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Committee Members

Organizing Committee:

Prof. CHUNG Kevin Kien Hoa (HoD)
Dr. CHEUNG Hun Ping, Rebecca (Co-Chair)
Dr. LAM Chun Bun, Ian (Co-Chair)
Dr. HO Choi Wa, Dora
Dr. LAU Yi Hung, Eva
Dr. SUN Jin
Dr. WONG Kwok Shing, Richard
Dr. ZHOU Yanling

Department of Early Childhood Education
The Hong Kong Institute of Education
Introduction

Message from the Head of Department

Welcome to the Department of Early Childhood Education!

Our team of staff is top-notch in the field of early childhood education. We prepare, nurture, as well as support early childhood teachers and principals throughout their professional journey. Our research area includes: child development, curriculum and assessment, education policy, leadership, multicultural diversity, parental involvement, professional development and special educational needs.

We work extensively with early childhood educators and scholars from around the world on and actively take part in various school development projects, knowledge transfer and academic exchange activities. We are committed to delivering and promoting quality practices in all our endeavours.

Have a look at our website to find out more!

Prof. CHUNG Kevin Kien Hoa

Department of Early Childhood Education
Our Vision

We envisage that our Department will provide leadership in the pursuit of excellence, and to ensure equitable opportunities for lifelong learning. Our department strives to nurture caring and competent early childhood professionals who are pedagogically sound in their practice, responsive to diverse needs from learners, stakeholders of schools and the community and are globally aware of international trends and the development of early childhood education.

Our Mission

- To lead the field of early childhood education within Asia-Pacific region.
- To develop conceptions and approaches to influence teaching-research nexus.
- To provide a creative, dynamic and challenging environment for high quality learning, teaching and research that contributes to advanced knowledge and skills, and high quality early education experiences.
- To inspire the next generation of educators, leaders, researchers, and policy-makers through engaged teaching, research, scholarship, and leadership.
- To expand our partnerships with local and international communities.
- To connect with our families, schools, agencies and communities locally and worldwide.
- To foster an innovative and close-knit collegial culture for developing a responsive, connected and engaged department of staff.
- To develop competent and compassionate individuals with leadership qualities, obligation values, and international outlook and outreach.

Our Values

- Passion for teaching and research
- Leadership and excellence
- Creativity and innovation
- Authenticity and integrity
- Collaboration and cooperation
- Appreciation and acceptance
**Programme**

24 April 2015 (Friday), 9:30AM – 3:15PM, 10 LO PING ROAD, TAI PO

**Opening Ceremony (D1-LP-04)**
Dean, FEHD Prof. Allan Walker 9:30am – 9:45am

Keynote - Prof. Thomas Power, 9:45am – 10:30am
Department of Human Development
Washington State University

Promoting Social-Emotional Development in Young Children: A Prevention Science Perspective  p. (8)

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Keynote

Promoting Social-Emotional Development in Young Children: A Prevention Science Perspective
Prof. Thomas Power
Department of Human Development
Washington State University

Abstract:
Recent research in early childhood points to the importance of early social-emotional development for later cognitive, social, and emotional development. Prevention Science researchers have recently developed and evaluated a number of scientifically-based programs for promoting social-emotional development in young children. In his talk, Dr. Power will discuss the importance of promoting social-emotional development in early childhood, will review current programs for its promotion, and will discuss directions for future research in this area. Implications for early childhood education will be discussed.
Thomas Power is Professor of Human Development at Washington State University. He received his Ph.D. in developmental psychology from the University of Illinois in 1980. Before coming to WSU, he was a faculty member in developmental psychology at the University of Houston from 1980-2000. He was chair of the Department of Human Development from 2001 to 2014 and was founding director of the WSU's doctoral program in Prevention Science. Dr. Power's research focuses on the role of parents in the socialization of health promoting and health compromising behaviors in children and adolescents from a wide range of populations. Current projects include: prevention of obesity in preschool children; parental influences on children's coping with chronic disease; parental influences on children's appraisal of and coping with stressful events. He is author of over 90 peer-reviewed publications, is currently on the editorial board of Parenting: Science and Practice, and is investigator on four large grants from the U.S. government (NIH and USDA).
Symposium - Language Development

Learning Chinese Characters, Phenomenography, and the Dragonwise Projects
Lam, Ho Cheong

Abstract:

In this presentation, I will begin with a review of the various approaches to teaching Chinese characters reported in the literature. I will then discuss my own work, inspired by Professor Ference Marton’s Phenomenography and variation theory, which essentially aims at putting aside presuppositions and revealing the experiences of learning and teaching as they appear. For example, in the Dragonwise Projects, which began in the 1990s, we examined how children made errors in writing characters. Based on the results, we designed and developed a variety of online learning objects to help children learn characters without making these errors. Other examples of my work include several studies analyzing actual teaching activities in the classrooms of Hong Kong preschools. These analyses show how the possibilities of learning are enacted differently by different teachers. I believe the investigation of the various experiences of learning and teaching Chinese characters has practical implications for the practice of teaching, and can therefore benefit both children’s learning and teachers’ professional development.
Symposium - Language Development

Team Teaching between Native English and Local Teachers in Hong Kong Kindergartens
Ng, Mei Lee

Abstract:

This article draws on qualitative classroom observation and interview data from a case study of three Native English Teachers (NETs) working in Hong Kong kindergartens. It identifies several features of the NETs' teaching, namely their professional inadequacy, their part-time involvement in teaching, and their limited collaboration with non-English speaking homeroom teachers. These features are analyzed further to explore the feasibility of team teaching, which has been suggested as a beneficial form of collaboration between NETs and local teachers in language classrooms. The results from the three case studies indicate that there would be more constraints than opportunities in successful team teaching in this setting. Enabling features at the pedagogical, logistical, and interpersonal levels were absent, highlighting challenges to the effective use of NETs in an English as a foreign language (EFL) kindergarten setting. The implications for policymakers and practitioners in EFL classrooms in an Asian context are discussed.
Symposium - Language Development

Do Hong Kong Preschool Children Possess an Adequate Level of English Vocabulary Skills to Enable Them to Read?
Wong, Kwok Shing Richard

Abstract:

English education is virtually universal in the Hong Kong early childhood education context, despite the fact that the city ceased to be a British colony in 1997. In terms of the focus of teaching, parents expect preschool teachers to concentrate on reading, as an early mastery of reading skills is traditionally believed to be an indication of high intelligence and future achievement. Such early emphasis on word-reading skills is unusual, in that English native speakers normally do not begin formal reading instruction until age five, the age at which a child is supposed to have mastered his or her mother tongue. The goal of this paper is to explore the readiness of Hong Kong children to learn how to read in English, which to them is a foreign language. In particular, we investigate whether they possess an adequate level of oral vocabulary skills which researchers have argued is critical for future literacy development. We recruited 177 Cantonese-speaking children aged 3-6 (male = 97; female = 80) from 5 preschools and administered the Peabody Picture Vocabulary Test in order to evaluate their understanding of English vocabulary. Our results show that only about a quarter of the participants (24.8%) displayed average vocabulary scores, whereas the majority (48.6%) scored relatively low (more than 2 SD below the monolingual mean). The implications are three-fold: (1) the current curricular emphasis on early reading may be too challenging for children who are learning English as a foreign language; (2) preschool teachers may need to reconsider whether adequate activity time has been set aside for the teaching of oral vocabulary; and (3) education for parents is also essential, in that they need to be better informed about the essential role played by oral vocabulary in their children’s future literacy development.
在幼兒園推展創意教學之行動研究
Promoting Creative Practices In Hong Kong Kindergartens: An Action Research Study

張杏冰 Cheung, Hun Ping Rebecca

摘要:

香港 2000 年的教育改革將創造力發展視為重點之一（課程發展議會， 2001），但要在學校成功推動創造力發展，祗是提供政策和指引是不足夠的，更重要的是要加強教師對創意教學的認識，並提供適當的支援。本計劃旨在探討運用一個創意教學架構在幼兒教育機構推動創意教學的成效及教師的改變歷程。創意教學架構包括五個環節：1）引出活動主題；2）擴散性思考；3）聚斂性思考；4）把意念付諸實踐；5）評量創意。參予本計劃的有六所香港幼兒機構的十八位幼兒教師及二百個幼兒。每位參與老師運用本計劃提出的創意教學架構，設計及實施六個創意教學的方案。計劃成員以課堂觀摩、課後討論及訪談法支援參與教師運用創意教學架構設計活動及提升教學成效的方法，從而了解架構的成效及教師教學上的改變。計劃結果發現創意教學架構對教師的活動設計、教學方法及幼兒的學習成果均帶來正面的效果，如提高教師對創意教學的知識和教學技能，將創造教學整合到各個學習領域中，由著重以教師為中心的教學轉變為強調以兒童為中心的學習。此計劃希望創意教學架構可以作為學校推動創意教學的一個起點，幫助教師逐步發展具有個人特色的創意教學。

