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Ed (Early Childhood Education and Special Education)

Thematic talk:

Designing a learning environment
for infants and toddlers

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教育
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THE FIRST 1000 DAYS

The first 1000 days



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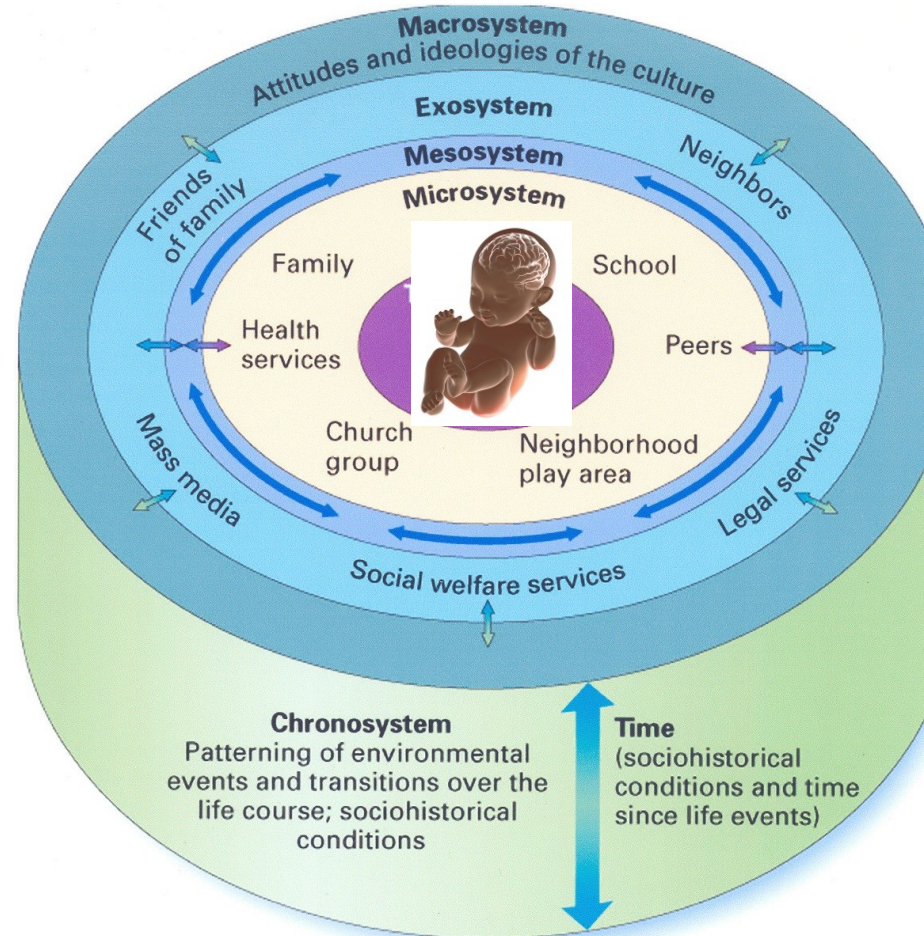
ZERO TO THREE
Early connections last a lifetime

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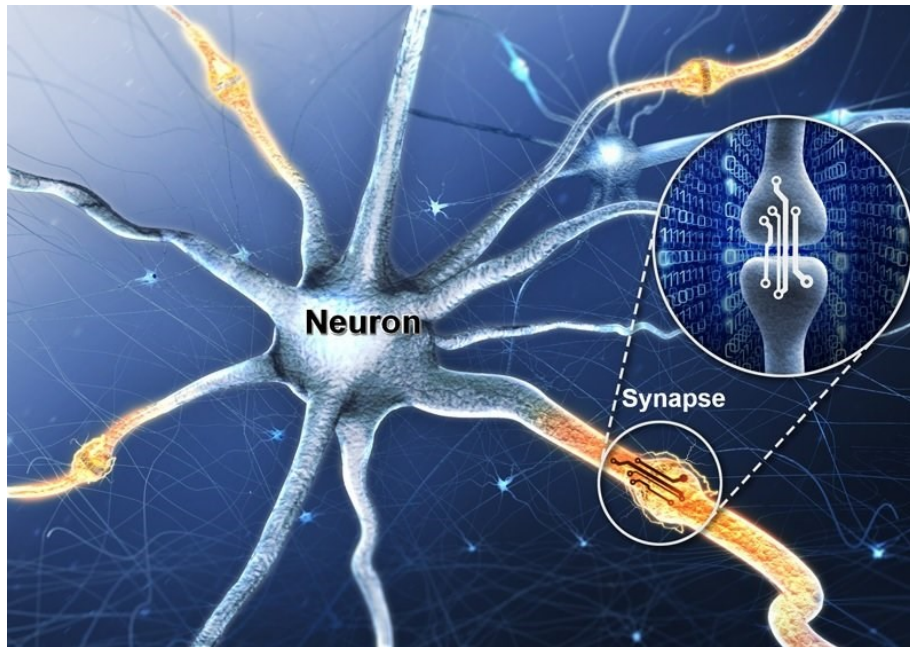
Bronfenbrenner's ecological systems theory



Environment, experiences and brain development



- Research shows that the environment and experiences of a child's earliest years can have life-long effects



Newborn



1 Month



9 Months



2 Years



Adult

Year 4 Developmental Neuroscience

Core concepts about infant and toddler development



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Born to learn

“Children are active participants in their own development, reflecting the intrinsic human drive to explore and master one’s **environment**”



<https://www.crushpixel.com/stock-photo/cute-chubby-baby-playing-with-4190118.html>



