

JUPAS INFORMATION SESSION BED (EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION) PROGRAMME

Emerging Trends in Early Childhood Education that Future
Teachers Need to Know

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May 9, 2025



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1. AI and Adaptive Learning Tools

- AI-driven platforms will tailor activities to individual learning styles and developmental stages, helping teachers track progress and identify gaps. Teachers need to be proficient in using these tools to enhance learning experiences.
- General and Discipline-specific AI/Digital Literacy Courses for undergraduate students
- Focus on foundations and applications, tools, pedagogy and ethics





Exposure to Assistive Technology and Social Robots



2. Hybrid Learning Modes

- **Global Classrooms:** Virtual exchanges with peers worldwide to foster cultural awareness from an early age



Source: https://www.hkpreschool.edu.hk/index.php/section/page/3146_JaTN24_29240



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Global Classrooms:

- **Face to face and virtual exchanges** with undergraduate and postgraduate students in Hiroshima University, Japan to foster cultural awareness



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IPECP Developmental Delay Module

- Organised by the HKU LKS Faculty of Medicine
- Inter-Faculty and Interprofessional education via **virtual and f2f discussions**
- UG Students from HKU's Medicine, Nursing, Social Work, Speech-Language Pathology, and Early Childhood Education and Special Education jointly tackled a case of child developmental delay
- For Year 5 ECE&SE students





Interprofessional Education and Collaborative Practice (IPECP)

IPECP Developmental Delay Module



3. Neurodiversity and Inclusive Pedagogy

- **Diversity and Equity:** Classrooms will become more diverse, requiring teachers to be culturally responsive and inclusive in their teaching practices.
- **Special Needs Integration:** There will be a greater focus on inclusive practices that support children with disabilities and ensure they receive equitable educational opportunities.



BECE4002 Developmental neuroscience (*age 0-6*)



Courses on children with SEN needs

1. BECE1003 Young Children with **Exceptional Needs**
2. BECE1004 **Concepts and Contexts** of Early Childhood Education
3. BECE1005 **Risk and Resilience** in Early Development
4. BECE3004 Supporting Children with **Communication Needs**
5. BECE3005 Supporting Children with **Cognitive, Sensory and Physical Needs**
6. BECE3006 Supporting Children with **Behavioural, Emotional and Social Development Needs**
7. BECE3007 Integrated Curriculum and **Inclusive Pedagogy** in Early Childhood Education I
8. BECE3008 Assessment and **Intervention** in Early Childhood Settings
9. BECE4001 Integrated Curriculum and **Inclusive Pedagogy** in Early Childhood Education II
10. BECE6001 Supporting children with **Autism Spectrum Disorder**



Professional Practicum in Special Child Care Centres (Year 4 students: 6 weeks)

Some of our Professional Practicum settings



協康會
HEEP HONG SOCIETY



保良局
PO LEUNG KUK



SAHK
香港耀能協會



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4. Social-Emotional Learning (SEL)

- **Emotional Intelligence:** There will be an increased emphasis on teaching children how to manage emotions, develop empathy, and build healthy relationships.
- **Mindfulness and Well-being:** Practices like mindfulness, yoga, and stress management techniques will be integrated into daily routines to promote mental health.



Courses on children's social-emotional development

1. **BECE2002** Physical and **social emotional development** of infants and toddlers (*age 0-3*)
2. **BECE3002** Physical and **social emotional development**, guidance and counselling of young children (*age 3-6*)
3. **BECE3006** Supporting Children with **Behavioural, Emotional and Social Development Needs**



5. Play-Based Learning

- **Importance of Play:** Research continues to highlight the critical role of play in early childhood development. Future teachers will need to design play-based learning experiences that are both fun and educational.
- **Outdoor Learning:** There will be a greater emphasis on outdoor and nature-based learning to promote physical health and environmental awareness.
- **Purposeful Play:** Using guided play to scaffold academic skills (e.g., math through block-building, storytelling via augmented reality).
- **Loose Parts Play:** Open-ended materials (sticks, fabric, recycled items) to spark creativity and problem-solving.