P.T.O.
Symposium - Creativity in Early Childhood Education

在幼稚園推行創意教學之行動研究

Promoting Creative Practices in Hong Kong Kindergartens: An Action Research Study
張杏冰 Cheung, Hun Ping Rebecca

Abstract:
The development of creativity is already seen as a vital strand of policy, having underpinned the reform process since 2000. However, creativity cannot be promoted solely by issuing policy documents. Teachers require support to enhance their understanding of teaching for creativity. The project reported here aimed to develop a pedagogical framework for creative practices (PFCP) to support preschool teachers in fostering children's creativity in their classrooms. The PFCP includes five pedagogical components: 1) motivation, 2) a divergent process of generating ideas, 3) a convergent process of selecting ideas, 4) putting ideas into practice, and 5) evaluation. Eighteen teachers from six Hong Kong preschools participated in this project. According to the PFCP, each teacher developed six creative practices and implemented them in their classrooms. Classroom observations, post-observation evaluations, and interviews were used to support teachers' creative practices and to investigate the effectiveness of the PFCP and teachers' changes. The results suggest that the PFCP was perceived as effective in helping teachers improve their lesson planning and pedagogy. Positive effects such as infusing creativity into the various learning domains and shifting teaching practices from being strongly teacher-centered to more child-centered were also evident. This project suggests that the PFCP could serve as a starting point for teachers to explore their own creative-practice methods.
Symposium - Creativity in Early Childhood Education

Cultivating Children's Musical Intelligence in Music Teaching
Lau, Wing Chi Margaret

Abstract:

The development of children's musical intelligence is particularly crucial in the preprimary stage. Teachers may cultivate such intelligence through music activities, games, and the use of media designed to stimulate children's interest in and appreciation of music. The aim of this paper is to suggest strategies that preprimary teachers can use to enhance children's music intelligence in the classroom. It reports some of the strategies that teachers have found useful, such as the use of children's songs as examples in singing and rhythmic movement activities. It considers the role of teachers and the establishment of a creative musical environment as essential elements in the cultivation of children's musical intelligence.
Conference For Research in Early Childhood Education (CRECE)

Symposium - Creativity in Early Childhood Education

尋繹戲劇教育全球在地化之道：香港幼稚教師培訓個案研究
譚寶芝

摘要：

本文根據全球在地化的理論，探討戲劇教育在香港在地化的問題。首先，筆者
以傳承者的身份，據一己的師訓教學經驗作個案研究，蒐集了 147 位學員的教
案，以及邀請了當中 14 位進行訪談，描述及解釋戲劇教育在本地借用和承傳的
複雜情況。結果顯示，學員雖一致認同戲劇教育的變革功能，但一方面被慣常
的教學思維和模式所支配，另一方面，又因培訓不足和參考資源匱乏等原因，
令他們對戲劇習式多所曲解及誤用，出現“形似而神不似”的問題。據此，筆
者反思工作坊這類西方體驗式教學的局限，並挪用有關教師主導知識製造這方
面的本土元素，把全球與本土的教師培訓模式雜糅起來，目的是協助學員建立
一致而基本的知識框架，系統地連繫與整合具體經驗，期望使戲劇教育有效實
踐，得以在香港持續發展。
Factors Affecting Learning and Teaching in Hong Kong's Kindergartens: A Multiple Case Study
Chan, Wai Ling

Abstract:
This research looked at the factors affecting learning and teaching in Hong Kong kindergartens. The findings of the study, which was conducted using classroom observations, surveys, and interviews in three kindergartens using the same textbooks, indicate that there is a direct relationship between teachers' beliefs and their professional qualifications. The study concludes that enhancement of teachers' professional training is essential to improve the quality of learning and teaching in early childhood education in Hong Kong.
Symposium - Professional Development and Management

A Professional Learning Community in Early Childhood Education in Hong Kong
Ho, Choi Wa Dora, Lee, Moosung, & Teng, Yue

Abstract:
The practice of the professional learning community (PLC) as a sustainable form of school-based professional development has emerged as a key element in school policy to address the increasing demands for improvement. This study aims to address the missing link by exploring the relationship between school-level teacher qualifications and implementation of school-based PLC in early childhood education (ECE) in Hong Kong. A territory-wide questionnaire survey was designed to examine the perceptions of preschool teachers on four dimensions of school-based PLC, namely shared responsibility, reflective dialogues, deprivatized practices, and organizational learning. We employed a stratified random sampling method. Based on information from the Education Bureau database, we divided the target population into three groups by school size (i.e., small, medium, and large), on the assumption that school size is a critical feature shaping the collaborative work of teachers. Among the 300 target schools, 2,066 teachers from 189 preschools were recruited and completed the survey, resulting in a response rate of 63%. Confirmatory factor analysis and latent mean analysis were used to examine how the latent constructs of school-based PLC were associated with school-level teacher qualifications. The findings suggest that overall there is a significant relationship between school-level teacher qualifications and the four dimensions of school-based PLC activities. As the percentage of Bachelor’s degree holders in preschools increases, so too does the level of teachers’ perceptions or observations of the PLC activities within their schools. This study establishes a platform for
future studies focusing on structural relationships between the function of school-level teacher qualifications and the four dimensions of school-based PLC. It also provides support for the current policy focus of enhancing preschool teachers' qualifications in ECE in Hong Kong.

Acknowledgments:

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Symposium - Professional Development and Management

The Availability of Human Support and its Effect on the Attitudes and Perceptions of Teaching Staff and Parents Towards Children with Disabilities and the Integrated Programme in Hong Kong Mainstream Childcare Centers

Lai, Yuk Ching Eva

Abstract:

Integration policy in Hong Kong mainstream childcare centers aims to provide children with disabilities with an integrated environment for care and education. The aim of this study is to examine the attitudes and perceptions of teaching staff and parents towards children with disabilities and to the integrated programme in Hong Kong childcare centers. Eighteen teaching staff (six principals, six special class teachers, and six mainstream class teachers) and 12 parents (six parents each of disabled and nondisabled children) in six different Hong Kong integrated childcare centers were invited to participate in one-on-one, semi-structured interviews. The findings indicated that the attitudes and perceptions of the interviewees were influenced by the availability of human support, such as teacher training, professional help, parental work, and public education in mainstream childcare centers with an integrated programme. Related issues such as the implications for policy and practice are also discussed.
A Training Program for Early Childhood Teachers to Promote Health and Safety Activities in Kindergartens

Wong, Man Yee Emmy

Abstract:

PROBLEM: Early childhood is the foundation period for the lifelong development of an individual's physical, psychosocial, emotional, and spiritual health and wellbeing. Many preschool children spend a reasonable amount of time in kindergartens, so they need to offer a healthy and safe environment. Kindergarten personnel, by and large, have little training in these areas, leading to uneven knowledge levels and attitudes towards health and safety issues.

OBJECTIVE: The purpose of this study was to design a training program for transferring essential knowledge and program design skills in the area of health education and promotion to the kindergarten industry.

SUBJECTS AND METHODS: The study population included 65 participants from 4 kindergartens. Three workshops were conducted for nine kindergarten principals and senior teachers to introduce the idea of health promotion and the health-promoting school framework, the dimensions of health and approaches to school health, and skills in designing and implementing a health and safety strategy in the kindergarten context.

RESULTS: Teachers' knowledge of health and safety education and promotion was increased after the workshops, with more improvement being in evidence for the principals and senior teachers who attended. In terms of the level of competence, there was a sharp increase among those who attended the workshops. Overall, a modest increase in attitude scores among the participants was also recorded.

P.T.O.
Symposium - Child Development

A Training Program for Early Childhood Teachers to Promote Health and Safety Activities in Kindergartens
Wong, Man Yee Emmy

IMPLICATIONS: Through the leadership of principals, teaching staff became more aware of the importance of health and safety in kindergartens. Effective partnership with principals and teaching staff is needed to collect information that could assist in lesson planning, including content and learning tasks. Teacher training conducted by the principals and senior teachers allowed other school personnel to increase their level of health and safety knowledge and apply this to the children. As a result, young children could also benefit from their teachers' involvement in the program, with a direct impact on their physical and social wellbeing. Nonetheless, collaboration among staff of the teaching institutes was essential to the development of an interdisciplinary critical mass in the area of early childhood health and safety education and promotion. Together, the knowledge and skills of school personnel in developing health and safety education and promotion programs in their kindergartens was enhanced.

