

Programme Learning Outcomes (PLO) of the BEd(ECE&SE) degree curriculum

Students completing the BEd(ECE&SE) curriculum should be able to:

1. Demonstrate knowledge of theories and concepts in child development, inclusive early childhood and early childhood special education, and their relevance to policy and practice.
2. Critically evaluate different perspectives on early child development, teaching practices and policies.
3. Adapt strategies and tools to promote early learning and development among children with typical and atypical development in changing contexts and in response to critical events.
4. Demonstrate a respect for diversity and sensitivity to the individual needs of children and families.
5. Evaluate their roles and responsibilities as professionals in the field and make informed decisions based on ethical and professional standards.
6. Develop understanding of how child culture and context contours children's early development and learning.
7. Communicate and collaborate with families, professionals and the community to establish and sustain positive, respectful and responsive relationships and partnerships with the significant people in the lives of children.
8. Advocate for safe and high quality early learning environments, healthy and supportive relationships and comprehensive programs and services for children and families.
9. Play a leading role in facilitating the well-being of young children and their families.
10. Develop capabilities in designing, managing and evaluating programs for young children.

Mapping of the PLOs of the BEd(ECE&SE) degree curriculum with the Institutional Learning Outcomes

<i>Institutional Learning Outcomes</i>	BEd(ECE&SE) programme level learning outcomes
<i>Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:</i>	<i>Students completing the BEd(ECE&SE) curriculum should be able to:</i>
<i>Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning</i>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of theories and concepts in child development, inclusive early childhood and early childhood special education, and their relevance to policy and practice. 2. Critically evaluate different perspectives on early child development, teaching practices and policies.
<i>Tackling novel situations and ill-defined problems</i>	<ol style="list-style-type: none"> 3. Adapt strategies and tools to promote early learning and development among children with typical and atypical development in changing contexts and in response to critical events.
<i>Critical self-reflection, greater understanding of others, and upholding personal and professional ethics</i>	<ol style="list-style-type: none"> 4. Demonstrate a respect for diversity and sensitivity to the individual needs of children and families. 5. Evaluate their roles and responsibilities as professionals in the field and make informed decisions based on ethical and professional standards.
<i>Intercultural communication, and global Citizenship</i>	<ol style="list-style-type: none"> 6. Develop understanding of how child culture and context contours children's early development and learning.
<i>Communication and collaboration</i>	<ol style="list-style-type: none"> 7. Communicate and collaborate with families, professionals and the community to establish and sustain positive, respectful and responsive relationships and partnerships with the significant people in the lives of children.
<i>Leadership and advocacy for the improvement of the human condition</i>	<ol style="list-style-type: none"> 8. Advocate for safe and high quality early learning environments, healthy and supportive relationships and comprehensive programs and services for children and families. 9. Play a leading role in facilitating the well-being of young children and their families. 10. Develop capabilities in designing, managing and evaluating programs for young children.