<https://parent.guide/how-to-baby-proof-drawers/>

(Deiner, 2009, p. 20)

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Core concepts about infant and toddler development



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Social relationships

“**Human relationships** and the effects of relationships on relationships, are the building blocks of healthy development”



<https://www.ycis-hk.com/en/academics/early-childhood>



<https://www.discoveryprograms.com/classes/gym-for-tots-toddler-gymnastics-classes/>

Education
(Deiner, 2009, p. 20)



DESIGNING A LEARNING ENVIRONMENT FOR INFANTS AND TODDLERS

Principles of Environmental Design



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1. The classroom environment is the “third teacher”
2. Teachers and caregivers need to carefully prepare and select materials for indoor and outdoor learning environments
3. Teachers should consider **physical, social and intellectual** aspects of learning environments when making decisions

(Swim, 2017)

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Teacher's considerations



When making educational decisions on the arrangement of spaces and selection of materials, teachers should begin by reflecting on:

1. the age of children in the classroom
2. children's needs interest and abilities
3. the Programme's philosophy
4. curriculum guidelines for developmentally appropriate practice
5. the availability of space and resources

Calm, safe learning environment



How are the spaces and materials in this photo used to support social relationships and cognitive development?



(Swim, 2017)



<https://www.communityplaythings.com/-/media/Files/CPUS/Library/Training-Resources/Booklets/IT-Spaces.ashx?rev=6b3940b342a3401fb72777ec1b68e2c6>



<https://www.marciahebert.com/2012/06/spaces-and-places-the-basics-of-designing-infant-toddler-and-preschool-environments/>

Space



<https://www.istockphoto.com/hk/search/2/image?phrase=child+putting+on+shoes>



<https://www.howwemontessori.com/how-we-montessori/2019/03/the-importance-of-the-montessori-toddler-entryway.html>

- Space is arranged for **daily routines**



<https://www.scmp.com/presented/lifestyle/topics/children-life-kindergarten/article/3046597/my-child-ready-kindergarten>

Space is arranged for exploration



<http://www.creative-o.com.sg/en/images/programmes/corners/03.jpg>



<http://www.creative-o.com.sg/en/images/programmes/corners/21.jpg>

Learning centres



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How are **social relationships and cognitive development** supported in these centres?



Role-play corner



<https://creative.edu.hk/en/curriculum/#kids1>

Reading corner



<https://www.akidslife.org/blog/r7t381bmab3yiarpd1dz2mxrvqylt-je47c>

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Learning centres



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Water play (Wet); Sand play (Dry)



<https://www.woodlandschools.com/about-us/our-news/water-play-activities-children/>



<https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/5-activities-to-build-literacy-skills-sandbox.html>

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Materials



A balance of real and open-ended materials promotes **cognitive development**



<https://www.earlyyearscares.com/eyc/enabling-environment/using-open-ended-resources-with-toddlers/>

(Swim, 2017)

Independently selected materials promotes **social and emotional development**



<https://www.littlebeelarningstudio.com/single-post/2018/04/18/boxes-tubes-and-bottles-the-joys-of-open-ended-materials>

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Courses related to infants and toddlers

(Zero to Three; Zero to Six)



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1. Early childhood development
2. Concepts and contexts of early childhood education
3. Risks and resilience in early development
4. Physical and social emotional development of **infants and toddlers**
5. Cognitive and language development of **infants and toddlers**
6. **Early care and education of infants and toddlers**
7. Play and learning in the early years
8. Observation and assessment of children and early childhood programmes
9. Young children, family and the changing world
10. Contemporary issues in child development
11. **Developmental neuroscience**

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Theory, Research and Practice Integration



Theory/Research

1. Introduction to research methods
2. Seminar in early childhood education and special education
3. Early childhood education and special education project

Practice

1. **Professional practicum I (Child care centre)- Two weeks**
2. Professional practicum II (Special child care centre) - Six weeks
3. Professional practicum III (Kindergarten) -Eight weeks



ADMISSION TIPS

Entrance Requirements



Bachelor of Education in Early Childhood Education and Special Education (6092)

Minimum Level Required

English Language	Chinese Language	Mathematics	Liberal Studies	1st Elective Subject	2nd Elective Subject/M1/M2
3	3	2	2	3	3

Specific Elective Subjects/ Other Requirements

Candidates must be able to communicate effectively and fluently in both Cantonese and English.

With Reference to Admissions 2021

HKDSE Scoring Formula	Upper Quartile	Median	Lower Quartile
1.5 x Eng + 1.2 x Chi + Best 3 Subjects	27	26	25

Waiver of University Entrance Requirement



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- A waiver of University Entrance Requirement (UER) will be granted to JUPAS applicants who unfortunately fail to meet the UER (i.e. “332233” in four core subjects plus two elective subjects) by 1 level in 1 subject, on the condition that the applicants cannot fall below level 2 for any subject stated in the UER. However, the applicants’ total HKDSE score calculated with the programme scoring formula will be deducted by 10%.
- In addition, applicants have to include our Programme (6092) as one of their Band A programme choices, have a positive interview outcome, and fulfil any additional programme entrance requirements. This flexible arrangement applies to all HKU undergraduate programmes.





- Individual interviews will be held from end of July to early August, 2022
- Interview strategies:
 1. Review what you have written in your application form; Personal Statement; Other Experiences and Achievements in Competitions / Activities (OEA)
 2. Share your experiences in working with children / children with SEN / teaching / coaching
 3. Be yourself



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