CONCLUSION: The training program improved overall knowledge and competence among teachers. Thus, more health-related training is needed to increase teachers' awareness of health and safety issues in the kindergarten sector. This, in turn, will also benefit schools by improving their image in the community.
Voices of Children, Parents, and Teachers: How Children Cope with Stress During School Transition
Wong, Mun Amanda

Abstract:
This study explores how children's perception of stress factors and coping strategies are constructed over time. Children were interviewed before and after going to school. The strategies of teachers and parents in helping children to cope with stress at school were also examined. The sample included 53 six-year-old children, their parents, and teachers. The findings show that children generally made accurate predictions of things that might happen during the transition which would make them unhappy. Children reported feeling incompetent in meeting teachers' expectations regarding learning, self-help skills, and conforming to rules. They also reported peer conflicts and being nervous about authority. Children learnt direct problem-solving skills, how to seek social support, and emotional regulation at preschool, but had only used the first two coping strategies at school. More parents thought that transition problems affected children's emotions, but more teachers thought that transition problems affected children's learning.
Symposium - Child Development

Does the Growth Rate in Spatial Ability Matter in Predicting Early Mathematics Competence?
Zhang Xiao, Lin Dan

Abstract:
There is a well-established relation between overall level of spatial ability and mathematics competence: people who are stronger in the former perform better on tests of the latter. However, does the rate of growth in spatial ability also matter? This longitudinal study of Chinese children (aged three to six) found that the growth rate in an understudied spatial ability, namely spatial perception, during the preschool years significantly predicted mathematics competence at the end of preschool. This effect was over and above the overall level of spatial perception, and independent of spatial reasoning and the level and rate of growth in language ability. The findings underscore the importance of developing children’s spatial perception ability for early mathematics learning, and highlight the need to provide spatial learning opportunities for preschoolers whose rate of growth in this skill is slower than that of their peers.
A Pilot Study on Preschool Teachers’ Perceived School Environment, Knowledge, and Attitudes to Child Safety: A Comparison of Hong Kong and Yunan

Wong, Yau Ho Paul

Abstract:
Aims: While a safe environment in preschool settings influences children’s health, the provision of such an environment has been found to differ between developed and developing societies. Unfortunately, little research has addressed this issue. The purpose of this study was two-fold: firstly, it compared preschool teachers’ perceptions of the school environment in terms of children’s safety between Hong Kong and Yunan (a province of China); and secondly, it investigated the relationship between teachers’ perceptions of a safe environment and their perceived knowledge of and attitudes towards child safety. The findings were expected to shed light on teachers’ perceptions of child safety between developing and developed societies.

Methodology: This study adopted a cross-sectional design. Three items were constructed to measure teachers’ perceptions of the school environment, knowledge, and attitudes to child safety. In-service preschool teachers (n=177: 66 from Hong Kong and 111 from Yunan) were invited to rate these items and provide demographic information.

Results: The items demonstrated satisfactory internal consistency. While Yunan teachers perceived their school environment as less safe than did Hong Kong teachers, they felt that they had higher levels of knowledge and attitudes. Though more experienced teachers tended to report higher levels
A Pilot Study on Preschool Teachers’ Perceived School Environment, Knowledge, and Attitudes to Child Safety: A Comparison of Hong Kong and Yunan

Wong, Yau Ho Paul

of perceived knowledge of children’s safety, Yunan teachers’ perceived knowledge of health showed a mediating effect on the relationship between total teaching experience and perceived safe environment.

Conclusion:

Although teachers in Yunan tended to perceive their school environments as less safe for children than did Hong Kong teachers, they appeared to show appropriate attitudes and knowledge about children’s safety.
Using Bibliotherapy as a Strategy to Facilitate Positive Mothering
Chan, Po Lin Pauline

Abstract:

Bibliotherapy is the use of books to help individuals solve physical, emotional, and spiritual problems (Riordan, 1989). Positive mothering derives from positive parenting. It denotes how mothers discipline or guide children in a positive way by resisting punitive action in order to help them learn consideration and responsibility. One Christian kindergarten has received a lot of children from China this year whose mothers have struggled to deal with their children's developmental issues. The school principal sought to use books to restore these parents' confidence in mothering and understand proper ways of mothering. As bibliotherapy can help an individual or group gain insight into personal problems (Cohn, 1995; Corr, 2003, 2004; Doll and Doll, 1997; Pardeck and Pardeck 1997), a reading group was formed with the intention of enhancing positive mothering. This research examines: (1) how text can help mothers to reflect on their parenting; (2) How text can help mothers to identify strategies to facilitate positive mothering; (3) The role of the group facilitator (the researcher) in the effective implementation of bibliotherapy; and (4) The limitations of using bibliotherapy in nontherapeutic settings. To answer these questions, six mothers are interviewed, the group processes are analyzed, and the group facilitator's critical reflection examined.
Poster 3

Eliciting Request Productions using Four-Picture Cartoon Stories:
A Possible Measure Of Children's Pragmatic Competence
Law, Chung Wa Naska, Leung, Cheung Shing Sam, &
McPherson, Bradley

Abstract:
This study aimed at eliciting request productions from school-aged children in a variety of situations. Request is one of the most extensively investigated speech acts in both first and second language acquisition. Due to linguistic diversity and responsiveness to situational variations, request can be an indicator of children's pramalinguistic and sociopragmatic competence. Request has been sampled by methods varying from naturalistic observations to decontextualized or hypothetical situations such as Discourse Completion Tasks (DCT). To fulfill the aim of eliciting requests from diverse situations, DCT is commonly used with adults and adolescents. However, it might not be a feasible way to elicit request from school-aged children due to its heavy reliance on reading and writing abilities. Cartoons could be a possible replacement. Cartoons have been empirically demonstrated to be an effective way to elicit speech acts from school-aged children. They have also been extensively used as tools to test children's pragmatic abilities, such as in the Test of Pragmatic Languages (Phelps-Terasaki & Phelps-Gunn, 1992).

Drawing on the literature on using cartoons to elicit different speech acts, a Sequenced Cartoon Request Elicitation Task (SCaRET) was developed to elicit productions from school-aged children. The SCaRET is a set of 4-picture cartoon stories which illustrate 34 request situations. Each situation varies in social power (high or low), social distance (high or low), and rank of imposition (high or low). For example, a situation about "requesting
5000 dollars from mother” is classified as a situation with high social power, low social distance, and high rank of imposition. Seven procedures were implemented in the SCaRET construction: (1) identifying the social variables affecting request productions; (2) surveying children’s interests; (3) preparing the story scripts; (4) drawing the cartoon stories; (5) receiving comments from speech therapists and teachers; (6) revising the draft version; and (7) verifying the appropriateness of the cartoons by recruiting children to tell the stories.

The findings relating to procedural steps 5 and 7 are highlighted here. This study recruited three speech therapists and two primary teachers to comment on the whole set of the SCaRET. The results indicated that 97% (165/170) of the stories were appropriate. The participants explained the problems of the five pictures in the group interview. The pictures and stories were then revised and the participants’ approval sought before implementing procedure 7. Procedure 7 consisted of two parts. Firstly, the cartoon stories were verified from the children’s perspectives. The appropriateness of the SCaRET was illustrated by whether the children could (1) successfully tell all the stories with story grammar, (2) indicate their request intentions, and (3) identify the embedded social variables. This study recruited 5 Primary 5 (age 11) children to participate in procedure 7. The results showed that they were able to tell the SCaRET stories with all (100%) story grammars. They successfully announced all (100%) request intentions and identified all social variables with 100% accuracy. Secondly, this study recruited 98 students from Primary 1, 3, and 5 to trial the SCaRET. Most of the participants (94.9%) were able to produce a variety of request productions spontaneously. These results indicate that the SCaRET is an appropriate tool to elicit diverse request productions.
摘要：
本研究旨在探讨在职学员运用多媒体工具进行教学反思的成效，透过了解他们运用此法进行反思的困难与挑战，找出帮助他们解决教学问题的方案。本研究对象是香港教育学院幼儿教育学士学位的在职学员，他们是在职於香港的幼儿教育机构教师。在派发出去的 68 份问卷中，收回 66 份，回收率为 97%。问卷内容主要是了解作为幼师的学员：（1）其日常运用多媒体工具记录教学的习惯和目的，（2）运用多媒体工具记录教学活动的困难（包括个人技术、外在影响因素），及（3）个人对多媒体工具运用的信念、态度和评价。结果发现，学员对多媒体工具运用普遍持有正面态度和评价，但碍于个人在多媒体工具上的技术操作不熟练，对此法的运用感到力有不逮而有所保留。建议院方提供相关的技术支援，例如运用多媒体工具的工作坊和技术支援服务热线，使学员不会因知识技能的问题而放棄运用多媒体工具於教学反思和改善上。此外，本研究的结构和建议，更有助香港教育学院之相关课程检讨，以装备学员能善用科技於教学反思上。
Poster 5

