BEd (Early Childhood Education and Special Education) Programme

Admission Talk

Dr Diana Lee

October 28, 2023

Updated in October 2023
Birth rate in Hong Kong (2001-2022)

2012 is the Year of the Dragon

(Census & Statistics Bureau, 2023)
## Kindergarten Enrolments in Hong Kong

<table>
<thead>
<tr>
<th></th>
<th>School year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Kindergartens</td>
<td>1 030</td>
</tr>
<tr>
<td>Of which: joining KG Scheme(^{(1)})</td>
<td>748</td>
</tr>
<tr>
<td>Student Enrolment</td>
<td>181 147</td>
</tr>
<tr>
<td>Nursery Class</td>
<td>59 350</td>
</tr>
<tr>
<td>Lower Class</td>
<td>58 481</td>
</tr>
<tr>
<td>Upper Class</td>
<td>63 316</td>
</tr>
<tr>
<td>No. of Kindergarten Teachers</td>
<td>14 155</td>
</tr>
</tbody>
</table>

Birth rate in Mainland China (1949-2022)

Types of SEN students in public sector primary and secondary ordinary schools

![Chart showing the distribution of SEN students in 2011-12 and 2021-22.](chart.png)

**Notes:**
2. While comorbidity is common among SEN students, each SEN student in this figure is only identified according to their major type of SEN.
3. Statistics for 2011-2012 do not include students with Mental Illness as the major type of SEN due to data unavailability.
Services for children with SEN before the age of 6

1. Early Education and Training Centre (EETC)
2. Special Child Care Centre (SCCC)
3. Onsite Preschool Rehabilitation Scheme (OPRS)
4. Tier 1 Support Services in Kindergartens (KGs)/Kindergarten-cum-Child Care Centres (KG-cum-CCCs) (Tier 1 Pilot Project)
5. Integrated Programme in Kindergarten-cum-Child Care Centre (IP)
• Prepares students for dual certification as both early childhood teachers and teachers of children with special educational needs in early childhood (birth–6 years)

• Includes (i) engaging academic courses; (ii) supervised practicum placements in multiple early childhood settings; and (iii) independent research experiences to help students facilitate the development and learning of children from birth to six years

• Supports students to gain the necessary knowledge, skills and attitudes to work in both integrated early childhood settings and special child care centres
Graduates of the Bachelor of Education in Early Childhood Education and Special Education [BEd(ECE&SE)] programme will be eligible:

- to register as Qualified Kindergarten Teachers;
- be eligible for registration as Child Care Worker and Child Care Supervisor under the Child Care Services Regulations;
- to be considered as having acquired training on the one-year In-service Course in Special Child Care Work recognized by the Social Welfare Department;
- meet the academic qualifications required as Kindergarten Principals.
1. Courses on understanding children

1. BECE1001 Early childhood development *(age 0-6)*
2. BECE2002 Physical and social emotional development of infants and toddlers *(age 0-3)*
3. BECE2003 Cognitive and language development of infants and toddlers *(age 0-3)*
4. BECE3003 Cognitive and language development of young children *(age 3-6)*
5. BECE3002 Physical and social emotional development, guidance and counselling of young children *(age 3-6)*
6. BECE4002 Developmental neuroscience *(age 0-6)*
Identify major brain structures and areas that are linked to children’s development.
2. Courses on understanding learning and teaching, and school management

1. BECE1002 Educational psychology for early childhood educators
2. BECE2001 Play and learning in the early years
3. BECE2004 Early care and education of infants and toddlers (age 0-3)
4. BECE2005 Observation and assessment of children and early childhood programmes
5. BECE3001 Investigation and discovery in early childhood education
6. BECE5001 Planning, management and evaluation of early childhood programs
3. Courses on children with SEN needs

1. **BECE1003** Young Children with Exceptional Needs (6 credits)
2. **BECE1004** Concepts and Contexts of Early Childhood Education (6 credits)
3. **BECE1005** Risk and Resilience in Early Development (6 credits)
4. **BECE3004** Supporting Children with Communication Needs (6 credits)
5. **BECE3005** Supporting Children with Cognitive, Sensory and Physical Needs (6 credits)
6. **BECE3006** Supporting Children with Behavioural, Emotional and Social Development Needs (6 credits)
7. **BECE3007** Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education I (6 credits)
8. **BECE3008** Assessment and Intervention in Early Childhood Settings (6 credits)
9. **BECE4001** Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education II (6 credits)
Professional training in special education

