



# Graduates of BEd in Early Childhood Education and Special Education Programme: Career Paths in Hong Kong



# Outline

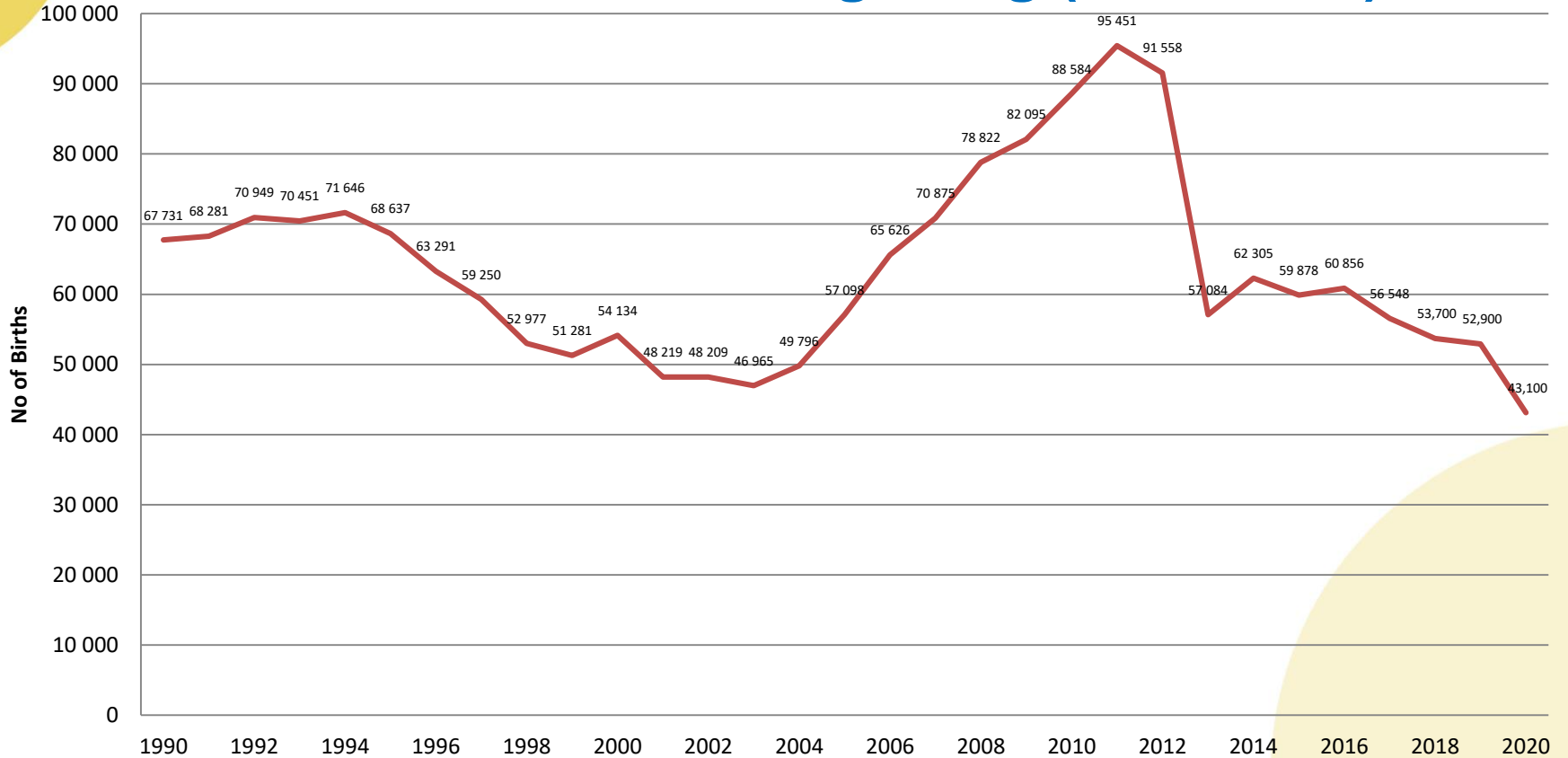
1. After graduating from the BEd (ECE&SE) programme, apart from becoming a kindergarten teacher, what are the other options?
2. What are the career prospects for early childhood education and special education graduates in Hong Kong?
3. How to be an outstanding early childhood educator and special education teacher?
4. Why choose our BEd(ECE&SE) programme?



