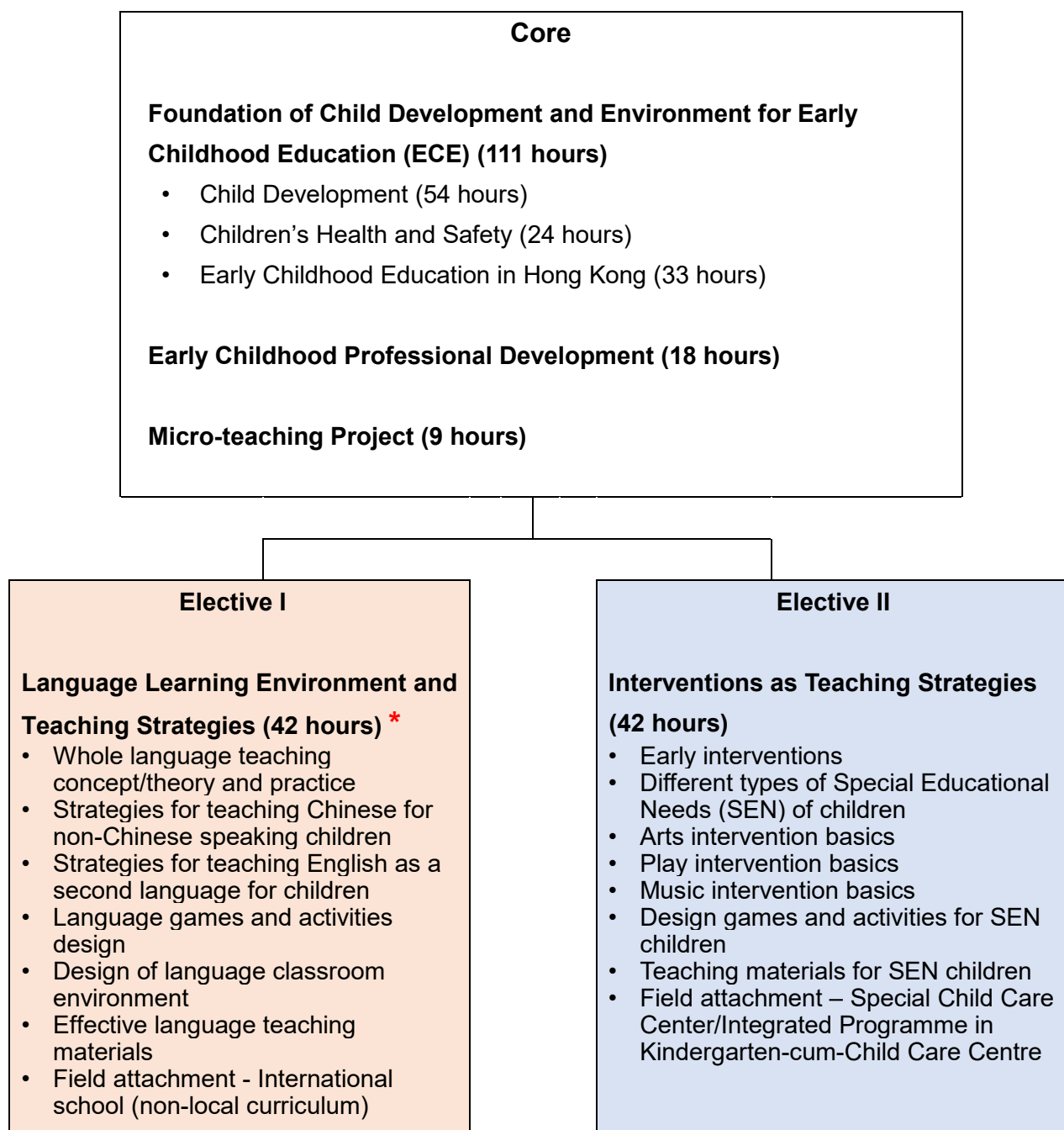


Applied Learning

2024-26 Cohort; 2026 HKDSE

| Item | Description |
|---|---|
| 1. Course Title | Child Care and Development |
| 2. Course Provider | Caritas Institute of Community Education |
| 3. Area of Studies/ Course Cluster | Services/ Personal and Community Services |
| 4. Medium of Instruction | Chinese or English |
| 5. Learning Outcomes | <p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate an understanding of the foundation knowledge of child development; (ii) design and implement activities for children with diverse learning needs; (iii) discuss the required characteristics and the issues on work ethics for early childhood education practitioners; (iv) evaluate learning environment of young children to ensure their health and safety to facilitate their effective learning; (v) apply the concepts and knowledge learned to implement effective teaching strategies in early childhood education settings; and (vi) enhance self-understanding and explore directions on further studies and career pursuits. |

6. Curriculum Map – Organisation and Structure



* The course will be conducted in English for students taking “Language Learning Environment and Teaching Strategies” elective.