• Vetting Results of Teacher Education (TE) Programmes’ Equivalency against the Education Bureau’s Basic, Advanced and Thematic (BAT) Courses

• “This graduate has attained relevant professional training in special education and met the relevant course requirements. The level of special education training attained is equivalent to the Education Bureau’s Basic Course in Special Education.”
Supporting children with communication needs
Using puppets to encourage communication
Supporting children with cognitive sensory and physical needs

Supporting children with behavioural emotional and social development needs
4. Specialized Electives (Compulsory)

**BECE6003** Bilingualism in Young Children
**BECE6007** Creative and Expressive Arts and Movement

**BECE6001** Supporting children with Autism Spectrum Disorder
**BECE6002** Supporting non-native Chinese speaking children
**BECE6004** Children and the law (Faculty of Law)
**BECE6005** Child health (Faculty of Medicine)
**BECE6006** Young child and technology
Creative and Expressive Arts and Movement

Understand the production of a children's musical
Interact with the Musical's Director and Producer after the event
Visual arts creation and puppet making
Project (18 credits)

- In Year 5, students are required to complete an Independent Research Project. The research topic is based on individual student’s interests.
- A supervisor is assigned to each student to advise them on their Project.
6. Interprofessional education and collaborative practice (IPECP)

Developmental Delay

IPE on Developmental delay underscores the importance of interprofessional team approach in the management of patients suffering from developmental delay.

This lesson utilizes the combined pedagogical strengths of team-based and case-based learning in preparing students to be collaborative-practice ready. This is participated in by students from Chinese Medicine, Medicine, Nursing, and Pharmacy who are formed into interprofessional teams of 5-7 members. A team of content experts facilitates the implementation of learning activities.

Generic IPE-related Learning Outcomes

- Appreciate the collective contribution of Chinese medicine, Medicine, Nursing, Pharmacy, and Speech and Hearing Sciences;
- Demonstrate mutual respect and an appreciation of the unique skills, knowledge, and competencies that each discipline brings to an interprofessional team;
- Listen respectfully to the ideas of other disciplines to complement one’s disciplinary knowledge;
- Provide constructive and non-judgmental feedback to other member’s ideas;
- Respect difference and diversity among professions;
- Realize that interprofessional collaboration promotes creativity, motivation, and productivity;
- Apply shared decision-making process from deliberation to choice/consensus;
- Build consensus and negotiate respectfully and effectively;
- Formulate interprofessional healthcare management plan.

Participants

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Nursing</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>68</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>Social Work</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>220</td>
<td></td>
</tr>
</tbody>
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IPE Module on Developmental Delay

- Organised by the HKU LKS Faculty of Medicine
- Inter-Faculty and Interprofessional education
- UG Students from HKU’s Medicine, Pharmacy, Nursing, Social Work, Speech-Language Pathology, and Early Childhood Education and Special Education to be grouped together and jointly tackle a case of child developmental delay
- For Year 5 ECE&SE students
- To be held in January 2024
7. Professional Practicum in Child Care Centres
(Year 2 students: 2 year-old classes for 2 weeks)

Examples of our Professional Practicum settings

- Tsung Tsin Mission of Hong Kong Joyful Place
- Hong Kong Christian Service
- Lutheran Philip House Oi Lun Nursery School
- Salvation Army
- Tung Wah Group of Hospitals
Professional Practicum in Special Child Care Centres (Year 4 students: 6 weeks)

Examples of our Professional Practicum settings

SAHK
香港耀能協會

保良局
Po Leung Kuk
Examples of our Professional Practicum settings

The Salvation Army

保良局 Po Leung Kuk
8. Optional Internships at child care, special child care and Special school settings