1. After graduating from the BEd (ECE&SE) programme, apart from becoming a kindergarten teacher, what are the other options?



# Number of births in Hong Kong (1990-2020)



# Pre-school education and care in Hong Kong

Age	0	1	2	3	4	5	6
Types of service	Early Education and Training Centres (EETC)						
	Day creches; Child Care Centres (CCC); <i>Play groups</i>						
				Kindergarten-cum-Child care Centres (KG-cum-CCC); Special Child Care Centres (SCCC)			
				Kindergartens (KG)			





## Early childhood professionals

- Child Care Worker (CCW)
- Child Care Supervisor (CCS)
- Special Child Care Worker (SCCW)
- Qualified Kindergarten Teacher (QKT)

# Statistics on kindergarten education in Hong Kong

		School year					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
No. of Kindergartens		1 000	1 014	1 030	1 033	1 049	1 046
	Of which: joining KG Scheme	NA	NA	748	753	761	763
Student Enrolment							
	Nursery	65 323	57 355	59 350	58 168	58 710	53 877
	Lower Class	63 315	65 769	58 481	59 978	58 534	57 195
	Upper Class	56 760	60 908	63 316	56 256	57 053	53 863
	Overall	185 398	184 032	181 147	174 402	174 297	164 935
No. of Kindergarten Teachers		13 552	13 930	14 155	14 145	14 389	14 108
Percentage of Trained Teachers							
	With C(ECE) or above	91.2%	92.7%	93.9%	94.4%	95.4%	95.9%
	Other teacher training (including QKT & QAKT)	4.8%	4.0%	3.4%	2.9%	2.4%	2.2%
	Overall	96.0%	96.8%	97.3%	97.3%	97.8%	98.1%
Pupil-Teacher Ratio		9.0:1	8.7:1	8.6:1	8.4:1	8.3:1	8.1:1





# Teachers in kindergartens by academic qualification and training status

		教師人數 Number of teachers						
學校類別／學歷／ 師資訓練情況	Type of school/Academic qualification/Training status	2009	2014	2015	2016	2017	2018	2019
幼稚園(1)	Kindergarten(1)							
學士學位或以上	Bachelor's degree or above							
曾受訓練	Trained	1 516	5 296	5 983	6 659	7 387	7 879	8 398
未受訓練	Untrained	243	415	450	391	373	395	336
學士學位以下	Below Bachelor's degree							
曾受訓練	Trained	8 051	7 029	6 939	6 735	6 271	5 776	5 574
未受訓練	Untrained	253	153	180	145	124	95	81
總計	Total	10 063	12 893	13 552	13 930	14 155	14 145	14 389

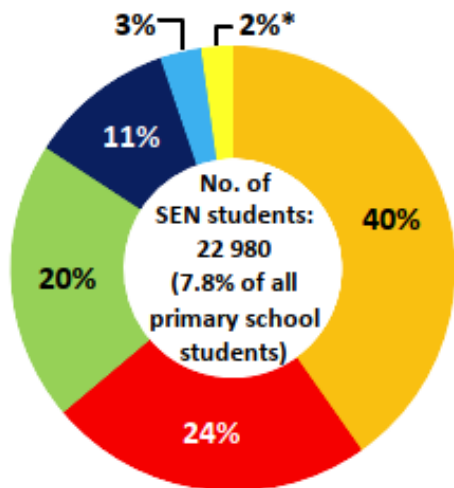


# Kindergarten Education Scheme: Salary ranges for 2020-21 school year

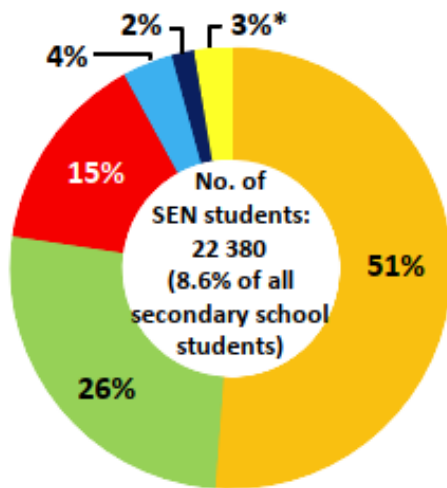
Teaching Staff (Notes)	Salary Range for <b>Reference</b> (\$) (for teaching staff with C(ECE) or above qualifications)
Class Teacher	23,430 – 41,660 
Senior Teacher	31,250 – 49,490 
Vice Principal	39,050 – 54,690
Principal II	44,280 – 61,210
Principal I	52,080 – 69,020
Supporting Staff	Recommended Salary Range (\$)
Clerk	12,310 – 22,140
Janitor	12,310 – 16,000
Cook	14,760 – 17,240



