p> <p>Graduates of the programme are also qualified to enroll in the Kindergarten Principalship Course approved by the EDB. The successful completion of this course will enhance career promotion prospects of the graduates.</p>
<b>Employment Pathways</b>	<p>Students who complete the 4-year full-time programme are eligible to gain the four licenses granted by the EDB and SWD, namely, Kindergarten teacher, child care worker, child care supervisor and special child care worker. Students can therefore be employed as teachers in kindergartens and can also work in various child care centres.</p> <p>All graduates are also well equipped for other careers working with children, their families and their careers, in organisations such as government children’s services and civil service (as education officers and in other posts), charitable organisations, non-governmental agencies and other institutions such as research-based organizations and hospitals.</p>
<b>Minimum Admission Requirements</b>	<p><b><u>Year 1 Entry</u></b></p> <p>(a) Level 3 in Chinese Language and English Language and Level 2 in Mathematics and Liberal Studies plus one elective/Applied Learning subject at Level 2 in the Hong Kong Diploma of Secondary Education (HKDSE); or</p> <p>(b) Other acceptable alternative qualifications, including non-local qualifications obtained in or outside Hong Kong; and</p> <p>(c) Pass the admission interview.</p> <p><b><u>Year 3 Entry</u></b></p> <p>(a) Holders of YCCC/College Higher Diploma in Early Childhood Education award; or</p>

	<p>(b) Holders of Higher Diploma awards of other institutions who are recognised at least as registered Kindergarten Teachers by the EDB and as qualified to work as Child Care Workers and Child Care Supervisors by the SWD*; and</p> <p>(c) Pass the admission interview. * HD holders admitted without having acquired the SWD Special Child Care Worker license will be required to take and complete some bridging courses.</p>
<b>Operator</b>	Yew Chung College of Early Childhood Education