

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Early Childhood Education) Programme (Five-year Full-time) A5B061 4-year/5-year full-time undergraduate programmes
Programme QF Level	: 5
Course Title	: Educational Management and Sustainable Development of Early Childhood Settings
Course Code	: ECE4236
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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

1. Course Synopsis

This course provides a foundation in theory and practice in educational management, and their relevance and applications to early childhood education in local and non-local contexts. The course also guides students to master how an ECE entity operates in terms of organizational structure and the duties and responsibilities of different roles involved. Students are guided to become conversant with the concepts of school-based quality assurance in the ECE settings, demonstrate critical thinking and reflections for assessing the effectiveness of the school practices and initiate improvement measures for sustainable development.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the theories and practices of educational management, leadership and organizational structures to analyze the ECE settings in local and global contexts;
- CILO₂ Examine the duties and responsibilities of the different roles in the operation of an ECE entity;
- CILO₃ Assess the quality of school practices with the concepts of school based quality assurance;
- CILO₄ Apply the critical awareness of the concepts and/or theories in school management and leadership in order to improve the operation of an ECE entity;
- CILO₅ Develop measures for sustainable school development in local and non-local ECE settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction of the concepts, theories and practices of educational management, leadership and organizational structures in local and non-local ECE settings.	<i>CILO₁</i>	Lecture, In-class group discussion
Introduction of the management process and daily operation of ECE organization; and the duties and responsibilities of the various different roles in the operation of an ECE entity, such as personnel in resources management, continuous teacher development and team work.	<i>CILO₂</i>	Lecture, In-class group discussion, role play, multimedia review & sharing, Workshop
Introduction of the concepts of school-based quality assurance, application of the concepts in evaluating the quality of school practices, and recommendations of improvement measures for sustainable development of ECE in local and global contexts.	<i>CILO₃</i>	Lecture, In-class group discussion, Workshop

Application of concepts and/or theories in school management and leadership to understanding and/or improving the operation of an ECE entity in local and global contexts. Examples of staff recruitment and development, team building, resources management, conflict management, and strategic management in local and non-local early childhood settings are provided.	<i>CILO</i> ₁₋₅	Lecture, In-class group discussion & sharing, Role-play, Case-study
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Assignment (900 words) Students are required to form into groups to design and plan a whole school activity. Students should also describe the administrative role/work of a school leader in organizing a school event, including a plan on crisis management and quality assurance.	30%	<i>CILO</i> _{1,2,3,4}
(b) Test Short questions: 3 out of 4 questions.	60%	<i>CILO</i> _{1,2,3,4,5}
(c) Participation in Interprofessional Education Simulation (IPES) Students are required to participate in 3 parts of IPE activities.	10%	<i>CILO</i> _{1,2,3,4,5}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Buckler, R. (2023). *Developing child-centred practice for safeguarding and child protection: Strategies for every early years setting*. Routledge.

- Chan, C. W. (2018). Leading today's kindergartens: Practices of strategic leadership in Hong Kong's early childhood education. *Educational Management, Administration & Leadership*, 46(4), 679-691.
- Cheung, A. C. K., Keung, C. P. C., Kwan, P. Y. K., & Cheung, L. Y. S. (2019). Teachers' perceptions of the effect of selected leadership practices on pre-primary children's learning in Hong Kong. *Early Child Development and Care*, 189(14), 2265-2283.
- Education Bureau (2016). *Education Bureau circular No.7/2016 free quality kindergarten education*. Hong Kong Education Bureau.
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC16007E.pdf>
- Education Bureau (2019). *School-based management and school-based management governance framework*. Hong Kong Education Bureau.
<https://www.edb.gov.hk/en/sch-admin/sbm/gov-framework/index.html>
- Education Bureau (2021). *School crisis management: Handbook of aftermath intervention and psychological support*. Hong Kong Education Bureau.
<https://www.edb.gov.hk/attachment/en/student-parents/crisis-management/about-crisis-management/crisise.pdf>
- Education Bureau (2022). *Guidelines on teachers' professional conduct*. Hong Kong Education Bureau.
https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf
- Education Bureau (2023). *Kindergarten administration guide*. Hong Kong Education Bureau.
https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/Admin_Guide_Eng%202023_Aug.pdf
- Mendex, E. M., & Kunz, K. (2023). *The new leader's guide to early childhood settings: Making an impact in preK-3*. Routledge.
- Modise, M., Fonsen, E., Heikka, J., Phatudi, N., Boe, M., & Phala, T. (2023). *Global perspectives on leadership in early childhood education*. Helsinki University Press.
- Nicholson, J., Maniates, H., Yee, S., Williams, T., Ufoegbune, V., & Erazo, C. R. (2022). *Principals as early learning leaders: Effectively supporting our youngest learners*. Teachers College Press.
- Stewart, F. (2018). *Building together: Collaborative leadership in early childhood systems*. Redleaf Press.
- Strehmel, P. (2016). Leadership in early childhood education – Theoretical and empirical approaches. *Journal of Early Childhood Education Research*, 5(2), 344-355.
- To, K. H., Yin, H., Tam, W. W. Y., and Keung, C. P. C. (2023). Principal leadership practices, professional learning communities, and teacher commitment in Hong Kong kindergartens: A multilevel SEM analysis. *Educational Management, Administration & Leadership*, 51(4), 889-911.

8. Related Web Resources

American association of school administrators

<http://www.aasa.org>

質素保證視學 (幼稚園) 周年報告

<https://www.edb.gov.hk/tc/sch-admin/sch-quality-assurance/reports/insp-annual-reports/index.html>

在香港學校推行「可持續發展」教育

<http://cd1.edb.hkedcity.net/cd/mce/ESD/main.htm>

The National Association for the Education of Young Children

<http://www.naeyc.org>

Education Bureau

<http://www.edb.gov.hk/tc/index.html>

9. Related Journals

Nil

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.

Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Nil