# Children with special needs



Primary schools



Secondary schools



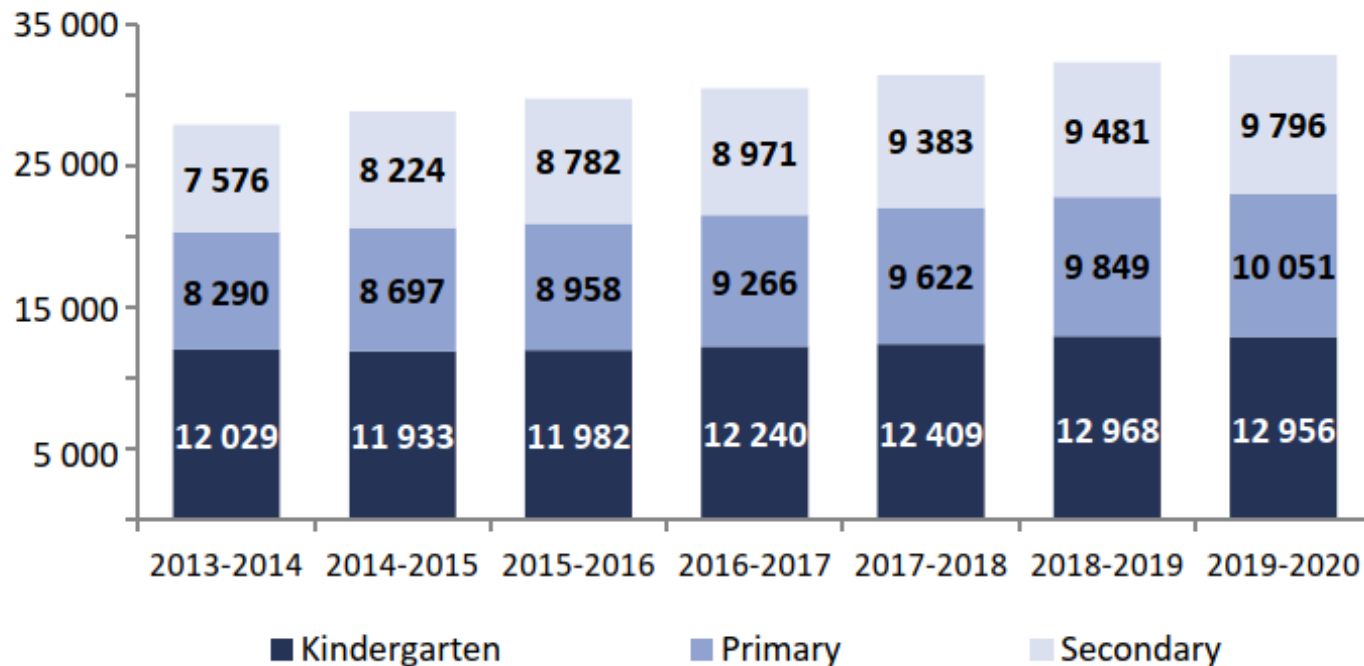
Number of SEN students in public sector mainstream schools by school level and SEN type (2017/18)