7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to early childhood education, special education, primary education, sociology, social science, social work

Career development

- e.g. kindergarten teacher, child care worker, child care centre supervisor, teaching assistant, playgroup assistant

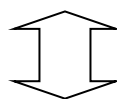
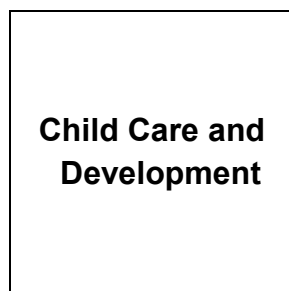
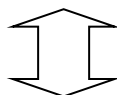
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- the study of child care and development enhance and enrich the understanding of health, care and safety policy and issues in **Health Management and Social Care**

Expanding horizons, e.g.

- knowledge and experiences acquired through visits, seminars and field attachment enrich students' understanding of the development of young children that enrich students' understanding on learning in **Biology**



Relations with other areas of studies/ courses of Applied Learning

e.g.

Applied Science

- knowledge and skills in “Children’s Health and Safety” enhance the learning in **Medical Science and Health Care**
- theories learnt in child development can also be extended to the study of **Psychology and Sports**

Creative Studies

- the experience in designing teaching activities and teaching aids stimulates students’ creative thinking skills and provides opportunities for students to apply their basic art, music and physical skills to create innovative activities for young children

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education and English Language Education** – to communicate effectively in group discussion, report writing and presentation
- **Technology Education** – to use information technology for information search, data analysis and presentation
- **Arts Education** – to enhance learning through visual arts, music movement, drama teaching
- **Personal, Social and Humanities Education** – to understand legal and moral framework; human virtues such as understanding of others, mutual respect, responsibility and commitment

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in child care and development.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, group discussion, presentation and visit to child care centre are designed to enhance students' understanding of the fundamental knowledge of child development) and eye-opening opportunities to experience the complexity of the context (e.g. field visits, field attachments and professional sharing by experienced early childhood education practitioners to help students understand the operation of early childhood education organisations).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. visits and field attachments; and the opportunities to help serving teachers prepare teaching aids and take care of the young children).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. students apply the teaching strategies learned to create appropriate and creative teaching materials and/or appropriate learning environment for young children with diverse learning needs, and sharing in the form of micro-teaching).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- acquire foundation knowledge and practical skills of child development;
- identify and solve problems relating to young children's health and safety in early childhood education organisations;
- design a wide range of learning and teaching activities to cater for students with diverse learning needs;
- evaluate the overview of early childhood services; and
- explore possible further study and career pathways in the related fields, e.g. early childhood education, special education and social work.

(ii) **Foundation Skills**

- strengthen communication skills through different kinds of learning and teaching activities, e.g. presentation, group discussion and micro-teaching;
- apply mathematical skills to teach children the appropriate level of mathematics concepts; and
- develop information technology skills by making use of different software (e.g. word processing software and presentation software) through the preparation of different assignments and presentations.

(iii) **Thinking Skills**

- apply problem-solving and decision-making skills in designing different activities for young children;
- apply critical thinking skills and be open-minded in analysing and discussing social educational issues; and
- analyse the impact of social policies towards early childhood education, including comprehensive child development services and home-school collaboration.

(iv) **People Skills**

- develop self-reflection skills upon receiving feedback from tutors and classmates, for example, through getting feedback in presentations and group discussions;
- demonstrate self-management skill in planning, reviewing and managing one's assessment activities and hands-on practices; and
- employ good interpersonal skills and develop team building skills through group discussion, presentation and field attachment.

(v) **Values and Attitudes**

- demonstrate a basic understanding of work ethics in the childhood education industry;
- develop self-confidence when presenting ideas to classmates and designing activities for young children;
- show honesty and integrity as well as respect for others, law and authority; and
- demonstrate proper attitudes, e.g. enthusiasm and willingness to learn more knowledge and skills related to early childhood education.