

Poster session 5

Room R105

All themes

An Analytical Research On the Developmentally Appropriate Practice (DAP) Learning Activity Worksheets of an Infant Daycare Center

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Keywords

Infant daycare center, developmentally appropriate practices learning activities, need satisfaction of life habit.

Abstract

The curriculum of developmentally appropriate practices (DAP) learning activity has been implemented in infant daycare centers in Taiwan for a long time. In order to increase the quality of care and education, this research selected 18-to-36-month-old infants from two classes in an infant daycare center as the research objects. This research is based on the perspective of child-centered philosophy and applies the content analysis methods to analyze the daily activities worksheets. The purpose of this research is to examine, modify, and improve the DAP learning activity quality of care and education.

The effectiveness of care and education by implementing the developmentally appropriate practice in infant daycare centers can be evaluated from the contents of the following four commonly used worksheets: baby care diary, educator diary, daily routine record, and activity curriculum. These worksheets are kinds of guidance for care and education professionals. The educare providers can understand the quality of care and education based on qualitative and quantitative analyses on the accumulated data from these designed worksheets. Therefore, analyzing the items and the modification of the worksheets can help the development of the care and education.

This research based on the philosophy of the "Hierarchy of Needs," creates the "need satisfaction of life habit" and "need satisfaction of learning habit" concepts. The former has five standards of care activities: body-security, emotion-security, food-security, game-security, and sleep-security. The latter has eleven standards of education activities: activities of intuitive exploration, interesting and curiosity-inducing activity, group-experience sharing, collaboratively constructed situation activity, automatically producing and creating activity, situated free-play game activity, deepening and broadening teaching activity, trust-the-educare-provider activity, confidence, autonomy, and spontaneity. The standards listed above are used to analyze the four worksheets. The research results show that the worksheets weigh more on care and less on education and tend on teacher-centered. The revised version of the worksheets meets the standards of child's welfare better.

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Using Early Childhood Environment Rating Scale to Enhance School Environment and Curriculum

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Keywords

ECERS; School environment and curriculum enhancement; KeySteps@JC Project

Abstract

Hong Kong is a high-density modern city. Constrained by limited space, many kindergartens are lacking outdoor and indoor activity/learning space, like playground, classrooms and learning corners. Unfavorable learning environments restrict physical movement among children, as well as teaching strategies and learning activities in classroom. In fact, the curriculum of Hong Kong kindergartens has always been adaptable and flexible. A caring, dedicated and professional teaching force has also been committed to catering for children's different needs. Teachers always have thoughts of enhancing the school environment to foster healthy child growth which plays an important role in early childhood development.

The school taking part in this study is among the participants of the **KeySteps@JC Project**, which is funded by The Hong Kong Jockey Club Charities Trust. The project professional team uses the Early Childhood Environment Rating Scales (ECERS-R, Harms, Clifford, & Cryer, 2005; and ECERS-E, Sylva, Siraj-Blatchford, & Taggart, 2010) which are widely-used and well-established instruments to assess school environment and curriculum. With the objective results of ECERS, schools looked into their strengths and weaknesses, advantages and constraints in a systematic way (Hui et al., 2017). Teachers were stimulated to reflect and try out possible actions with professional support. The most challenging issue was to achieve higher standards in ECERS, yet to fit the local context, culture and needs at the same time, such as how to make good use of space to enrich the learning elements.

This presentation focuses on the effects of practicing ECERS in several aspects: (1) the actions done on school enhancement, (2) the impacts of infusing ECERS elements into environment and curriculum, and (3) the changes in teachers' attitude and practice, as well as children's social skills.

To conclude, ECERS does provide schools with a holistic examination of the quality of early childhood environment. It is encouraging that teachers have more confidence in taking actions to improve school environment and curriculum as shown by a significant improvement of the school's scores under assessment. More importantly, the mission, passion and vision of striving the best for children gives our teachers a strong commitment to pursue sustainable and quality development in early childhood education.

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Praxis of Professional Development of Hong Kong Kindergarten Teachers under Professional Coaching

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Keywords

Professional coaching; Teacher professional development; KeySteps@JC Project

Abstract

In the field of early childhood education, teachers are caring, dedicated and professionals. They always enhance their professionalism to advance the development of early childhood education. Thus, teachers need in-depth reflection to constantly re-examine their teaching practice and improve their professional knowledge and skills in curriculum adaptation, pedagogy and assessment.

With funding from the Hong Kong Jockey Club Charities Trust, **KeySteps@JC Project** has invited a group of experienced early childhood educators from the Pacific Early Childhood Education Research Association Hong Kong (PECERA-HK) to provide professional training and on-site coaching for teachers of 15 schools to learn and try out the Early Childhood Environmental Rating Scales (ECERS-R, Harms, Clifford, & Cryer, 2005; and ECERS-E, Sylva, Siraj-Blatchford, & Taggart, 2010) to assess their own school environment and curriculum. Synthesizing the project experiences, this paper examines the praxis of teacher professional development of Hong Kong Christian Services Lei Cheng Uk Nursery School under professional coaching in the local context.

Professional coaching fosters changes through dedicated, compassionate and professional facilitators. Also, it entails a process of teacher professional development as a coach interacts with a coachee (teacher) individually and purposefully to improve his/her performance in particular skills or areas (Taylor, 2008). Intensive coaching is provided through listening and discussing with the teacher after each on-site regular visit, to enable him/her to identify, analyse his/her strengths and weaknesses, and consider areas for improvement (Seplocha, 2019). The process covers not only teaching practice, professional knowledge and skills, but also a teacher's overall wellbeing and general development.

Lei Cheng Uk Nursery School will share praxis of teacher professional development in the following areas: (1) the teachers' coaching experience, (2) how teachers have mastered the use of ECERS through coaching, (3) how teachers perceive the effectiveness of coaching and self-reflection towards professional growth, (4) how the relationship is built between coaches and teachers to bring a good synergy to augment teaching efficiency, and (5) the significant school professional developments and changes achieved with the support of coaching.

In summary, the professional development of teachers under professional coaching produces more active participation and greater performance in learning among children. Such achievement has led to a continuous advancement of teachers' professional knowledge and skills, as well as having developed a positive attitude towards teaching. Even more, it has facilitated teachers to build and follow a roadmap to quality professional enrichment and advocate best practices for children. (397 words)

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