How To Understand Young Children’s Creativity In Visual Arts?
Cheung, Lai Ha Lily

Abstract:
When there is a lack of agreement about a common definition of creativity in school curricula (Fox & Schirrmacher 2012; Koster 2012; Zimmerman 2009 & 2010; 黄壬來 2005), how can early childhood practitioners understand young children’s creativity? This presentation is a part of a doctoral study. It reviews a range of definitions of creativity and introduces some practical concepts that may help teachers to understand the phenomenon in the context of visual arts activities.
Preservice Teachers’ ICT Adoption in Preschool Settings in Hong Kong
Hu, Xinyun Annie

Abstract:

Teacher education programmes are expecting to prepare preservice teachers (PSTs) to use Information and Communications Technology (ICT) in their future teaching and learning practice. However, whether and how PSTs actually integrate ICT in their teaching practice is influenced by many other factors as well as their personal backgrounds and educational exposure. This study investigates the technologies used and the kind of ICT-related pedagogical approaches adopted by PSTs’ teaching practicum, and examines how these are influenced by school- and personal-level factors.

Fifteen PSTs assigned to the same teaching practicum group were selected as the focal subjects for this study. The methodological approach taken was multiple case studies, involving in-depth data collection using surveys, interviews, observations, and document analysis during various stages of the PSTs’ placements in seven preschools over two semesters. The findings identify three pedagogical approaches adopted by the PSTs: 1) teacher-initiated and -directed, 2) teacher-initiated and children-directed, and 3) children-initiated and -directed. The most frequently used pedagogical approach was the teacher-directed approach. The adoption of children-directed activities was much lower, and children-initiated activities were very infrequent. Similar patterns were found in ICT-related learning activities, the majority of which were initiated and directed by the PSTs with only limited opportunities for children to direct the use of ICT. No ICT was used in children-initiated activities.
Further analysis shows that school-level conditions were important in influencing PSTs’ decision making in relation to ICT use. These conditions include the nature of the curriculum adopted by the school, ICT access, and the mentor teachers’ pedagogical use of ICT. In schools with a greater understanding and adoption of children-centered approaches, PSTs had more opportunities to involve children in using ICT in teacher-initiated and children-directed activities. In structured teacher-centered classrooms, PSTs followed their mentor teacher’s use of ICT, mainly in a teacher-initiated and -directed approach. The mentor teacher played a very important role in demonstrating the pedagogical use of ICT.

The study also found that personal conditions such as the PSTs’ self-reported personal use of ICT and their competence in using it also affected their practice. While the PSTs had similar ways of using ICT for their own purposes, they varied in their confidence and competence in its pedagogical use. They all felt confident using ICT to prepare and present visual learning resources, but less so in preparing lessons that involved the use of ICT by children, and even less so in guiding children’s own use of ICT.

These findings suggest that in order for teacher education programmes to effectively prepare PSTs for ICT integration, mutual understanding and collaboration with practicum schools and mentor teachers are important. Teacher educators and institutions are only part of the education ecosystem. An aligned vision and the involvement of policy makers and school leaders at the system and school levels are also necessary to create the appropriate conditions for mentor teachers to support PSTs in exploring innovative ways of using ICT in early childhood education.
Rasch Analysis for the Clam/Angry Measure of Social Conflict
Situations for Preschool Children: A Pilot Study
Lau, Po Lin Becky

Abstract:
Measurement is important in the study of children because it provides information relevant to considering issues and addressing problems. The Rasch measurement model connects concepts to indicators on a scale where measures go from low to high and item difficulties are arranged from easy to hard. This concept of measurement has not been very popular in early childhood studies. This study was piloted a Clam/Angry Measure for young children using the Rasch Measurement Model. Fifty-eight 6-year-old children's emotional reactions in each of 5 social conflict situations were recorded. Children were asked to name their feeling experience in each situation and then to indicate the intensity of the feeling by pointing to a number on a scale (1 to 3), with a higher number meaning a stronger emotion. The data were then analyzed using the RUMM 2030 computer program. The results showed that the measure is unidimensional and had a good item and person fit to the Rasch measurement model. The response categories were used consistently and logically and the targeting is acceptable, but can be improved. The two adverse aspects are the low Separation Index arising because of the low number of participants (N=58) and items (N=5) and the nonideal targeting of items against person measures (insufficient numbers of easy, medium, and hard items).
Art-Language Integrated Curriculum and Sustainability – the Kinder – Theater Pilot Project

Abstract:

This is a continuation of the study “Art-Language Integrated Curriculum Approach In 2010.” It aims to build up an “outreach team” and to implement the Kinder-Theater teaching activity in the sample kindergarten (K3 class), so that the lively teaching practices in use can not only enhance the innovative teaching beliefs and skills of the team but also stimulates teachers to develop the competence to use this style of teaching in their routine class activities. In order to prove the value and appropriateness of Kinder-Theater teaching for young children, the author presents a literature review. A survey of kindergarten teachers’ beliefs and practices was also carried out before starting the outreach team scheme. The study case was implemented and finalized between November 2012 and January 2013. The successful and positive teaching practices of the outreach team and the innovative Kinder-Theater approach are worthy of further advocacy and development.

Poster 8
Chinese Parents’ Intervention Strategies for Childhood Aggression
Lau, Yi Hung Eva

Abstract:

Most studies examining the antecedents of childhood aggression focus on the indirect influences of parenting (i.e. children learn behavioral patterns from their parents). Few studies have investigated the effect of direct parental influences (i.e. parents’ efforts to socialize the child’s social development) on children’s use of both physical and relational aggression in peer interactions (e.g. Colwell, Mize, Pettit, & Laird, 2002; Werner, Senich, & Przepyszmy, 2006). Most importantly, the role of fathers is often neglected in these existing studies. Hence, the present study aims to 1) examine whether parents differ in their responses to children’s physical and relational aggression, and 2) whether fathers’ and mothers’ intervention strategies are associated with children’s physical and relational aggression.

A total of 277 children (141 boys) with a mean age of 56.48 months (SD = 10.98 months) and their parents participated in this study. The scores of children’s aggression reported by teacher, mother, and father were summed and used in the main analyses (Crick, Casas, & Mosher, 1997). Parents were also asked to respond to a survey containing four vignettes of the specific strategies that they would use to intervene in their child’s physical and relational aggression. The procedure for coding parents’ intervention strategies was adapted from Werner et al. (2006): responses were divided into discrete strategies and each strategy coded as representing one of 12 categories. Each category has a corresponding rating of 1 to 3 for
each of the four intervention dimensions: discussion, encouragement, power assertion, and rule violation. Each parent received a score for each intervention dimension for each aggression subtype. A trained research assistant and the author coded all responses. Overall inter-rater reliability was high (87.06%) based on approximately 30% of the responses.

Results from a paired-sample t-test also showed that both fathers and mothers reported significantly higher numbers of strategies and higher levels of the four intervention dimensions in response to physical rather than relational aggression. The findings also revealed that the number of intervention strategies for physical aggression used by mothers ($r = .18, p < .01$), as well as their proposed use of discussion, encouragement, and power assertion ($rs \geq .17, ps < .05$) strategies were significantly correlated with children's physical aggression. Finally, follow-up regression analyses were conducted to examine the independent contributions of mothers' 1) number of intervention strategies, and 2) ratings of the four intervention dimensions for physical aggression in predicting physical aggression. Only the first model was significant, explaining 6% of the variance in children's physical aggression ($F(2, 202) = 3.76, p < .05$).