# Pre-school education and care in Hong Kong

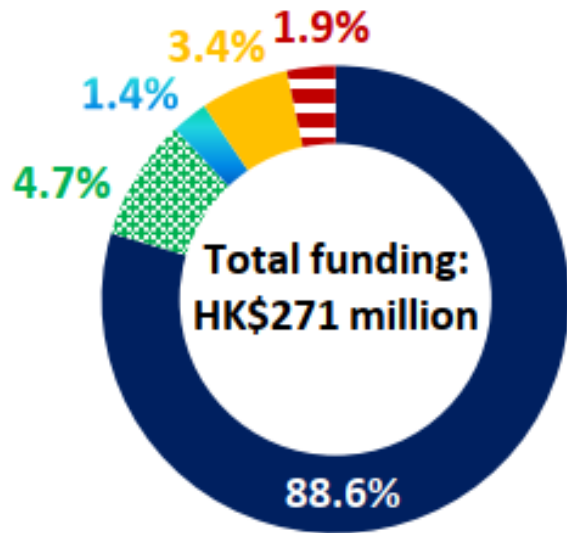
Age	0	1	2	3	4	5	6
Types of service	<b>Early Education and Training Centres</b> ( <i>55 centres; 3888 places; 200 SCCW</i> )						
	Day creches; Child care centres; <i>Play groups</i>						
				<b>Kindergarten-cum-Child care Centres;</b> <b>Integrated Programme in KG-cum-CCC</b> ( <i>216 centres; 1980 places; 330 SCCW</i> ) <b>Special Child Care Centres</b> ( <i>43 centres; 2170 places; approx. 362 SCCW</i> )			
				<b>Kindergartens</b> ( <i>1046 kindergartens; 14108 KG teachers; 8000 On-site Preschool Rehabilitation Services places; approx. 533 SCCW</i> )			



# Non-Chinese speaking students in local kindergartens, primary and secondary schools in Hong Kong



# Use of funding and adoption of teaching modes for NCS students (in KGs, primary and secondary)



- Appointment of additional teachers or teaching assistants
- ▒ Appointment of ethnic minority assistants
- Purchase of learning and teaching resources
- Procurement of professional services
- ▒ Organizing activities to promote an inclusive environment in schools



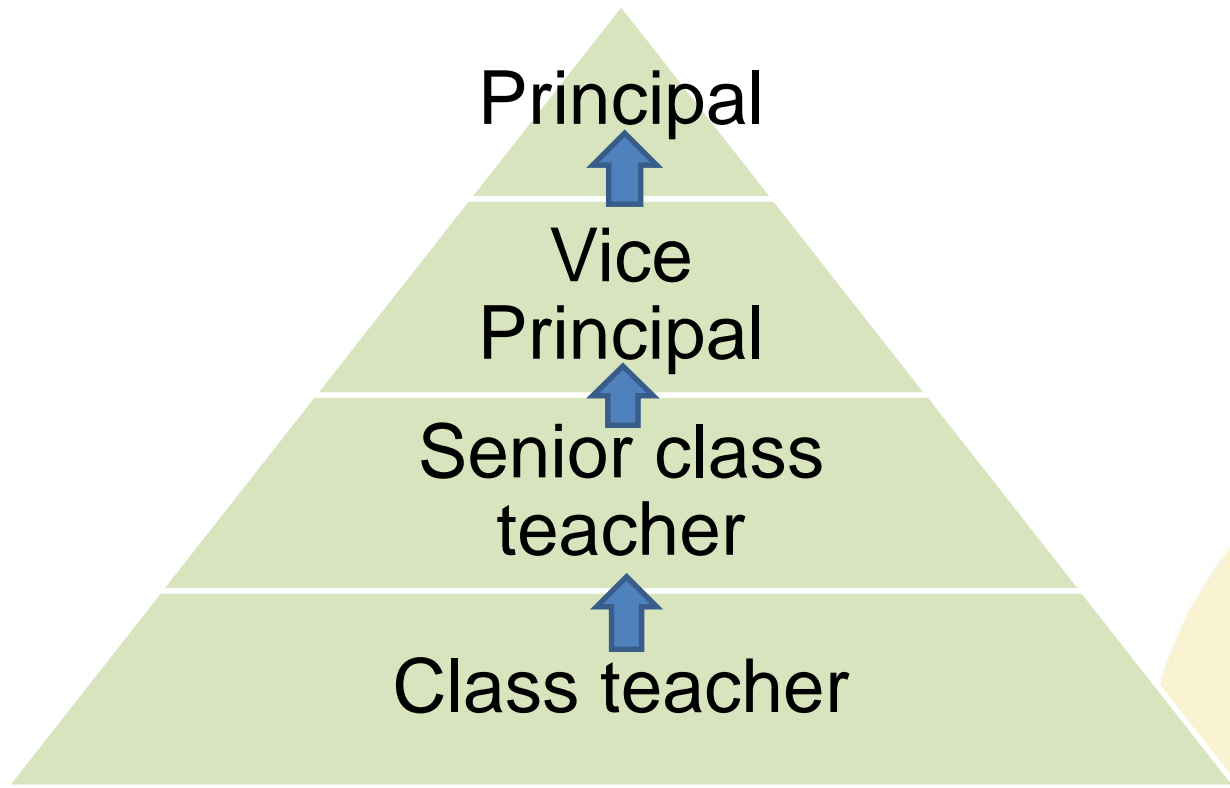
## Teaching roles

1. Kindergarten Teachers (QKT)
2. Kindergarten specialist teachers of Chinese (for NCS children) or English or Putonghua
3. Child Care Workers (CCW)
4. Special Child Care Workers (SCCW)
5. Play group teachers