Courses related to play-based learning

1. **BECE2001** **Play and learning** in the early years
2. **BECE2004** **Early care and education** of infants and toddlers (*age 0-3*)
3. **BECE2005** **Observation and assessment** of children and early childhood programmes
4. **BECE3001** **Investigation and discovery** in early childhood education
5. **BECE3007** **Integrated Curriculum** and Inclusive Pedagogy in Early Childhood Education I
6. **BECE4001** **Integrated Curriculum** and Inclusive Pedagogy in Early Childhood Education II
7. **BECE6007** Creative and Expressive **Arts and Movement**



Designing and producing teaching aids for young children



2022: Happy Fishing



2023: What is in the soup today?

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

Source: <https://www.hkta.co/products/what-is-in-the-soup-today>



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6. Community Engagement

- **Collaborative Partnerships:** Schools will increasingly involve parents and the community in the educational process, recognizing the importance of a supportive learning environment.



Professional Practicum in Child Care Centres (Year 2 students: 2 weeks)

Examples of our Professional Practicum settings



香港基督教服務處
HONG KONG CHRISTIAN SERVICE



東華三院
Tung Wah Group of Hospitals



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Professional Practicum in Kindergarten-cum-Child Care Centres (Year 5 students: 8 weeks)

Examples of our Professional Practicum settings



香港基督教服務處
HONG KONG CHRISTIAN SERVICE



保良局
PO LEUNG KUK



基督教香港信義會
The Evangelical Lutheran Church of Hong Kong



東華三院
Tung Wah Group of Hospitals



聖雅各福群會
St. James' Settlement



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Local internships at child care, special child care and special school settings



香港基督教服務處
HONG KONG CHRISTIAN SERVICE



The Mental Health Association of Hong Kong
CORNWALL SCHOOL
香港心理衛生會 - 臻和學校



東華三院
Tung Wah Group of Hospitals



Watchdog
監護者
Early Education Centre
早期教育中心



香港紅十字會雅麗珊郡主學校
Hong Kong Red Cross Princess Alexandra School



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Global overseas teaching internships

Tanzania



Global overseas teaching internships



Cambridge



Research

A Study of Class Teachers and Integrated Program Teachers in Hong Kong Kindergartens

*Integration is a prominent education model in Hong Kong, aiming to integrate children with mild SEN into mainstream education (Social Welfare Department, 2023). The Integrated Program (IP) assigns **one IP teacher to six children with mild SEN, with collaboration between the IP teacher and class teachers** to support their learning in the mainstream kindergarten classroom (Rehabilitation Advisory Committee, 2005, as cited in Hui, 2017, p. 45).*

Objectives

Global studies highlight the value of collaboration in inclusive education (Lee et al., 2015; Štemberger & Kiswarday, 2018; Zabeli & Gjelaj, 2020). While research has examined the collaboration of teachers with parents and fellow teachers (Mahmood, 2013; Peercy et al., 2017), there is limited research on the crucial collaboration between class teachers and IP teachers for enhancing integration effectiveness.

Methodology

- This **qualitative study** utilized **collective case studies**, employing **data triangulation** from teachers of different roles and diverse background schools, aiming to obtain comprehensive and in-depth information (Fusch et al., 2018; Patton, 1987).
- Four teachers (two class teachers and two IP teachers) from two IP schools in different school districts with diverse household incomes participated. They completed a **background survey** and underwent **individual semi-structured interviews**.
- The interviews covered four areas: (1) Interdisciplinary **collaboration dynamics**, (2) Collaboration **challenges**, (3) Perceived **necessary support**, and (4) **Impacts of school district** on collaboration.



Making Connections in the field



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ADMISSION REQUIREMENTS

Why choose HKU's BEd (ECE&SE) Programme?