<table>
<thead>
<tr>
<th>Internship (usually 4-8 weeks) – Year 1, 2, 3 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Autism Partnership</td>
</tr>
<tr>
<td>• CAISE - Parent Training Programme</td>
</tr>
<tr>
<td>• Child Development Centre</td>
</tr>
<tr>
<td>• Hong Kong Christian Service Nursery Schools</td>
</tr>
<tr>
<td>• TWGHs Nursery Schools</td>
</tr>
<tr>
<td>• Willing Child Development Association (啟程兒童發展協會)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paid work experience as Part-Time Teaching Assistants – Year 3 &amp; 4 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Red Cross Princess Alexandra School</td>
</tr>
<tr>
<td>• Special Child Care Centre after Professional Practicum</td>
</tr>
<tr>
<td>• Watchdog Early Education Centre</td>
</tr>
<tr>
<td>• Willing Child Development Association (啟程兒童發展協會)</td>
</tr>
</tbody>
</table>
Optional Internships

- Autism Partnership
- Child Development Centre
- Centre for Advancement in Inclusive and Special Education
- Tung Wah Group of Hospitals
- Watchdog
- Red Cross Princess Alexandra School
9. Optional Research work at HKU Faculty of Education

Dr Stephanie Chan  
Dr Somin Park  
Dr Patcy Yeung
10. Optional Overseas teaching internships

Tanzania
Optional Overseas teaching internships

Cambridge
11. Other learning experiences

Using assistive technology and Social Robots
Designing and producing Teaching Aids

Happy Fishing

What is in the soup today?

Source: https://www.hkta.co/products/%E3%80%90%E9%AD%9A%E7%84%A1%E6%A8%82%E7%84%A1%E7%AA%AE-happy-fishing%E3%80%91
Other learning experiences

Original songs released on YouTube:

This is Our Planet to Share

Who Am I?

Writing, singing and producing children’s songs
Visited the Hong Kong Sea School
Other learning experiences

Visited an IB (PYP) Kindergarten in Shenzhen
Other learning experiences

Visited Affiliated School of JNU (ASJ) in Dongguan
Entrance Requirements

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

<table>
<thead>
<tr>
<th>English Language</th>
<th>Chinese Language</th>
<th>Mathematics</th>
<th>Citizenship and Social Development / Liberal Studies</th>
<th>1st Elective Subject</th>
<th>2nd Elective Subject/M1/M2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>Attained (A) / 2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Specific Elective Subjects/ Other Requirements

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

With Reference to Admissions 2023

<table>
<thead>
<tr>
<th>HKDSE Scoring Formula</th>
<th>Upper Quartile</th>
<th>Median</th>
<th>Lower Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 x Eng + 1.2 x Chi + Best 3 Subjects*</td>
<td>27</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

* May include M1/M2 or category C subject whichever is higher.
Why choose HKU’s BEd (ECE&SE) Programme?

1. Internationally, HKU’s ranks No. 5 in the THE World University Rankings by Subject for Education in 2023
2. Locally, HKU BEd (ECE&SE) Programme is the only UGC-funded Pre-Service teacher training course in early childhood education with a DUAL SPECIALISM in Special Education
3. Extensive Professional Practicum block of 16 weeks with placements in child care centres, special child care centres and kindergartens
4. Inter-faculty and Interprofessional education through IPECP module

https://aal.hku.hk/admissions/local/facts-hku
Why choose HKU’s BEd (ECE&SE) Programme?

1. Impactful research from Independent Research Project
2. Enhanced proficiencies in English and Chinese
3. Flexible career and study pathways
4. Programme instructors with extensive local and international teaching and administrative experience in early childhood settings

https://aal.hku.hk/admissions/local/facts-hku
Special requirements

• Applicants must be able to communicate effectively and fluently in both Cantonese and English

• Applicants are advised to include their personal statement and to enter details about their other learning experiences or extra curricular activities, where appropriate.

• Applicants are encouraged to select the BEd(ECE&SE) programme in Band A (for JUPAS) or first choice (for Non-JUPAS)

Number of places: 18
Further Information

- Tel: (852) 3917 8971
- Email: ecese@hku.hk
- Website: https://web.edu.hku.hk/programme/becese

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