



Faculty of **Education**
The University of Hong Kong
香港大學教育學院



AI FOR EVERY MIND

Logical Thinking  Creative Vision

BEd (Early Childhood Education and Special Education) Programme

Admission Talk

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October 25, 2025

Overview

1. Unique features of the BEd (ECE&SE) Programme
2. 2024 Graduate Employment
3. Admission Requirements
4. Current Year 5 Student Sharing
5. Graduate Sharing
6. Q and A session





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UNIQUE FEATURES

Programme Overview



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- 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 **child care, kindergarten and special child care settings**



Programme Overview



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Graduates of the Bachelor of Education in Early Childhood Education and Special Education [BEd(ECE&SE)] programme will be eligible

1. to apply as a **Registered Teacher** (RT);
2. be eligible for registration as **Child Care Worker** (CCW) and **Child Care Supervisor** (CCS) under the Child Care Services Regulations;
3. to be considered as having acquired training on the one-year In-service Course in **Special Child Care Work** (SCCW) recognized by the Social Welfare Department;
4. meet the **academic qualifications required as kindergarten principals**.

Unique features



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AI Literacy



Investigative
Mindset



Experiential
Learning



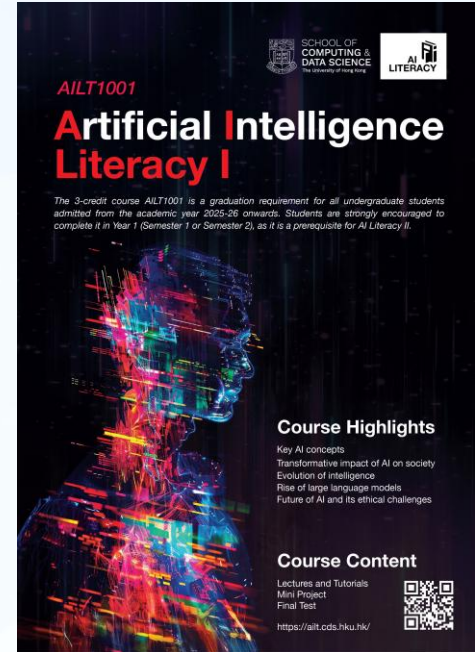
Interdisciplinary
Collaboration



Intercultural
Exchange

1. AI Literacy

- General AI course for all Year 1 students from 2025-26
- A new **Discipline-specific AI course** titled “**Artificial Intelligence Literacy for Early Childhood Educators**” will be offered to Year 2 ECE&SE students in 2026-27
- AI in early childhood education and in the Hong Kong context
- Integration of digital tools and AI into ECE and special education teaching and learning practices
- Ethical challenges of AI in early childhood education and in special education



2. Investigative Mindset



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Maker Faire® Shenzhen

Students as makers and exposure to assistive technology and social robots



2. Investigative Mindset



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Happy Fishing



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>

2. Investigative Mindset



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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.

3. Experiential Learning



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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