The fact that both mothers and fathers reported using more intervention strategies for physical aggression demonstrates the need for more education of parents about the equally harmful effect of relational aggression in early childhood. Since traditional Chinese culture values subtle, avoidant, and indirect approaches to conflict resolution (Bond & Wang, 1983), parenting strategies for Chinese mothers that are low in power assertion and reflect a general conflict-solving approach may be more effective in reducing children's physical aggression.
Promoting Local Cultural Literacy in Hong Kong through Music Education: A Cantonese Opera Teaching Package for Young Children

Lee, Kwok Yeung Barry

Abstract:

Cantonese opera is the most popular performing art among the general public with an extensive history and cultural tradition in Hong Kong. From the perspective of cultural inheritance, introducing Cantonese opera through music education to nurture children's awareness of and literacy in their own culture and tradition is particularly important. In fact, singing and appreciating Cantonese opera is the most practical way to promote children's understanding of and respect for this traditional art. This paper investigates the current situation of the integration of Cantonese opera into the early childhood music curriculum in Hong Kong. Contextual elements associated with such integration including musical, educational, and other related values; curriculum and teaching requirements; and resources for teaching and learning are illustrated, analyzed, and discussed. Based on this analysis, a model school-based curriculum for teaching Cantonese opera is proposed for implementation.
Chinese Character Writing in Young Children
To-chan, Sing Pui Tikky

Abstract:

This presentation reports on a multiple case study of early Chinese character writing development in young children. Existing studies of young children’s writing development largely focus on the syllabic or alphabetic system. Less attention has been paid to the logographic system of writing, as represented by Chinese characters. Moreover, little empirical work has been done on children’s writing development in the early years. In the circumstances, there is insufficient evidence to support the practice of helping young children to learn to write. The common classroom practice of writing instructions in early childhood settings is problematic in contexts such as Hong Kong. Preschoolers rely heavily on repetitive copying when learning to write Chinese characters. Is this approach appropriate and favorable to the development of young children’s writing? This question urgently requires to be addressed.

This research is grounded on the emergent literacy perspective of child development and focuses on the linguistic features of Chinese writing. The formation of Chinese characters is based on the meaning of a morpheme, and emphasis is placed on ensuring that the orthography of a character is consistent with its meaning (e.g. Wang Ning, 1996, 2002). Early childhood researchers acknowledge that young children’s unconventional writing representations are evidence of the process of becoming literate (e.g. Teale & Sulzby, 1986). Building on this current understanding, this research focuses on two questions: What forms of Chinese character writing do children demonstrate, and what patterns of writing development do they display? The purpose of the study was to better understand what
Chinese characters young children write in an authentic context and what patterns they develop when moving from unconventional to conventional representations. In order to obtain authentic information about what and how such writing takes place, this research used a multiple-case, qualitative study design with a longitudinal approach. Data collection methods used included classroom observation, interviewing, video recording, and sample collection. Four young children's Chinese character writing was investigated under free writing conditions in two educational settings over three years. Data analysis employed an inductive and analytical approach incorporating some quantitative techniques to aggregate the results in order to generate findings.

The results show that varied forms of Chinese character writing emerged, from unrecognized representations to recognizable forms. The categorization of writings gave rise to a classification scheme based on aggregated time-order emergences of categories. Synthesis of the results led to identifying developmental stages and patterns of development. The underlying knowledge among these children of Chinese characters informs the educational field and contributes to the tentative development of theories of early Chinese character writing in young children. The results also highlight some misconceptions in our current thinking about teaching and the inadequacies of classroom practices. The writing forms and patterns of development enhance our understanding of what and how children write Chinese characters in preschools and contributes new educational and research implications to the field.
Reflective Teaching: An Interpretative Study of an Early Childhood Teacher in Hong Kong
Tsui, King Yuk Anita

Abstract:

Reflective teaching has become a widely used term in current discussions about the nature of professional training. Reflection can be a tool for continued personal and professional development (Crawford, Roberts & Hickmann, 2010; Nickel & Garrow-Oliver, 2010; Searby & Collins, 2010) and it has been recognized as a factor influencing the quality of teaching (Roberts, Crawford & Hickmann, 2010). The aims of this study were to examine the reflective teaching elements of an early childhood teacher and the effect of this study on her teaching. The participant took part in a series of reflective thinking activities over five months. The findings illuminate different aspects of the participant's reflective teaching. It was observed that participant had displayed reflective thinking in her teaching, although mostly at a technical and (somewhat less so) practical level. Some changes in her teaching behaviors were revealed after the series of reflective thinking activities had been completed. Further investigations and suggestions are proposed to facilitate the use of reflective practice to enhance the quality of learning and teaching in early childhood education. Early childhood educators and school administrators should take action to allow teachers to engage in regular reflection even though their daily working lives are very busy.
摘要：

香港音樂課程的特色可說是百花齊放、中西合璧！香港教育局課程發展議會（2006）《學前教育課程指引》清楚列明，每所學前機構每天必須安排最少45分鐘的音樂／美術／體能活動給學生，發展學生的創意和美藝、體能與健康！讓學生獲得全人教育的基礎，培養健康的身心。

本文旨在探討香港一個以奧福為中心的校本音樂課程的計劃、特色、實踐和困難。這是一所校本的質化個案研究，資料搜集包括：教學觀課、課堂攝錄、與校長和教師的半系統式訪問、和資料蒐集探討。

研究結果顯示：該校的奧福課程在設計和實踐十分成功，而且善用校本的優勢，讓專科教師發揮所長，提升學生的學習和創意！但是，該校亦在推行奧福課程時面對五大困難，例如：教師專業能力、課程編排（每節時間、每周次數）、課程內容、教學資源、和評估方法。最後，本文亦就這些困難，提出有效的建議。
The Use of Arts-based Approaches to Teaching and Learning in an Early Childhood Teacher Education Course: A Hong Kong Study

Wong, Siu Man

Abstract:

In the past few decades, many researchers have argued that everything is becoming more complex than ever before in this ever-changing world. They suggest that in a multifaceted reality, knowledge is the construction of meaning through the interaction between ourselves and the world. They urge an alternative approach to research which accepts its dynamic quality. The current research is an arts-based study. It aims to inquire into how arts-based approaches to teaching and learning facilitate students' personal and professional within a language curriculum in a preservice early childhood teacher education course in Hong Kong. In this research, arts-based theory served as the research framework. The process of learning and teaching within the language course constituted the site-based inquiry. Arts-based approaches such as narrative, collage, drawing, and metaphor were integrated into the prescribed language curriculum and served as tools to enhance the self-inquiry of the students. Multiple sources of data such as anonymous written feedback from the students, lesson plans, and interview transcripts were collected for analysis and interpretation. The study shows that this learning experience enabled the students to gain new understanding about curriculum design and pedagogy. They were able to make connections between their own learning and that of the children. Their perceptions of language learning and teaching had changed. At the same time, they also improved their self-understanding. The study suggests that alternative forms of arts-based inquiry can enable researchers to provide aesthetic experiences that enlarge the scope of our understanding of curriculum and qualitative research.
Pilot Study of Followership in Hong Kong Early Years Settings
Wang Lu

Abstract:
In terms of contribution to organizational success, followers account for 80-90% and leaders only the remaining 10-20% (Kitchel, 1988). According to Robert Kelley (1992), pioneer of followership studies, follower is the routine role for the majority, “however impressive their title or salary” (p. 8). However, in a society which praises leaders, followership is undervalued. There are two main reasons for this. Firstly, “followers are often associated with negative characteristics including passivity and dependence,” and secondly, “predominant leadership theories reinforce follower passivity and inferiority to leaders” (Hopton, 2014, p. 130).

This study argues that the negative stereotype of followers should be reconceptualized. Kelly (1992) stresses that followers are not “sheep” and “yes-people” (p. 37). Effective followers understand the organization, make mature decisions, are enthusiastic about what they do, feel a strong commitment, and are highly responsible and motivated (Lundin & Lancaster, 1990, p. 19). They want to share information, to co-create a vision and mission for the organization with leaders, and to share organizational risks and rewards (Kelley, 1992). Followers are therefore critical to the effective running of an organization.

In educational organizations, leadership has been extensively studied since the 1960s (Bogotch, 2005). Because of the close causal relationship between effective leadership and school effectiveness and improvement, the former has been widely explored from various perspectives (Blase & Blase, 2000; Earley & Weindling, 2004; Sanders & Cubberley, 1916).
However, very little is known about followership (Crippen, 2012), even though it is also a key factor influencing school effectiveness and improvement.

The Hong Kong government has had responsibility for early childhood education since the 1980s. In 2000, local policy makers launched an education reform program (Education Commission, 2000), which also aimed to raise awareness of quality assurance in early childhood education (Wong & Li, 2010). In the context of schools, both followers and leaders are closely related to effectiveness. Therefore followership and leadership should be the lens through which to explore quality in preschool programs. This research accordingly takes the initiative to investigate the practice of followership and its interplay with leadership in local early years settings.

The following are the three research questions:

1. What are Hong Kong preschool teachers’ followership styles?

2. What is the correlation between preschool teachers’ followership styles and their age, work experience, and qualifications?

