THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Policies and Practices in Early Childhood Education
Course Code	:	ECE7144
Department	:	Department of Early Childhood Education
Credit Points	:	3
Contact Hours	:	Directed Study
Pre-requisite(s)	:	ECE7143
Medium of Instruction	:	English
Course Level	:	7

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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

1. Synopsis:

This module aims to enable the learner to engage in a small-scale investigative research project through advanced study into one aspect of early childhood educational needs in the Asia-Pacific region. It provides an opportunity to critically reflect upon major issues relating to the development of a coherent and flexible understanding of early childhood education and the curriculum and pedagogies that are used to support young children's learning. The focus is on exploring existing policies and practices within the region and on the identification of existing models being employed in the field.

2. Course Intended Learning Outcomes (CILO$_s$)

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

CILO 1   Identify and develop critical understandings about emergent philosophies and key policies for children with an early childhood education focus in the Asia-Pacific region.

CILO 2   Synthesize ideas from a critical analysis of specific systems for the effectiveness in promoting learning for young children in the early years.

CILO 3   Demonstrate understandings about the ways in which young children learn and what are exemplary contexts for learning.

CILO 4   Critically analyze the roles and responsibilities of education systems and early childhood education in particular, by examining elements of practical experience and by observation, with reference to literature.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Become familiar with a current EC policy initiative or stated official practice in HK or the Asia-Pacific region.	CILO$_1$,	Library and internet searches, independent and on-going reading. Locating EC government and/or educational policies/initiatives.
Identify systems for effectively promoting learning in early childhood education	CILO$_2$	Library and internet searches, independent and on-going reading. Conduct a critical literature review. Development of research questions.
Developing critical analytic skills to assess and analyse EC	CILO$_{3,4}$	Development of small-scale study related to research interest and EC policies & practices, completion of ethics

policies and practices		application, on-going written and verbal feedback.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Participation in directed guidance	0%	$CILO_{1, 2, 3, 4}$
b. Ethics application	0%	$CILO_{1, 2, 3, 4}$
c. Final essay (3,000-4,000 words) Students are required to write a critical essay based on the literature review and pilot study they conducted. This should be suitable for publication	100%	$CILO_{1, 2, 3, 4}$

5. Required Text(s)

Nil

6. Recommended Readings

Apple, M. W. (2019). On doing critical policy analysis. Educational Policy, 33(1), 276-287.

Bassok, D., & Engel, M. (2019). Early childhood education at scale: Lessons from research for policy and practice. AERA Open, 5(1), 233285841982869. https://doi.org/10.1177/2332858419828690

Bayly, B. L., Bierman, K. L., & Jacobson, L. (2021). Teacher, center, and neighborhood characteristics associated with variations in preschool quality in childcare centers. Child & Youth Care Forum, 50(5), 779–803. https://doi.org/10.1007/s10566-021-09599-0

Calder, P. (2015). Policies and discourses in early childhood education and care. International Journal of Early Years Education, 23(3), 227–229. https://doi.org/10.1080/09669760.2015.1074561

Cannella, G. S. (2015). Introduction: Engaging critical qualitative science. In G. S. Cannella, M. Salazar Pérez, & P. A. Pasque (Eds.), Critical qualitative inquiry: Foundations and futures (pp. 7- 30). Left Coast Press. https://doi.org/10.4324/9781315431178

Cannella, G. S., & Lincoln, Y. S. (2015). Deploying qualitative methods for critical social purposes. In G. S. Cannella, M. S. Pérez, & P. A. Pasque (Eds.), Critical qualitative inquiry: Foundations and futures (pp. 243-264). Left Coast Press.

Cervantes, S., & Öqvist, A. (2021). Preschool teachers and caregivers' lack of repositioning in response to changed responsibilities in policy documents. Journal of Early Childhood Research: ECR, 19(3), 323–336. https://doi.org/10.1177/1476718X20969742

Cook, K., Corr, L., & Breitkreuz, R. (2017). The framing of Australian childcare policy problems and their solutions. Critical Social Policy, 37(1), 42–63. https://doi.org/10.1177/0261018316653952

Curriculum Development Council (2017). Kindergarten education curriculum guide- Joyful learning through play: Balanced development all the way. Curriculum Development Council.

Garvis, S., Harju-Luukkainen, H., & Kangas, J. (Eds.). (2022). Assessing and evaluating early childhood education systems. Springer International Publishing. https://doi.org/10.1007/978-3-030-99910-0

Garvis, S., Harju-Luukkainen, H., & Kangas, J. (Eds.). (2022). Finnish early childhood education and care: A multi-theoretical perspective on research and practice. Springer International Publishing.

Li, M., Fox, J., & Grieshaber, S. (Eds.). (2017). Contemporary issues and challenge in early childhood education in the Asia-Pacific Region. Springer.

Miller, L., Cameron, C., Dalli, C., & Barbour, N. (Eds.). (2018). The SAGE handbook of early childhood policy. SAGE Publications.

Nutbrown, C. (2014). Key concepts in early childhood education and care (2nd ed.). SAGE.

Richardson, B. (2022). Commodification and care: An exploration of workforces' experiences of care in private and public childcare systems from a feminist political theory of care perspective. Critical Social Policy, 42(1), 107–128. https://doi.org/10.1177/0261018321998934

Yerkes, M. A., & Javornik, J. (2019). Creating capabilities: Childcare policies in comparative perspective. Journal of European Social Policy, 29(4), 529–544. https://doi.org/10.1177/0958928718808421

7. **Related Web Resources**

   NIL

8. **Related Journals**

   Asia Pacific Journal of Early Childhood Research
   Contemporary Issues in Early Childhood
   Early Childhood Research and Practice
   Early Years: An International Journal of Research and Development
   Global Studies of Childhood
   International Journal of Early Childhood
   International Journal of Early Years

9. **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/00000000001633679892454](https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5)[8BbN5](https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5)). Students should familiarize themselves with the Policy.

10. Others

Nil

TPg Courses with other Study Modes

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Course Code	**:**	ECE7144
Offering Unit	**:**	Department of Early Childhood Education
Credit Points	**:**	3

Delivery mode:

☐ **Online learning as the primary delivery mode**

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of Contact Hours
		39

☑ **Directed study mode**

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of Contact Hours
15	24	39