2. What are the career prospects for early childhood education and special education graduates in Hong Kong?



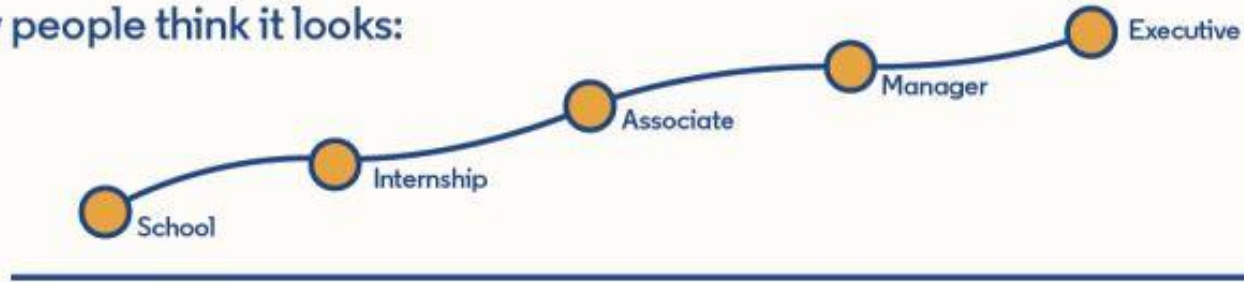
# Career prospects: What some people may think...





# Career prospects: What it may actually be...

The way people think it looks:



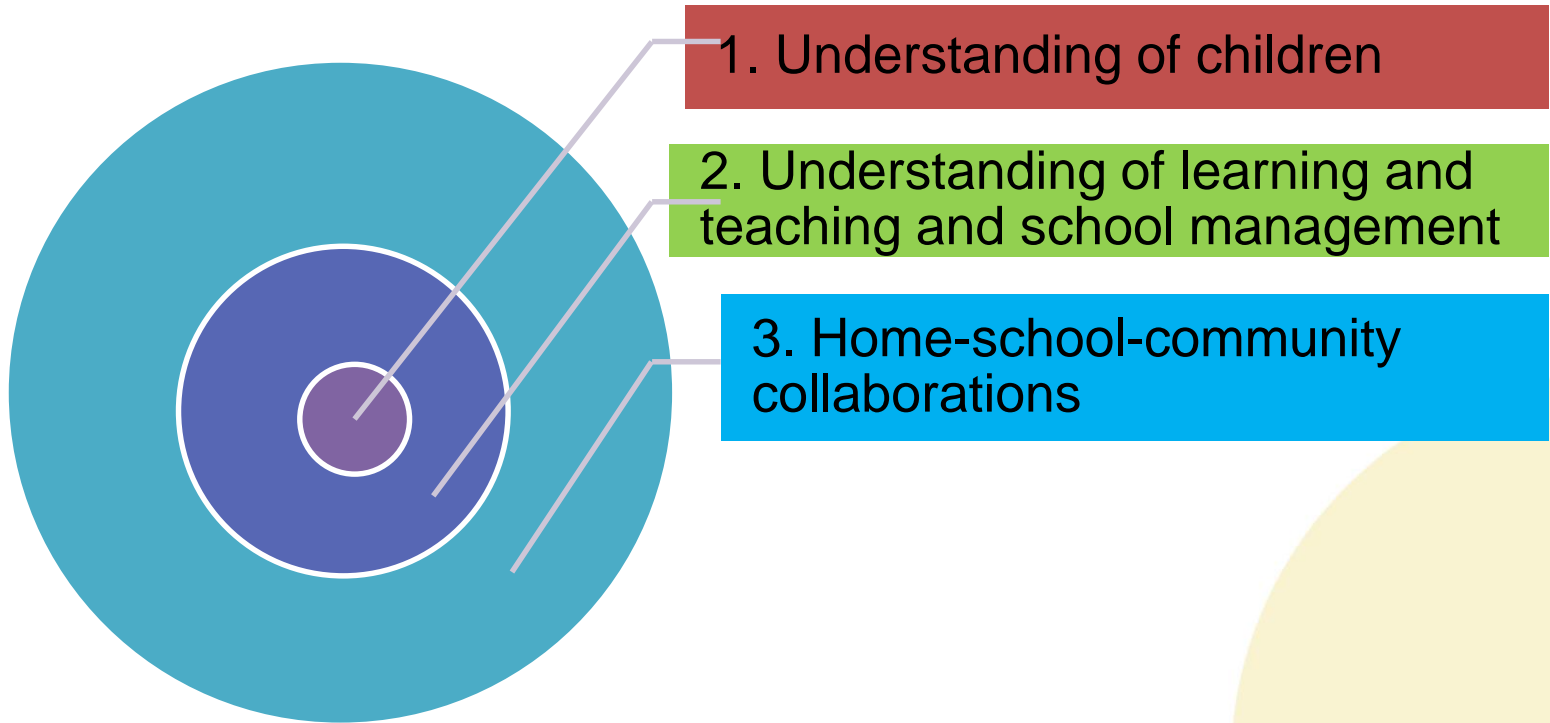
How it can also look:



[https://www.linkedin.com/posts/linkedin\\_remember-career-paths-are-different-for-activity-6785229605147025408-z8li](https://www.linkedin.com/posts/linkedin_remember-career-paths-are-different-for-activity-6785229605147025408-z8li)



# BEd (ECE&SE) Programme design



# 1. Understanding of children

1. Early childhood **development** (*age 0-6*)
2. **Young children with exceptional needs** (*age 0-6*)
3. Physical and social emotional development of **infants and toddlers** (*age 0-3*)
4. Cognitive and language development of **infants and toddlers** (*age 0-3*)
5. Cognitive and language development of **young children** (*age 3-6*)
6. Physical and social emotional development, guidance and counselling of **young children** (*age 3-6*)
7. Developmental **neuroscience** (*age 0-6*)



## 2. Understanding of learning and teaching and school management

1. Educational psychology for early childhood educators
2. Play and learning in the early years (*age 0-6*)
3. Early care and education of **infants and toddlers** (*age 0-3*)
4. Observation and assessment of children and early childhood programmes (*age 0-6*)
5. **STEAM** in early childhood education (*age 3-6*)
6. Integrated curriculum and inclusive pedagogy in early childhood education (I) (*age 3-6*)
7. Integrated curriculum and inclusive pedagogy in early childhood education (II) (*age 3-6*)
8. Planning Management and evaluation of early childhood programs
9. Supporting children with communication needs (*age 3-6*)
10. Supporting children with cognitive sensory and physical needs (*age 3-6*)
11. Supporting children with behavioural emotional and social development needs (*age 3-6*)
12. Assessment and intervention in early childhood settings (*age 2-6*)



# 3. Home-school-community collaborations

1. Concepts and contexts of early childhood education
2. Risks and resilience in early development
3. Young children, family and the changing world
4. Contemporary issues in child development



## 4. Specialised Electives

1. Supporting children with Autism Spectrum Disorder
2. Supporting non-native Chinese speaking children
3. Bilingualism in young children
4. Young child and technology
5. Creative and expressive arts and movement
6. Child health (Faculty of Medicine)
7. Children and the law (Faculty of Law)



# 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) - 2 weeks
2. Professional practicum II (Special child care centre) – 6 weeks
3. Professional practicum III (Kindergarten) -8 weeks



# Academic writing

1. Core University **English**
2. Academic **English** for Early Childhood Education Students
3. Practical **Chinese** for BEd(ECE&SE) Students