3. How do preschool principals rely on teachers’ followership?

A survey was conducted which showed that 43.4% of teachers are pragmatist followers, 25% (11 teachers) are conformist, and the proportion of alienated and exemplary followers are 4.5% and 20.5%, respectively. No statistical correlation was found between followership style and age, experience, or qualifications.

Interview findings showed that principals acknowledged followership’s value, implemented followers’ suggestions, and encouraged followers to speak up. Moreover, followership had an impact on principals’ curriculum and pedagogical leadership, leadership performance, and workload and mood.
Empowering early childhood educator's multimodal learning experience: The TDG project
Cheng, Yuen Ling Elaine, Hu, Xinyun Annie

Abstract:
This project provided multiple opportunities for students to understand and implement the integration of information and communications technology (ICT) in the early childhood education (ECE) curriculum. Members of six ICT-related classes participated in this project, which used Moodle as an interactive platform to engage students' exploratory learning. Students were guided to use the software to design a digital kindergarten, working in small groups. They were actively involved in the learning process to construct and present their design. Learning resources were constructed by teachers and students collaboratively; for example students were guided to research ICT-related learning resources and share their views based on their findings. By using an e-platform as a significant communication space, learning collaboratively by interaction was achieved by developing a consensus of knowledge and receiving feedback from instructors until a final negotiation of their understanding had been reached. This project encouraged teachers to recognize that technology has become an integral part of school and social life, and that they should continue to improve their competence and confidence in integrating it with children's learning. It also provided opportunities for students to try out different technologies, such as apps, digital toys, and tablets. A website was also developed to facilitate ECE teachers to share examples and experiences of integrating ICT innovation into teaching and learning with young children.
How Can a Small Class Teaching Environment Cater for Learner Diversity in the Preschool Sector? Exploring the Best Possible Combination: A Study of Two Kindergartens in Hong Kong
Lau, Grace, Tai, Yin Yi Tanny

Abstract:

Since the late 1990s, early childhood education (ECE) in Hong Kong has been progressively reformed to improve quality. Along with an emphasis on adopting child-centered approaches, the Guide to the Preprimary Curriculum issued in 2006 recommends an integrated and holistic approach to promote the informal acquisition of knowledge through interactions with teachers and peers. A small class teaching environment has also been created by decreasing the teacher-student ratio at the start of the 2003-2004 academic year.

The new paradigm bases student outcomes on whether they have achieved the desired learning. As different children have different expectations for their learning, the creation of a small class environment is perceived by ECE stakeholders as the best way to facilitate teachers to cater for such diverse needs.

Since little, if any, research has been conducted on the organization of small classes and their effect on teaching learners with diverse needs, this study set out to collect and analyze data on how preschool teachers organize different class settings and the types of interactions and teaching behaviors they use to cater for individual diversity in small classes.

The findings show that the teachers in the two project schools preferred to perceive diversity as the result of a discrepancy and deficiency in ability, rather than the differentiation of learners’ developmental needs. Accordingly, their teaching methodology and techniques can be classified as either teacher-directed or a mixed mode of teacher-directed and child-centered. However, the school involved in this research did facilitate children’s peer interactions through pair work overseen by teachers.
Poster 18

Philosophy with Young Children? How Preschool Teachers in the Eastern Tradition Value Young Children's Creativity: A Study of a Hong Kong Childcare Center
Tai, Yin Yi Tanny, Lau, Grace

Abstract:

Philosophy is about asking the important questions about life and its encounters. In the process of looking for answers, young children's creative thoughts are enhanced, an approach which is consistent with prevailing global trends in educational practice.

By applying questioning and scaffolding techniques, teachers can gain a deeper understanding of how philosophical thinking may enhance their understanding of the meaning of learning and teaching and the nature of knowledge. Correspondingly, engaging young children with philosophy can enhance their creative minds.

This paper reports on a research study conducted in a childcare centre in Hong Kong. It aims to explore the gains in understanding of preschool teachers about how young children's expression of creative thoughts can be enhanced through their use of questioning techniques.

The findings suggest that teachers working in the Eastern tradition differ ideologically from those in the West in terms of how creativity is viewed and expressed through the philosophical ideas generated by children.
Factors Related to Parents’ Engagement in Cognitive and Socioemotional Caregiving in Developing Countries: Results from the Multiple Indicator Cluster Survey 3
Sun, Jin

Abstract:
Stimulating caregiving practices facilitate early child development and learning. This study examined child-, family-, and county-level predictors of mothers’ and fathers’ cognitive and socioemotional caregiving in 22 less-developed countries using data from UNICEF’s 2005 Multiple Indicator Cluster Survey 3. The sample included 80,557 children (41,193 boys), aged 0-4 years (M = 1.97, SD = 1.40), from 59,335 families. The results indicated that the child’s age, gender, maternal education level, books and toys bought for them, and countries’ Human Development Index (HDI) all predicted parents’ caregiving practices. Maternal education moderated the effects of child-, family-, and country-level predictors. The implications of the findings for promoting the wellbeing of children in developing countries are discussed.
Poster 20

Chinese and English Word Reading in Eight and Nine-year-old Children
Learning Chinese as a Foreign Language in Hong Kong
Zhou, Yanling, Catherine McBride

Abstract:

In Hong Kong, Mandarin Chinese is taught in most English-speaking international schools as a foreign language to nonnative Chinese speakers. This study compared the Chinese and English word reading-related skills of a group of nonnative Chinese learners and native Chinese-speaking peers attending the same English-speaking international schools. A total of 49 nonnative Chinese speakers (29 girls and 20 boys) and 39 native Chinese speakers (17 girls and 22 boys) in the third and fourth grades of two international schools were recruited. They were compared on both Chinese and English word reading-related skills, including vocabulary knowledge, phonological processing skills, morphological awareness, and working memory skills in both languages. In addition, their pure visual skills and Chinese language-related orthographic skills were assessed. The results showed that the two groups did not differ in their English reading-related skills, but differed significantly in all Chinese reading-related skills. Chinese vocabulary knowledge was the most significant predictor of reading Chinese words for both native and nonnative speakers. English phonological processing skills significantly predicted English word reading for both groups. The results demonstrate a clear language input and use effects. Chinese vocabulary knowledge is shown to be the basic step to reading Chinese words for nonnative Chinese-speaking children.
Coparenting and Child Social Functioning in Chinese Families: The Moderating Role of Child Negative Affect
Lam, Chun Bun Ian

Abstract:
An emerging body of work indicates that coparenting – the collaboration between multiple parental figures in childrearing (Feinberg, 2003) – explains the unique variance in child adjustment (McHale & Irace, 2012; Teubert & Pinquart, 2010). Most of this work, however, has focused on the direct links between coparenting and child outcomes, especially internalizing and externalizing symptoms. Little is known about whether coparenting may interact with important child characteristics, such as temperament, to shape child development. Grounded in a theory of differential susceptibility, which suggests that children with “difficult” temperaments may be particularly susceptible to the effects of both positive and negative socialization (Belsky, 2005), we examine the potential moderating role of child negative affect in the relationship between coparenting and child social functioning. In doing so, we also move beyond the typical focus on European and American families to study Chinese families. Given the emphasis on interdependence in collectivistic cultures, children’s social functioning may be particularly valued by, and conducive to positive adjustment in, Chinese communities (Chen & French, 2008). Nearly all studies on coparenting, however, have been conducted within individualistic cultures. Our study is one of the first initiatives to explore whether and how coparenting may contribute to the social development of young Chinese children.

The participants were 261 second- and third-year kindergarten pupils (mean age = 5.19 years; 47% were girls), and their parents (80% mothers) as well as class teachers from six kindergartens in Hong Kong. To ensure
Coparenting and Child Social Functioning in Chinese Families: The Moderating Role of Child Negative Affect
Lam, Chun Bun Ian

generalizability, local kindergartens were classified into three strata (i.e., high, middle, and low) based on the median household income of the districts in which they were located. Invitation letters were sent until at least one kindergarten in each stratum had been recruited. Children were interviewed during class periods on their self-perceptions of peer competence (Harter, 1982). Parents were sent questionnaires on their coparenting cooperation (Margolin et al., 2001), marital love (Norton, 1983), and individual parental warmth (Dekovic et al., 1991), as well as their children's negative affect (Rothbart et al., 2001). Finally, class teachers were asked to rate the social functioning (Vaughn et al., 2009) of each participating student in their classes. All measures were forward- and back-translated into Chinese.

