



A pathway for Bachelor graduates to be Early Childhood Educators

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Postgraduate Diploma in Early Childhood Education (PGDE-ECE) is a taught postgraduate programme designed for bachelor degree holders who wish to become a registered kindergarten teacher / childcare worker / childcare supervisor in Hong Kong. The programme offers both streams in **Chinese as Medium of Instruction (CMI)** and **English as Medium of Instruction (EMI)** to cater for students from diverse cultural and linguistic backgrounds. **One-year Full time programme** and **Two-year Part time programme** are offered to candidates who may come from different walks of life.

As our programme aims to prepare Bachelor holders from different fields to enter the ECE professional pathway, students can experience the unique opportunity to embark a new professional training through integration of academic rigor and front-line practical experience in EDB-registered early childhood education institutions. The rich field experience (FE) components designed in our programme prepare both pre-service and in-service ECE practitioners with enhanced practical skills needed in their career pathway to meet the growing demands of ECE sector in Hong Kong.

Our committed academic and teaching staff come from all over the world and our strong field connections support students through this unique PGDE learning journey. Students will meet with colleagues with diverse professional and cultural backgrounds and ride on a valuable platform of knowledge and experience exchange.

Both *One-year Full time programme* and *Two-year Part time programme* have trained over 1125 graduates for the ECE field since from 2016 and

2005 respectively. Our students' outstanding achievement has been recognized by external awards. Here're what our alumni say about PGDE(ECE):



Every course is closely linked in the One-year Full time PGDE-ECE programme, imparting comprehensive and practical knowledge and skills needed for early childhood education. EdUHK also provided us with ample opportunities for kindergarten field experience, among which the most impressive was the 12-week practicum at a kindergarten, which allowed me to apply the theories learned in front-line teaching practice. The course lecturers also offered full support and professional advice that helped equip us to become professional early childhood educators.

Ms. Hilary Lo
Kindergarten Teacher
FT PGDE-ECE alumni

I gained much wider perspectives in early childhood education and classmates from different countries always shared their teaching experience in both international and local schools. The PGDE-ECE programme provided another pathway for non-ECE bachelor degree graduates, which allowed me to pursue a teacher-training career.

Ms. Moon Kwok
Lecturer
PT PGDE-ECE alumni

One of the most important aspects of the course for me was being able to learn about the underlying rationales and evidence for effective practices. The courses and the lecturers emphasize the importance of applying theories in practice. It greatly helped me understand the "why" and enhanced my problem-solving skills in the classroom.

Mr. Tom Adams
Head Teacher
PT PGDE-ECE alumni



The Two-year part-time PGDE-ECE programme has been of great help to my work. For example, understanding the children's developmental milestones and strategies for educating young children with different learning needs have deepened my understanding of children's learning capacity and so I could be better equipped to teach in a diversified way. The knowledge gained in this programme are very practical, which often helps me resolve problems that I faced at work.

Ms. Kelly Li
Head of Putonghua Team & Crèche Leader
PT PGDE-ECE alumni

Watch our programme video:

Follow us on Social Media!



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The Education University of Hong Kong

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Many children struggle with maths. Whilst this may always have been the case, the importance of numeracy to science, technology, and engineering—as well as daily life—means that maths skills are more important than ever. Yet, when parents want to help their children, there is often little they can do; few educational resources exist to help children throughout the various stages of their maths journey.

This is where my work comes in. I study the influences of *contexts*, *cognitive foundations*, and their interactions on children's maths learning. Through my work, I aim to provide evidence-based recommendations for practices that adapt to children's needs.

From observing how parents and their children interact when they play, my colleagues and I found that different types of toys encouraged children and caregivers to talk about different aspects of maths (Chan et al., 2020). As we discovered, maths is hidden in many everyday activities, and as such, caregivers can support children's maths development by building on conversations and asking questions (also see blogs by Chan & Mazzocco 2021 and Chan et al., 2021).

Here, we present four steps for you to help children by revealing the "hidden" maths all around us!

- 1 Notice math concepts in your surroundings**, such as number, shape, size, pattern, measurement, and time.
- 2 Talk about math** using words for:
 - *numbers* (e.g., one, two, pair, dozen)
 - *quantities* (e.g., some, many, half)
 - *location* (e.g., top, below, left, right)
 - *size* (e.g., big, small)
 - *shape* (e.g., round, pointy, square),
 - *measurement* (e.g., long, heavy, fast)

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香港教育大學
The Education University of Hong Kong

Reveal Hidden Maths in Everyday Contexts

Dr. CHAN Yun Chen
Jenny
Assistant Professor



- 3 Ask questions** such as "how can we share the bubble tea?" and "what is the shortest way to get from Mong Kok to Kowloon?"
- 4 Model problem solving** such as "We can take the red line from Mong Kok to Central, then take the orange line from Hong Kong to Kowloon. But can you think of another way?"

My latest survey attempts to understand Hong Kong children's, parents', and teacher's needs in early maths education. The responses will help my team effectively collaborate with the local communities and design activities that incorporate maths in everyday contexts.

We then plan to design cooking activities for caregivers to help support children's learning of maths, health, and local culture.

If you'd like to learn more, or even contribute to this work, please reach out to me, Jenny Yun-Chen Chan, at chanjyc@eduhk.hk or fill out the contact form via the link (<https://tinyurl.com/contactjyc>) or QR code.