## Career options

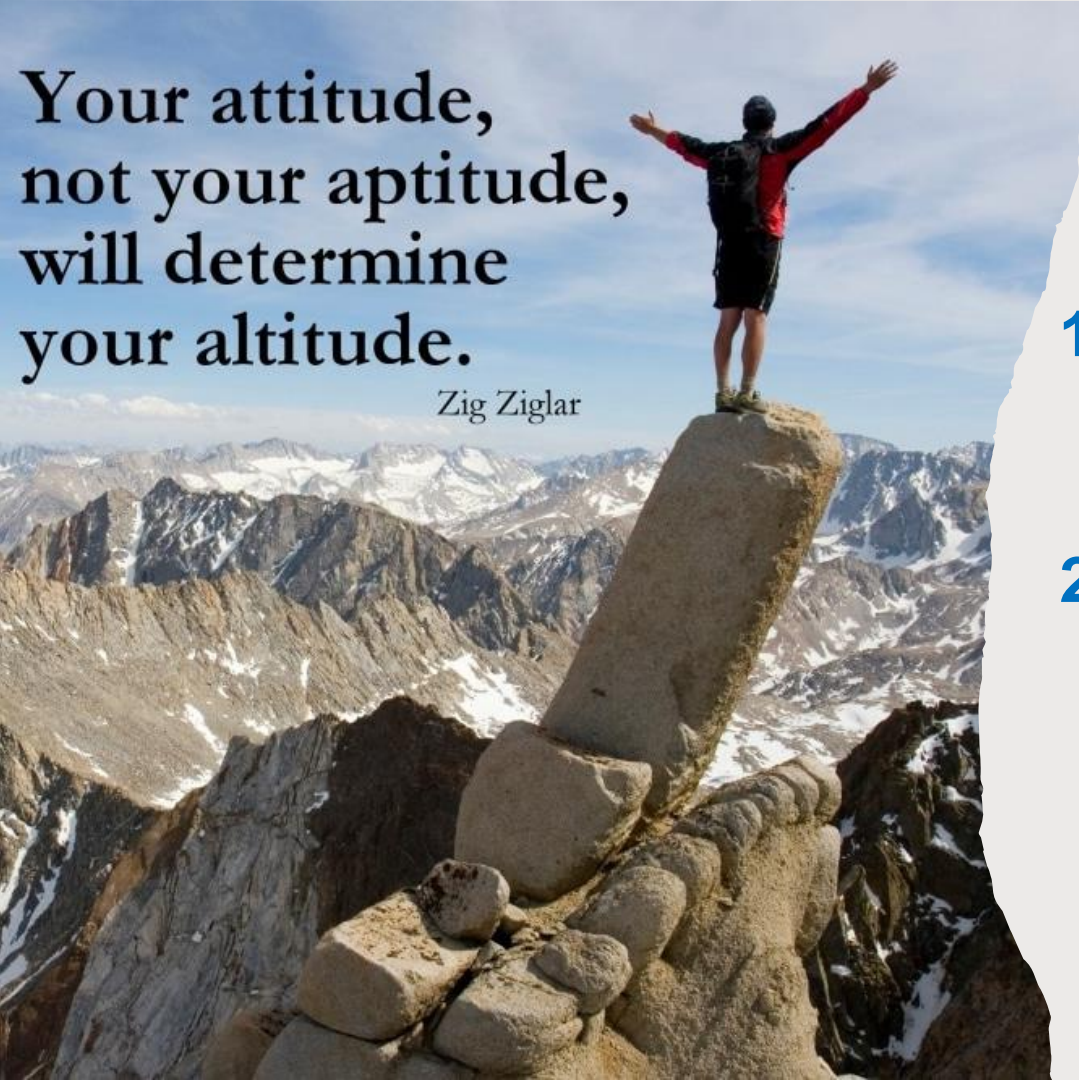
- a) Teaching (*refer earlier slide*)
- b) Research (e.g. Projects)
- c) Curriculum development (e.g. Teaching Chinese as a second language)
- d) Training (e.g. STEAM)
- e) Publishing (e.g. Children's books)
- f) Administration (e.g. Admissions, Events, Marketing, Management)

3. How to be an outstanding  
early childhood educator and  
special education teacher?



Your attitude,  
not your aptitude,  
will determine  
your altitude.

Zig Ziglar



1. **Knowledge and Skills:** Continuous Professional Development (CPD)
2. **Attitude:** “Can do” spirit; dedication; humility; patience

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

1. **Internationally, HKU Faculty of Education ranks No. 5 in the Times Higher Education (THE) World University Rankings by Subject 2021**
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. **Interdisciplinary studies** through Specialised Electives
5. **Impactful research** from Independent Research Project
6. **Enhanced proficiencies** in English and Chinese
7. **Flexible career and study pathways**
8. **Programme instructors** with extensive local and international teaching and administrative experience in early childhood settings

<https://aal.hku.hk/admissions/local/facts-hku>



# Special admission 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**