Given the nested nature of our data (i.e., children within classes and classes within kindergartens), a series of three-level multilevel models were run. The results show that when controlling for background information, marital love, and individual parental warmth, a Coparenting Cooperation × Child Negative Affect Interaction was significant for all four measures of child social functioning. Follow-up analyses suggested that, as predicted by the theory of differential susceptibility (Belsky, 2005), children appeared to be disproportionately affected by both positive and negative coparenting conditions—a pattern in evidence across all four measures. The discussion highlights the importance of considering both home experiences and child characteristics when examining the contribution of parents to child social development in a Chinese context.
Chung, Kevin Kien Hoa
Kevin’s research interests lie in specific learning difficulties (e.g., dyslexia), literacy assessment and instruction, cognitive development, and cognitive neuroscience of language; his recent work investigates a longitudinal examination of late-emerging reading difficulties in Hong Kong Chinese Children.

Ho, Choi Wa Dora
Dr. Dora Ho's research interests include educational leadership, education policy, curriculum and pedagogy, professional development and play in ECE. She is an active researcher in leadership for change. Her research and publications have led to the professional community to rethink the role of leadership in the process of school development.

Lam, Ho Cheong
HC's research lies in children's learning of Chinese characters, phenomenography and variation theory of learning, and designing technology for learning. His recent project examines the different ways that teachers actually use to teach children to recognize Chinese characters in early childhood settings in Hong Kong.

Ng, Mei Lee
Mei Lee's research interests include second language learning of young children and home literacy. Her recent project examines how parents can support young children's second language learning through play.
Liz, Jones

Professor Liz Jones was until very recently Professor of Early Childhood Education at Manchester Metropolitan University, UK where she led the Centre for the Cultural Studies of Children and Childhood.

In April 2015 she took up the role of Chair Professor of Research at the Institute of Education, HK. Liz has over twenty years experience of teaching in both mainstream and special education. Her research interests include poststructuralist theory; feminist theory; mew materialism and social constructions and deconstructions of 'the child' and 'childhood'. Recent work has examined how very young children secure negative reputations such as 'naughty' - a project that was funded by the UK's Economic and Social Research Council.

Cheng, Pui Wah Doris

Doris's research interests lie on play and learning (i.e. the conceptualization of play, the enactment of play and relationship between play and learning). Her recent project examines the elements of "playfulness" when children are engaged in play, the relationship between play and children's agency development as well as other benefits of play-based practice.

Cheung, Hun Ping Rebecca

Dr Rebecca Cheung is Associate Professor of the Department of Early Childhood Education at the Hong Kong Institute of Education. Her research projects and publications are mainly on creative pedagogy, physical education, self-assessment and school-based development.
Lam Mei Yung, Hazel
Dr. Hazel Mei Yung LAM's research interests are in Learning and Teaching of young children, Gross Motor development of young children, Assessment of children, Early Childhood National Education, Early Childhood Policy, Parent Education, Health and care of pre-schoolers. Her recent research examines the parental involvement in Hong Kong Preschools.

Li, Yuen Ling Joyce
Li's research areas are in teacher development and school improvement. She teaches both bachelor and MEd courses, such as Teacher Professionalism and Teacher Development, Theoretical Perspectives and Context for Early Childhood Education. Li has been principal investigator (PI) in one GRF, two QEF projects, seven IRG projects.

Chak Wing Sum, Amy
Research interests include: curiosity and exploration, reflectivity, dialogicality.

Chan, Wai Ling
Dr Chan Wai Ling's research interests are in Infants and Toddlers Curriculum, and Educational Transition. Her recent publication is about the qualities of instruction methods adopted by kindergartens. She has finished a research on smooth transition of children from kindergartens to primary schools with findings published in Refereed Journal.
12 Chan, Yim Mei Esther

Dr. Esther Y. M. Chan is an assistant professor of the Department of Early Childhood Education in the Hong Kong Institute of Education. Her research interests include teacher knowledge, narrative inquiry, beliefs and practices, culture and children's development.

13 Cheuk Wong, Kwok Sai Tricia

Tricia's research focuses on educational administration, leadership, teacher training and job satisfaction. Her recent projects include (1) comparing the developments of early childhood education in Hong Kong, Macau, Mainland China and Taiwan, and (2) examining the changes in the leadership of kindergarten principals under the voucher scheme in Hong Kong.

14 Lai, Yuk Ching Eva

Dr. Eva Lai has extensive experience, research and publications in inclusive education, early childhood special education, early childhood education, early years PE, and early childhood sex education.

15 Lam, Chun Bun Ian

Ian's research interests lie in family dynamics (i.e., parent-child, marital, and sibling) and youth adjustment; his recent project examines how parenting practices may interact with child temperament to affect child emotional competence.
Lam, Mei Sheung Michelle

Michelle’s research interests lie in transitions in early childhood, coping strategies and identity, socio-cultural studies of learning, parental involvement and research with young children; her recently completed funded project explored parents’ perceptions, experiences and involvement in their children’s transition to kindergarten in Hong Kong.

Lau, Grace

Dr. Grace Lau, Assistant Professor in the Hong Kong Institution of Education, has published widely in the areas of curriculum and pedagogy, and in particular by relating these disciplines with the philosophical, theoretical and religious aspect in the play-based and work-based curriculum and pedagogy in Early Childhood Education.

Lau, Wing Chi Margaret

Margaret’s research interests lie in early childhood studies and music creativity; her recent research explores the feasibility of using creative musical movement activities to enhance children’s creativity.

Lau, Yi Hung Eva

Eva’s research interests lie in parenting and child adjustment. She is dedicated to expanding her research program along two important themes: 1) parental involvement in school transition and 2) parental influences on childhood aggression. Her recent project examines how parents’ involvement affects children’s readiness for school.
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20

Leung, Wai Man Vivienne

Vivienne’s research has an underlying theme of learning and teaching in early childhood education, usually the use of new technologies in preschool and home settings but not limited to early childhood teacher training. Her recent project explores the use of Blended Learning with students in early childhood teacher training programs.

21

Ng, Sui Ngan Sharon

Sharon’s research interest lies in early childhood mathematics teaching and learning; her projects examine early childhood mathematics and children’s learning.

22

Sun, Jin

Jin’s research interests include international comparisons of early child development and education, assessment of early learning and development, ECD interventions for socially and economically disadvantaged children, early self-regulation development, and Chinese socialization.

23

Tam, Po Chi Pansy

Po Chi’s research interest mainly includes drama education, children’s voice and early literacy and children literature education. She is recently engaged in a research project on integration of drama education into early childhood curriculum. The project involves 8 kindergartens, 40 preschool teachers and professional drama educators and more than 300 preschoolers. Her publications have appeared in regional and international recognized journals such as Research in Arts Education, Research in Drama Education and Childhood: A Journal of Global Child Research.
24

To-chan, Sing Pui Tikky

Tikky’s research interests lie in early literacy development and learning; her early projects had a focus on story reading-aloud in Chinese to young children; her recent studies are working on Chinese character writing development in young children, and the learning of Chinese in non-Chinese speaking children.

25

Tsui, King Yuk Anita

Research interests and teaching area are in teachers’ professional development and child health (i.e. Issues on teachers’ reflective practices and mentoring, child health and well-being). Her recent projects are in the area of mentoring in early childhood education and issues on well-being of teacher and child.

26

Wong, Kit Mei Betty

Betty’s ongoing research interests are an inquiry into the teaching and learning from children’s and teachers’ perspectives and voices, especially on arts education.

27

Wong, Kwok Shing Richard

Richard’s research interests lie in bilingualism and language education. He teaches courses at the BEd, PGDE and Master’s levels, such as Emergent Literacy, Promoting Language and Literacy in Early Childhood, and Language and Literacy Development in Children.
Departmental Staff Index

28 Wong, Man Yee Emmy
Emmy's main research areas are health promotion and disease prevention with particular focus on promoting child and adolescent health through family-school collaboration, preventing health risk behaviors, and translating the Health Promoting School framework into practice to tackle emerging health issues.

29 Wong, Mun Amanda
Dr. Wong Mun's research interests lie in young children's stress and coping, including how children cope with bullying, peer conflicts, learning, and sense of helplessness at school; her recent longitudinal study examines parents', teachers' and children's role in helping children to cope stress during the transition from preschool to school.

30 Wong, Siu Man
Dr Wong’s research interests lie in teacher development, language curriculum and young children’s literacy development.

31 Wong, Yuen Fan Lornita
Lornita research interest lies in bilingual education and policies, language education for ethnic minority children and teaching and learning in multilingual settings.
32 Wu, Shu-chen

Shu-chen's research interests include comparative early childhood education, children's perspectives, policy, and play pedagogy. Her recent research investigates parents' and teachers' perspectives on learning through play in different cultures.

