THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Certificate in Professional Development Programme for Primary Teachers of English (BWP048)
Programme QF Level	:	5
Course Title	:	Towards a smooth transition from kindergarten to primary
Course Code	:	ENG5410
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	30
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English*
Course Level	:	5

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

* The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.

1. Course Synopsis

A smooth interface between kindergarten and primary is vital in facilitating very young learners' emotional and habitual preparation for their promotion to primary school. This course aims at empowering in-service primary schools teachers in Key Stage 1 and middle managers in curriculum tailoring to help support children of KG age in adapting to their new learning environment. Teacher participants will conduct kindergarten visits, devise age-appropriate learning content, expectation, assessments as well as teaching strategies according to the very young learners' cognitive and developmental readiness.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$ demonstrate an understanding of the children's development and needs in the transition from kindergarten to primary school [$PILO_1$, $PILO_2$];

$CILO_2$ plan and design learning and assessment materials to help primary 1 learners adapt to primary school life [$PILO_2$, $PILO_3$, $PILO_4$]; and

$CILO_3$ demonstrate an understanding of how to involve different stake holders in KS1 curriculum tailoring and evaluation [$PILO_2$, $PILO_3$, $PILO_4$].

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

$CILLO_1$ use spoken and written English to articulate and discuss concepts and issues related to curriculum tailoring in the transition of kindergarten to primary.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Learn about young learners' development and needs in transition from kindergarten to primary school	*CILO 1, 3*	School visits and observation of some kindergarten lessons and sharing with PSM(CD), senior teachers and English chairperson in charge of kindergarten-primary bridging programmes.
Tailor-making English curriculum;	*CILO 1-3*	Workshops, lectures and student presentation
Assessing young learners in English lessons.	*CILO 1-3*	Workshops, lectures, school visits

Remark: Peer learning, assignment preparation and assignment research in library will be arranged as the On-Campus Learning Activities (6 hours)

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Evaluate the primary 1 English language curriculum and support mechanism to the learners and parents (if applicable) in your school. Write a plan to suggest possible changes to smooth the learners' way through school.	100%	*CILO₁₋₃*

*Graded on a Pass/Fail basis, with a Distinction grade possible for the most outstanding assignments.

6. Required Text(s)

Nil

7. Recommended Readings

Bredekamp, S., & Copple, C. (1997) *Developmentally appropriate practice for early childhood program* (Rev. ed.). Washington, DC: NAEYC.

Chan, W. L. (2012). Expectations for the transition from kindergarten to primary school amongst teachers, parents and children. *Early Child Development and Care, 182(5),* 639–664.

Cunningham, A. (1993). Eeny, meeny, miny, moe: Testing policy and practice in early childhood. In Gifford, B., *Policy Perspectives on Educational Testing*. Kluwer.

Curriculum Development Council. (2017). *Kindergarten education curriculum guide : joyful learning through play balanced development all the way*. HKSAR.

Kagan, S. L. (1991). Moving from here to there: Rethinking continuity and transitions in early care and education. In B. Spodek and O.N. Saracho (Eds.), *Issues in early childhood curriculum. Yearbook in early childhood education, vol 2* (pp. 132-151). New York: Teachers College Press.

Ladd, G.W. (1990). Having friends, keeping friends, making friends and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child Development* (61), 1081-1100.

E. Y. H., & Power, T. (2018). Parental involvement during the transition to primary school: Examining changes and bidirectional relationships with school adjustment. *Children and Youth Services Review, 88*, 257-26.

Li, J. B., & Lau, E. Y. H. (2019). Teacher–student conflict and preschoolers' adjustment in the transition to primary school: The role of child self-regulation and parents' positive relations with others. *Early Education and Development*, *30*(3), 423-437.

Margetts, K. (2002). Transition to School – Complexity and Diversity. European Early *Childhood Education Research Journal, 10 (2)*, 103-114.

Ng, M.L., & Rao, N. (2013). Teaching English in Hong Kong Kindergartens: A Survey of Practices. *The International Journal of Literacies, 19(3)*, 25-47. https://doi.org/10.18848/2327-0136/CGP/v19i03/48780

Ramey, S.L., & Ramey, C.T. (1998). The Transition to School: Opportunities and Challenges for Children, Families, Educators and Communities. *The Elementary School Journal, 98 (4)*, 293-295.

Tao, S. S., Lau, E. Y. H., & Yiu, H. M. (2019). Parental involvement after the transition to school: Are parents' Expectation matched by experience?. *Journal of Research in Childhood Education, 33(4)*, 637-653.

Wong, M. (2015). Voices of Children, Parents and Teachers: How Children Cope with Stress during School Transition. *Early Child Development and Care*, 185(4), 660-680.

Wong, M., & Ng, M.L. (2007). Zippy's Friends: Teachers' Training and Its Effectiveness. *Hong Kong Journal of Early Childhood, 6(1),* 65-73.

Wong, N. C. M. (1999). *A study of children's transition to school difficulties in Hong Kong* [Paper Presentation]. Symposium on Children's Agenda for Hong Kong in the 21st Century. The University of Hong Kong, China.

Yeboah, D.A. (2002). Enhancing Transition from Early Childhood Phase to Primary Education : Evidence from research literature. *Early Years, 22 (1)*, 51-68.

Yeung, S. S., Ng, M. L., & King, R. B. (2016). English vocabulary instruction through storybook reading for Chinese EFL Kindergarteners: Comparing rich, embedded, and incidental approaches. *Asian EFL Journal, 18,* 81-104.

8. Related Web Resources

CDC. (2017). *Preprimary Curriculum Guide*
https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ENG_KGECG_2017.pdf
EdB Parent Information (kindergarten education)
http://www.edb.gov.hk/en/student-parents/parents-related/parent-info/index.html
CDC. (2004). Chapter 9 Interfaces at Various Key Stages. *Basic Education Curriculum Guide*
https://cd.edb.gov.hk/becg/english/chapter9.html

9. Related Journals

Early Child Development and Care

ELT Journal

Hong Kong Journal of Early Childhood

The International Journal of Literacies

Educational Psychology in Practice

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity

with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

12 April 2022