Local internships

3. Experiential Learning



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Tanzania

International internships

3. Experiential Learning



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Cambridge

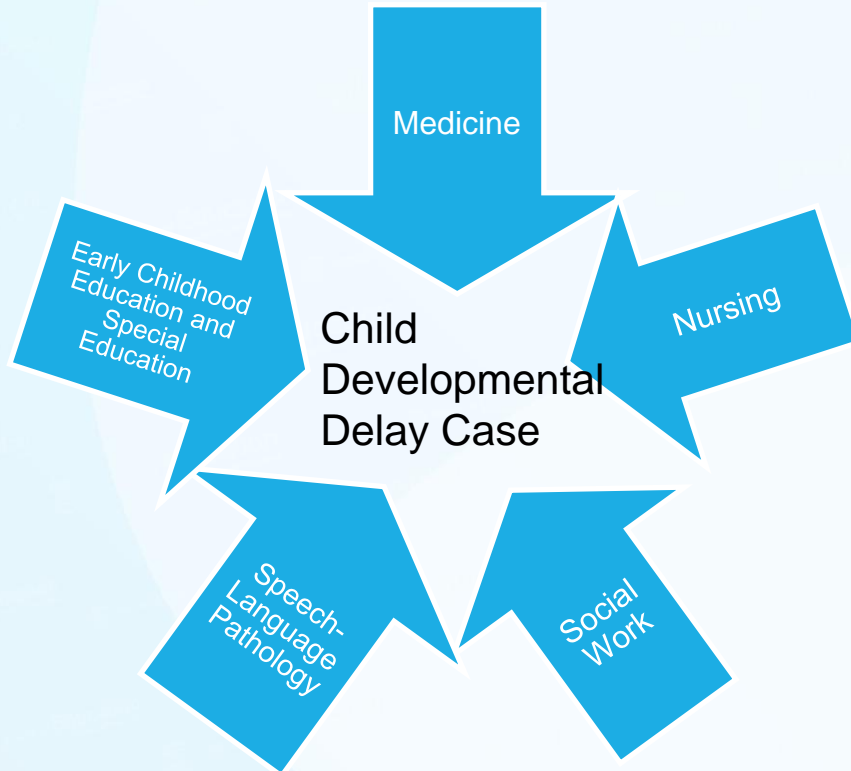


International internships

4. Interdisciplinary Collaboration



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- Interprofessional Education and Collaborative Practice (IPECP)
- For Year 5 students
- Inter-Faculty and Interprofessional education via **virtual and f2f discussions**
- Organised by the HKU LKS Faculty of Medicine



**HKU
Med**

LKS Faculty of Medicine
Bau Institute of Medical & Health
Sciences Education
香港大學鮑氏醫學及衛生教育研究所

4. Interdisciplinary Collaboration



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5. Intercultural Exchange



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UGC Funding Scheme for Mainland and Global Engagement and Student Learning Experience (2023-2025): Study trip to Japan

5. Intercultural Exchange



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2024 GRADUATE EMPLOYMENT

2024 Graduate Employment



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100% in the Education sector



100% in Full-time employment



100% in Hong Kong



(HKU Centre of Development and Resources for Students, 2025)

2024 Graduate Employment

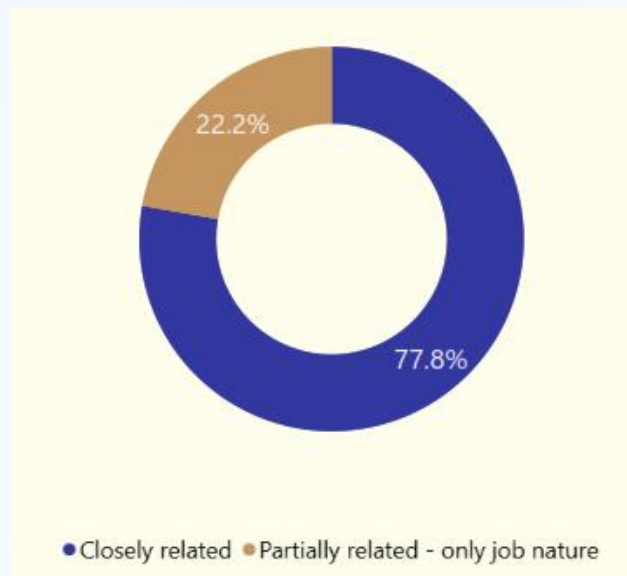


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Monthly salary (HK\$)

Year	Basic Average	Basic Median	Basic Minimum	Basic Maximum
2024	30,111	29,000	16,000	45,000