33 Yuen, Lai Ha Freda

Dr. Yuen Lai Ha, Freda's research interests lie in parent education and child development, she has been involved in a number of researches and projects related to child's development and learning, teacher education, parent education and home-school-community partnership.

34 Zhang, Xiao

Shawn's current research focuses on early childhood mathematics learning; his recent project examines how children's basic cognitive skills provide the foundations for their mathematics learning.

35 Zhou, Yanling

As a developmental psychologist, Dr. Yanling Zhou's research interests focus on young children's first (L1) and second (L2) language and literacy development. In her current research, she is tackling some underlying social-cultural and cognitive factors that are keys for acquiring Chinese as an L2 in young children living in HK.
Wong, Shu Sing Paul

Paul’s research interests lie in young children’s physical education, movement-music-dance, and holistic fitness. His recent project examines how physical play may promote preschoolers’ health-related physical fitness in daily curriculum. He devotes to enhance children’s creativity and wellness through Movement and Physical Play.

Chan, Po Lin Pauline

Pauline’s teaching focuses on establishing a link between academic knowledge and students’ lifelong wellbeing reflections. Her major teaching interests are children’s school transition and adjustment, child poverty and current child development issues. She is also interested in researching positive parenting and science of gratitude.

Chan, Rina

My research interests lie in child development and teaching and young children’s learning. I teach Higher Diploma courses, such as Child Development, Language and Literacy and Care and Protection of Young Children. I also supervise B.Ed students for teaching practices.

Cheng, Yuen Ling Elaine

Elaine has experience teaching both HD(ECE) and BEd(ECE) courses, such as Children Health and Care, Communication Technology in Early Childhood Curriculum, and Teaching and Learning in Contemporary Preschool. Her research interests revolve around ICT integration in preschool settings, Baby massage, and teaching and learning with young children.
Cheng, Yuk Lin

Cheng Yuk Lin's research interests include art teaching strategies, development of children's artistic expression and history of contemporary Chinese art education. She teaches HD, BEd and PGDE courses such as Enhancing Creativity and Self-expression, Visual Arts Education in Early Childhood, and Seeing, Thinking and Artistic Expression.

Cheung, Lai Ha Lily

Lily Cheung's research interests focus on visual arts education and curriculum studies: she teaches both bachelor and higher diploma courses, such as Visual arts in Integrated Learning, Art Appreciation and Assessment of Children's Artistic Development, Visual Arts Education in Early Childhood.

Ching, Pui Sun Christina

Christina's research interests lie in teaching and learning, and curriculum development: she teaches both bachelor and high diploma courses, such as School-based Development in Early Childhood Settings, Curriculum Studies: Theory and Practice, and Parent and Community Relations.

Han, Chung Wai Christina

Christina's research interests and teaching are in the areas of 'learning with technologies', 'school innovations', 'leadership and management'; her recent project investigates the effective use of blended/online learning in higher education.
44  Ho, Joyce
Joyce teaches both bachelor and HD courses: Child Health, Safety and Welfare; Promoting Children’s Health and Social Well-being; Introduction to Early Childhood Teaching and Learning. Joyce's research interest is in pedagogical practices.

45  Hui, Lai Ping Dorothy
Dorothy's research interests mainly focus on Learning and Teaching and special needs education, teaches both Higher Diploma and Bachelor courses, such as Introduction to Early Childhood Teaching and Learning, Introduction to curriculum Development, and Overview of Young Children with special Needs.

46  Lau, Po Lin Becky
Becky's research interests lie in problem solving, social and emotional development of young children; she supervises field experiences and teaches both in-service and pre-service BEd courses, such as Relationship in Children's Social World, Helping Children with Troublesome Behavior and Current Trend in Child Development.

47  Lau, Sau Ching Helen
Helen’s research interests lie in Child Development and Curriculum & Assessment (i.e., Sensory Integration Exercise, Art integrated Curriculum, Portfolio Assessment etc.); she teaches PGDE, bachelor & Higher Diploma program, such as: Theoretical Perspectives on ECE, Child Development, Learning & Teaching, Curriculum Towards Integration, Educational Management, Working with Diverse Families, Home-School-Community Partnerships etc.
Lee, Kwok Yeung Barry
Barry's main research areas include ICT/music technology in music education; music education for young children; and ICT applications in education. Currently, he is researching the use of iPad as recording device in supporting evidential-based teaching practicum supervision.

Leung, Yuk Lan Edith
Edith's research interest in early childhood curriculum (i.e., the Project Approach, Constructivist teaching methods, Health curriculum in ECE and School-based curriculum); she teaches both Bachelor and HD courses, such as Introduction to Curriculum Development, Health Curriculum in Early Childhood Settings, and Early Childhood Curriculum: Theory and Practice.

Ma, Siu Wai Kitty
Kitty has been in Early Childhood Education for around 30 years. Her areas of interest and teaching are in classroom management, ECE curriculum, as well as special ECE. She is active in teaching pre-service courses for many years. She is eager in investigating the child development of New Arrival Immigrants (OWPH) in ECE settings as well.

Mou, Wai Pik Peggy
Peggy's research interests lie in teaching and learning areas (early mathematics and science development, curriculum planning). She currently teaches courses "Scientific and Mathematical Explorations for Young Children" and "Promoting Children's Health and Social Well-being" of Higher Diploma Programme.
Ngan, So Fong

So-Fong’s research interests lie in visual art curriculum (for 0-6 year old children) integrated arts curriculum (visual art, music, dance and drama) and environmental education. She teaches HD and BEd courses: Enhancing Creativity and Aesthetic Development, Visual Art for Early Childhood Education, Promoting Creativity through Art and The Professional Teacher.

Tam, Mei Ngan Tammy

Tammy’s research interest lies in emotions and emotional experiences that affecting people’s perception and management strategies towards lives. The recent work focuses on children’s social and emotional development. She teaches mainly on the courses of counselling and she is the Programme and Field Experience Coordinator of PGDE (PT) Programme.

Wong, Luen Fung

As a professional educator of over 14 years teaching experiences in the Hong Kong Institute of Education, I am extremely passionate in education and I enjoy the process of teaching immensely, particularly in Parental Involvement, Teaching and Learning. I specialize in teaching courses encompassing of Learning and Teaching, Home-School Community Relations and Promoting Children Health and Social Well-being.

Wong, Yau Ho Paul

Paul (Yau-ho)’s research interests lie in child health, teachers’ personality and work environment conditions and well-being (i.e., job satisfaction and mental health); he teaches bachelor courses, such as Child Health and Safety and research projects.
Woo, Yuen Shan

Yuen Shan's research interests lie in the area of Early language and literacy (i.e., Early Language Experiences, Whole Language and Language-rich Environment) and the area in Social development of young children (i.e., Emotion, Moral and Social Education); she teaches both Bachelor and HD courses, such as Emergent Literacy, Language and Literacy in Early Childhood, Promoting Children's Health and Social Well-being.

Chung, Lai Ping Ellie

Ellie's research interests are promotion of healthy eating for children, learning through school gardens and scaffolding children's learning. Ellie teaches BEd and HD courses, such as "The Professional Teachers", "Introduction to Curriculum Development", "Children Health and Care" and "Early Childhood Curriculum: Theory and Practice".

Hu, Xinyun Annie

Annie's research and teaching areas are using Information Communication Technology (ICT) to support young children's learning; she teaches courses including the Young Child in a Technological world, Current Curriculum Issues in Early Childhood Education, and Early Experience in Putonghua.

Law, Chung Wa Naska

Law, Chung Wa Naska is a qualified speech therapist. She received her Ph.D. in speech and hearing sciences from the University of Hong Kong. Her areas of research and teaching focus on pragmatic development and disorders, preschool inclusive education, and multi-disciplinary collaborative practices in catering for children with diverse needs.
Mau, Yuk Chun Cindy
Cindy's research interests lie in quality care and designing programmes for infants and toddlers. She teaches high diploma and bachelor courses including the Quality Programmes for Infant and Toddlers, Child Development and Children's Health and Care.

Tai, Yin Yi Tanny
Tanny's research interests lie in curriculum design, learning and teaching in ECE; she teaches both Bachelor and Higher Diploma courses, such as Current Curriculum Issues in ECE, Scientific and Mathematical Explorations for Young Children, and Early Childhood Curriculum: Theory and Practice.

Cheng, King Hin Catherine
Catherine is interested in art therapy practice for children.

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