

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 Bachelor of Education (Honours) (Early Childhood Education) Programme (Three-year part-time) Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time) Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children (Four-year Part-time) /All FT Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Working with Families from Diverse Backgrounds
Course Code	: ECE4233
Department	: Department of Early Childhood Education (Hosting) & Department of Education Policy and Leadership (Collaborating)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI for A5B061 CMI/EMI for C3B001/C4B006/C4B007/All FT UG Programmes
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 strengthens students' leadership and/or service role in enhancing home, school, and community collaboration with the help of innovative policies and empowering practices. Students are guided to review existing policies, legal and moral issues in supporting families in diverse circumstances, including poverty, cultural conflicts and acculturation, domestic violence, etc. The contemporary leadership role of teachers in early year settings is also discussed in this course.

2. Course Intended Learning Outcomes (CILOs)

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

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|-------------------|---|
| CILO ₁ | Review local policies and relevant moral and legal issues in supporting families with diverse backgrounds; |
| CILO ₂ | Demonstrate the ability to develop appropriate strategies and empowering practices to enhance home, school, and community collaboration in diverse circumstances; |
| CILO ₃ | Reflect on the contemporary leadership and/or service role of teachers to actively respond to support family strength. |

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to local policies, moral and legal issues in supporting families with diverse backgrounds, the importance of home, school, and community collaboration in facilitating children's learning and knowledge acquisition, as well as Bronfenbrenner's theory of social ecology and other conceptualisations of the family system, family forms, functions and roles	CILO ₁	Lectures, group discussion.
Identify the implications of changes in the family contexts for children, the needs of families in	CILO ₂	Lectures, group discussion.

diverse circumstances (including poverty, cultural conflicts and acculturation, divorce, domestic violence, etc.), and review the policies in supporting those families		
Strategies and skills in developing strategies to enhance home, school, and community collaboration	<i>CILO₂</i>	Lectures, group discussion, role play, e-learning lesson.
Implications for teachers who work with children experiencing changes in their family context, and contemporary leadership role and/or service role of teachers in early years setting	<i>CILO₃</i>	Lectures, group discussion.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Group Presentation (Group size: X students in a group) Based on a case provided by course lecturer, students are required to identify and examine the crucial needs and issues of the case and reflect critically on leadership role, local policies, and relevant moral and legal issues in supporting families with diverse backgrounds.	30%	<i>CILO₁</i>
2. In-class Refelction (480 Chinese words for CMI/300 English words for EMI) Students are required to reflect on teachers' service role in supporting families in contemporary society.	10%	<i>CILO₃</i>
3. Individual Paper (2,880 Chinese words for CMI/1,800 English words for EMI) Students are required to conduct a case study to examine the needs of a family with an understanding of the complexity of a real-life context by applying Bronfenbrenner's theory of social ecology and other conceptualisations of the family system, family forms, functions and roles. Students are also expected to propose appropriate evidence-based home, school, and community collaboration strategies to enhance the well-being of the family.	60%	<i>CILO_{1, 2}</i>

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

Bigner, J. J., & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting* (10th ed.). Pearson Education.

Chan, C. K. (2024). Systematic Child Maltreatment Incidents: Tips for ECE Practitioners and Parents. The Education University of Hong Kong Early Childhood Education Newsletter, 2024 February Issue. (陳中傑(2024)：系統性虐兒事件：給幼兒工作者和家長的啟示，2024 年度第一期。)

Department of Applied Social Sciences, The Hong Kong Polytechnic University. (2017). *Report on parenting practices in Hong Kong*. The Hong Kong Polytechnic University. http://www.familycouncil.gov.hk/en/files/research/Final%20report_study_on_parenting_practices_in_hong_kong.pdf

Ferguson, S. J. (2018). *Shifting the center: Understanding contemporary families* (5th ed.). SAGE.

Howe, T. R. (2017). *Marriages and families in the 21st century: A bioecological approach* (2nd ed.). SAGE.

Marwah, A., Marwah, S., & Wong, HC (2023). Duxbury etc, Hong Kong family court tables 2023-24: a practical guide to family law and courts. 香港家事法概覽：家事法訴訟人必須知的法律資訊 (5th ed.). www.duxburyetc.hk

Policy 21 Limited. (2016). *Family survey 2015*. Family Council. https://www.familycouncil.gov.hk/en/files/research/Family_Survey_2015_Final_Report.pdf

Tudge, J. R. H., Payir, A., Mercon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*, 8(4), 427-445.

Yuen, Y. M. C. (2016). Enhancing early childhood schooling of South Asian children in Hong Kong: Beliefs and perceptions of kindergarten teachers and principals. *Early Child Development and Care*, 186(3), 403-418.

8. Related Web Resources

Census and Statistics Department, Hong Kong SAR Government:

<https://www.censtatd.gov.hk/home/index.jsp>

Hong Kong Judiciary: <https://www.judiciary.hk/>

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The Hong Kong Council of Social Service:
<http://www.hkcss.org.hk/e>

9. Related Journals

Journal of Child and Family Studies <https://link.springer.com/journal/10826>
Journal of Family Issues <https://journals.sagepub.com/home/jfi>
Journal of Marriage and Family <https://onlinelibrary.wiley.com/journal/17413737>
Family Matters <https://aifs.gov.au/research/family-matters>
Family Process <https://onlinelibrary.wiley.com/journal/15455300>
Family Relations <https://onlinelibrary.wiley.com/journal/17413729>

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