

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; all Full-time 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	:	English
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 role in enhancing home-school 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:

- CILO₁ Review local policies and relevant moral and legal issues in supporting families with diverse backgrounds;
- CILO₂ Demonstrate the ability to develop appropriate strategies and empowering practices to enhance home-school collaboration in diverse circumstances;
- CILO₃ Reflect on the contemporary leadership role of teachers to actively respond to support family strength.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Introduction to local policies, moral and legal issues in supporting families with diverse backgrounds	CILO ₁	Lectures, group discussion.
2. Identify the needs and review the policies in supporting families in diverse circumstances, including poverty, cultural conflicts and acculturation, domestic violence, etc.	CILO ₂	Lectures, group discussion.
3. Strategies and skills in developing strategies to enhance home-school collaboration.	CILO ₂	Lectures, group discussion,
4. Contemporary leadership role of teachers in early years setting.	CILO ₃	e-learning lesson

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Group presentation Based on a hypothetical case provided by course lecturer, students are required to examine the crucial needs of the case and reflect critically on local policies, and relevant moral and legal issues in supporting families with diverse backgrounds.	30%	CILO ₁
Online participation Discuss contemporary leadership role of teachers in supporting families.	10%	CILO ₃
Individual Paper (1,800 words) Students are required to conduct a case study to examine the needs of a family in the complexity of a real-life context by	60%	CILO _{1, 2}

Assessment Tasks	Weighting (%)	CILO
applying what they have learned in the course. Students are expected to propose appropriate strategies to enhance the wellbeing of the family with supporting evidence.		

5. Required Text(s)

Nil

6. Recommended Readings

- Adair, J. K., & Barraza, A. (2014). Voices of immigrant parents in preschool settings. *Young Children*, 0914, 32-39.
- Au, A., Lau, K. M., Wong, A. H. C., Lam, C., Leung, C., Lau, J., & Lee, Y. K. (2014). The efficacy of a group Triple P (Positive Parenting Program) for Chinese parents with a child diagnosed with ADHD in Hong Kong: A pilot randomised controlled study. *Australian Psychologist*, 49(3), 151-162.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513.
- Cohen, P. N. (2015). *The family: diversity, inequality, and social change* (1st ed.). New York: W.W. Norton & Company.
- Department of Applied Social Sciences, The Hong Kong Polytechnic University. (2017). Report on parenting practices in Hong Kong. Hong Kong. Retrieved from http://www.familycouncil.gov.hk/en/files/research/Final%20report_study_on_parenting_practices_in_hong_kong.pdf
- Department of Social Work and Social Administration, The University of Hong Kong. (2008). Report of a study on international experience of selected countries in supporting the low-income family in helping its members and their applicability to Hong Kong. Hong Kong. Retrieved from http://www.familycouncil.gov.hk/tc_chi/files/research/TGDM_Report.pdf
- Friend, M, & Bursuck, W. D. (2015). *Including students with special needs: A practical guide for classroom teachers* (7th ed.). Boston, Mass: Pearson
- Jiang, Y., Jia, M., Mikami, A. Y., & Johnston, C. (2015). Improving interactions between teachers and parents of children with ADHD. *Perspectives on Language and Literacy*, 41(1), 17-20.
- Lai, Y. C., & Gill, J. (2014). Multiple perspectives on integrated education for children with disabilities in the context of early childhood centres in Hong Kong. *Educational Review*, 66(3), 345-361.
- Pitzer et al (2017). Child regulative temperament as a mediator of parenting in the development of depressive symptoms: a longitudinal study from early childhood to preadolescence. *Journal of Neural Transmission*. 124(5), 631-641
- Policy 21 Limited. (2016). *Family survey 2015*. Hong Kong. Retrieved from http://www.familycouncil.gov.hk/tc_chi/files/research/Family_Survey_2015_Final_Report.pdf
- Public Policy Research Centre, Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong. (2008). *A Cross-national comparison of family policy*. Hong Kong: Central Policy Unit, Hong Kong SAR Government. Retrieved from http://www.familycouncil.gov.hk/tc_chi/files/research/Cross_National_Comparison_of_Family_Policy.pdf

- Wadsworth, M. E. (2012). Working with low-income families: Lessons learned from basic and applied research on coping with poverty-related stress. *Journal of Contemporary Psychotherapy*, 42, 17-25.
- 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.
- 香港特別行政區立法會教育事務委員會融合教育小組委員會報告 (2014) ，檢自 http://www.legco.gov.hk/yr13-14/chinese/panels/ed/ed_ie/reports/ed_iecb4-1087-1-c.pdf

7. Related Web Resources

社會福利署

<http://www.info.gov.hk/swd/html-tc/>

社聯

<http://www.hkcss.org.hk/>

家庭學校與合作事宜委員會

<http://www.embhsc.hkedcity.net>

親職教育文章

<http://www.tzhu.org/chinese/html/link8.htm>

8. Related Journals

Journal of Family Issues

Journal of Marriage and Families

Family Matters

Family Process

Family Relations

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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Other

Nil

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