References
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Faculty of Education and Human Development
教育及人類發展學院

Department of Early Childhood Education
幼兒教育學系

Discover the latest job opportunities and information in Early Childhood Education (ECE) with ECE Spark, a cutting-edge platform developed by the Department of Early Childhood Education at The Education University of Hong Kong (EdUHK).

ECE Spark is an important link in the kindergarten job-seeking and manpower-seeking scene in Hong Kong. The ECE Department wants to provide a user-friendly interface for kindergarten graduates and professionals, and help principals find the ideal candidate. This platform will be helpful for teachers of all levels and experience and streamline their job-seeking process. The platform will be first made available to all EdUHK students and alumni. In addition, ECE Spark also provides resources for fresh ECE graduates and beginner teachers, such as short and fun videos on basic piano skills for music lessons, how to perform back strengthening exercises, etc.

Ms. Iris Leung, an ECE lecturer and the project coordinator of ECE Spark, shared, "When I started teaching in a kindergarten, I had inadequate support. I was about to quit because of the challenges in various aspects of teaching. Now that I have overcome that phase and became a teacher educator, I want to support young teachers and guide them to shine in the kindergartens and ignite a spark in the ECE field."

Key Features:

ECE Spark offers a wide range of features designed to make the job search process easier and more efficient for both job seekers and employers. To do so, it offers:

1. Advanced Search Filters

Users can search for job openings based on several criteria, including location, job type, experience level, and salary range. This allows for a more targeted and efficient job search process.

2. Personalized Dashboard

EdUHK students and alumni can create personalized profiles showcasing their education, experiences, skills, and achievements to enable employers to review candidate information and make informed hiring decisions quickly.

3. Application Tracking

ECE Spark allows EdUHK students and alumni to track the status of their applications. This transparent process helps candidates stay informed and engaged throughout the application process.

4. Job Matching Service

Employers can search for candidates with different criteria, such as experience and professions, which enables them to proactively locate potential candidates and invite them to apply for the position.



Ms. LEUNG Tuen Yung Iris
Lecturer II

Hong Kong's New Job Search Platform for Early Childhood Education

ECE Spark

幼教求職平台
ECE Job Search Platform



Benefits of ECE Spark:

1. Industry-Specific Focus

ECE Spark ensures a deep understanding of the field, resulting in a more effective job search process for graduates and professionals.

2. Reduced Time and Effort

The intuitive interface and advanced search filters help users find relevant job opportunities faster than traditional job searching methods.

3. Increased Networking Opportunities

The platform connects EdUHK students and alumni with potential employers, fostering valuable networking opportunities within the ECE community.

4. Support from EdUHK

ECE Spark is backed by the expertise and resources of the Education University of Hong Kong, ensuring continuous improvements and updates to the platform.

ECE Spark is the perfect platform for discovering new job opportunities, advancing your career, and finding suitable candidates for kindergartens. Stay tuned with us for the best job matching service in ECE!

Register now and enjoy early access to the platform:



Enhancing Pre-service Teachers' Musical Competence and Teaching Confidence in Early Childhood Education

Dr. KONG Siu Hang, Eric
Assistant Professor



Background information

As a musician and music educator, my research interests specifically focus on the sociology and psychology of music education, music in early childhood education, and teacher education. Drawing upon my practical experience as a music educator, one of my recent projects investigates pedagogy and teacher education in early childhood music education. This project, funded by the ECE Innovative Teaching Grants, examines how to enhance pre-service preschool teachers' skills in teaching music to young children.

Research-based recommendations and/or tips for ECE practitioners

Music education is often viewed as a high-brow discipline in Chinese society that requires specialised knowledge. Teachers' lack of confidence in their musical abilities, particularly an inability to play instruments or read music, poses a major obstacle, especially for pre-service teachers without formal music training. Teachers' beliefs about the importance and challenges of music education influence their attitudes and practices when teaching, which can inhibit children's music learning and enjoyment.

To address this, my research project aims to develop pre-service teachers' musical competence and teaching confidence. The project comprises two three-hour professional development sessions on musicianship and pedagogical skills. The training teaches them to play chords on ukuleles and in GarageBand and to accompany themselves as singers. It fosters pre-service teachers' understanding of musical concepts and ability to teach music. It also provides them with a holistic music learning and teaching experience, allowing them to apply their pedagogical knowledge by demonstrating their new musical skills in leading music activities. The ultimate goal is to build pre-service teachers' confidence and

skills in conducting music appreciation, performance, and creation activities in an early childhood education setting.

This study demonstrated that the professional development sessions significantly improved pre-service teachers' competence and confidence in music teaching and their perception of the importance of music education for children. Enhancing teachers' pedagogical skills through instruction in musical skills and musicianship can positively impact their confidence in teaching music. This increased confidence may, in turn, foster a more positive attitude toward children's music learning. The study suggests that preschool practitioners could effectively use the ukulele to enhance interaction in music education as follows:

Lesson

Animal moves for children aged from 4-6

Learning objectives

The children will be able to express creativity through movement in response to musical elements, such as timbre, tempo, and dynamics.

Learning activities

The teachers demonstrate three distinct ukulele strumming patterns—muted strum, rapid strumming, and slow strumming—which produce contrasting sounds. They encourage the children to associate them with animals, e.g., muted strum for a stealthy cat, and rapid strumming for a galloping horse. The children then react kinesthetically, translating sounds into movement, e.g., running for rapid strumming, or sliding for a muted strumming. Through this process, the children develop an awareness of how variations in musical elements like timbre, tempo and dynamics can conjure different images and emotions.