Job relevance

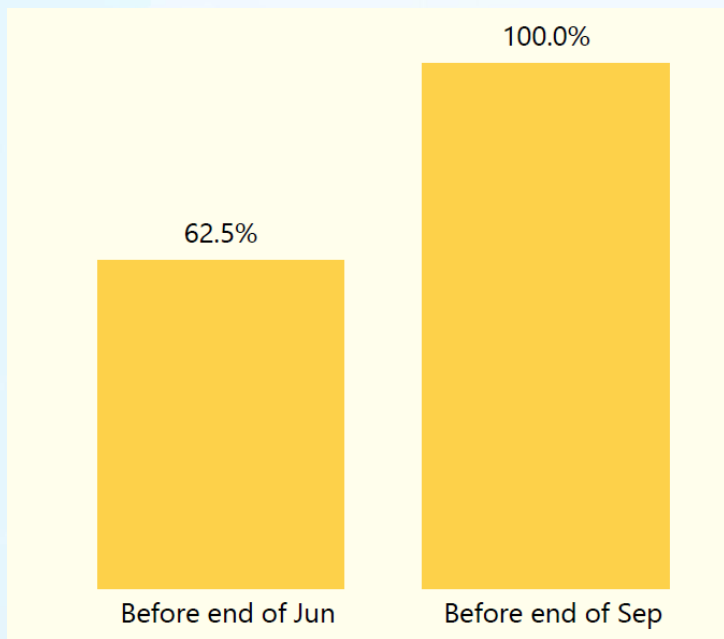


2024 Graduate Employment

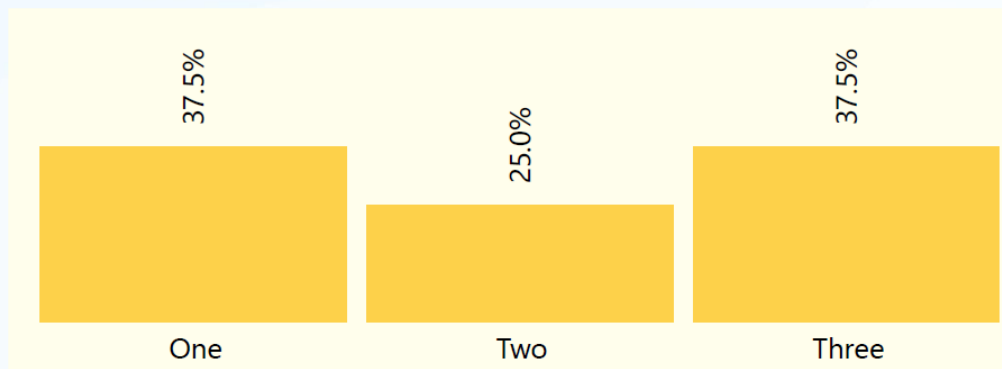


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Time to Receive First Job Offer



Number of Job Offer Received



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



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1. **Internationally, HKU's ranks No. 6 in the Times Higher Education (THE) World University Rankings by Subject for Education 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**
3. Enhanced proficiencies in **English**
4. 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**
5. **Unique Inter-faculty and Interprofessional education** through IPECP module
6. **Flexible** career and study pathways



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ADMISSION REQUIREMENTS

Entrance Requirements



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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 2025		
HKDSE Scoring Formula	Upper Quartile	Median	Lower Quartile
1.5 x Eng + Best 4 Subjects*	27	27	26

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

Special requirements



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- 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 as **Band A** (for JUPAS) or **first choice** (for Non-JUPAS) to receive the latest promotional event information



Number of places: 16

Admission Requirements – JUPAS (JS6092)



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- Local applicants with HKDSE Examination results are eligible to apply for admissions via JUPAS. Selected applicants will be invited for an individual interview.
- The following applicants will have a higher chance of being admitted:
 - Applicants with a good score according to the HKDSE Scoring Formula **1.5 x Eng + Best 4 subjects** (May include M1/M2 or Category C subject whichever is higher)
 - Applicants with outstanding interview performance and student learning profile
 - Applicants with children-related work experience

Special Consideration – JUPAS (JS6092)



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- Candidates with outstanding achievements in other areas will also be considered during the application process via the following schemes:
 - School Nominations Direct Admissions Scheme (SNDAS) for HKDSE students
 - School Principals' Nominations (SPN)
 - Candidates with other experiences and achievements in competitions / activities (OEA)
 - HKU Sports Scholarship Scheme (SSS)
 - Home Affairs Bureau's Multi-faceted Excellence Scholarship Scheme (MES)

<https://admissions.hku.hk/apply/jupas#special-consideration>

Admission Requirements -Non-JUPAS



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- Non-local students completing qualifications other than mainland China's National Joint College Entrance Examination (NJCEE / GaoKao); and local applicants completing an international qualification other than HKDSE are eligible to apply for admissions via Non-JUPAS. Selected applicants will be invited for an individual interview and a written test
- The following applicants will have a higher chance of being admitted:
 - Applicants with good results in English
 - Applicants with outstanding interview performance
 - Applicants with children-related work experience

HKU Statement



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- *The University of Hong Kong (HKU) is aware of recent social media posts claiming that it is possible to apply to HKU through an agent, with promises of low entrance requirements and direct admission without standard grades, IELTS or TOEFL scores, undergraduate backgrounds, or other requirements. These claims are totally unfounded and the University reserves the right to pursue legal action against those responsible.*
- *HKU does not authorise any intermediary organisations to recruit or admit students in Mainland China, nor does it have a so-called "internal recommendation" mechanism for professors to recommend non-local students for admission. Non-local applicants interested in applying to HKU must directly submit their applications to the University, and only eligible applicants who meet the necessary requirements will be considered for admission. Admissions are competitive and on merit basis.*
- *If students are found to have falsified their academic credentials, HKU will take disciplinary action against them in accordance with University Statutes to revoke their student status.*

<https://admissions.hku.hk/apply/international-qualifications>



Further Information

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- Website:
<https://web.edu.hku.hk/programme/becese>

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