Small-class teaching with students from diverse backgrounds



Entrance Requirements

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

English Language	Chinese Language	Mathematics	Citizenship and Social Development / Liberal Studies	1st Elective Subject	2nd Elective Subject/M1/M2
3	3	2	Attained (A) / 2	3	3

	With Reference to Admissions 2024 ⁽¹⁾		
<i>HKDSE Scoring Formula for 2025:</i>	Upper Quartile	Median	Lower Quartile
<i>1.5 x Eng+ Best 4 Subjects*</i>	28	27	26

*May include M1/M2 or category C subject whichever is higher.

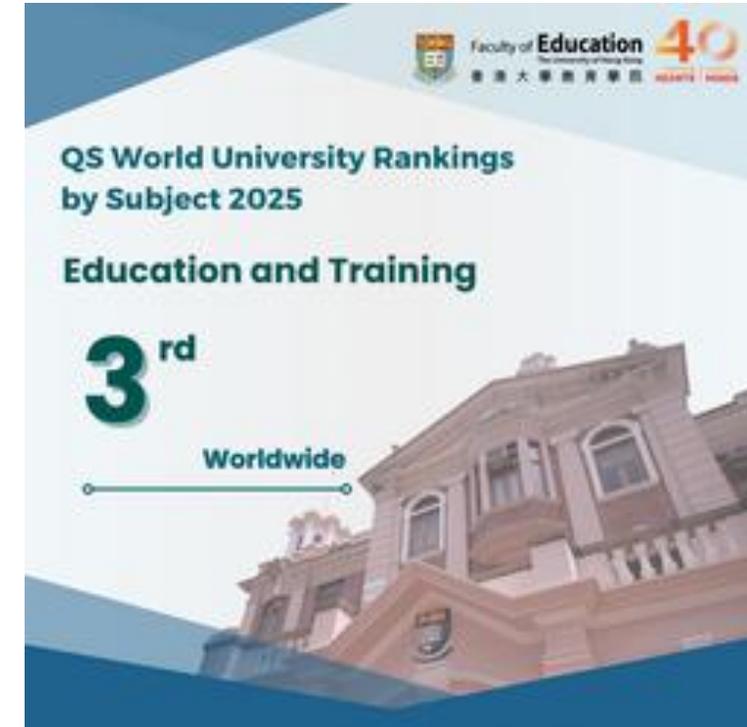
(1) HKDSE Scoring Formula for 2024: $1.5 \times \text{Eng} + 1.2 \times \text{Chi} + \text{Best 3 Subjects}$



Why choose HKU's BEd (ECE&SE) Programme?

1. Internationally, HKU's ranks No. 1 in the U.S. News & World Report 2024-25 for Education and Educational Research, and No. 3 in the QS World University Rankings for Education and Training in 2025
2. Locally, we are the only UGC-funded Pre-Service teacher training course in early childhood education with a DUAL SPECIALISM in Special Education

- <https://admissions.hku.hk/programmes/undergraduate-programmes/bachelor-of-education-early-childhood-education-and-special>



Why choose HKU's BEd (ECE&SE) Programme?

1. Extensive Professional Practicum block of 16 weeks with placements in child care centres, special child care centres and kindergartens; additional local and international internships; and local and overseas visits
2. Unique Inter-faculty and Interprofessional education through IPECP module

- <https://admissions.hku.hk/programmes/undergraduate-programmes/bachelor-of-education-early-childhood-education-and-special>



Why choose HKU's BEd (ECE&SE) Programme?

- 1. Impactful research** from an Independent Research Project
 - 2. Enhanced proficiencies in English**
 - 3. Flexible** career and study pathways
 4. Programme instructors with **extensive local and international teaching and administrative experience in early childhood settings**
- <https://admissions.hku.hk/programmes/undergraduate-programmes/bachelor-of-education-early-childhood-education-and-special>



Special requirements

- Applicants must be able to communicate effectively and fluently in **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: 16



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When? HOW? WHERE? WHERE? WHO? WHAT? WHEN? WHAT? WHERE? WHERE? HOW? WHEN? Where? **QUESTIONS?** What? When? When? WHEN? Why? WHEN? When? WHERE? WHAT? When? What? WHO? HOW? Why? WHAT? When? What? WHERE? Why? WHEN? WHERE? When? Why? HOW? When? Why? What?

Further Information

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