



## Policy recommendations on 2019 Policy Address

### 1) Enhancement of review system and resources application in local early childhood education sector

Many of the objectives are based on guidance and papers developed in past decades e.g. Child Care Services Ordinance (cap.243) written in 1976 and the 1991 White Paper. The suggestion of having a basic 1:6 ratio is the standard listed in the Child Care Services Ordinance (cap.243) which dates back over 40 years ago and is far below the standard of many other countries. OMEP-HK is reiterating the need to examine the ordinance concerning early childhood education in Hong Kong, and to ensure an efficient and effective review system for the sector.

#### *Recommendations:*

- *Review the current schedule of accommodation on local early childhood education and set up a continuous review system to avoid the detach from the latest situation.*
- *Enhance resources and increase teacher and staff numbers to help achieve an optimum staff to-child ratio in kindergartens.*
- *Plan for the provision of early childhood education 0-3 years old in Hong Kong for better child development.*
- *Provide sufficient parent resources to enhance their understanding in children education. Consider the establishment of governmental-funded parent resource centre.*
- *Strengthen support for underprivileged families in Hong Kong and provide a fair and comprehensive early childhood education. Consider the establishment of childcare centre to meet the rising demands from fulltime working parents.*

### 2) Professional development

The continual rise in professional requirements for kindergarten teachers and principals has encouraged many in service kindergarten teachers and principals to study and obtain certificates, diplomas, or



degrees on a part time basis to meet professional certification requirements. However, there are currently no standardized requirements for ongoing/continuous professional development (PD) despite it being heavily emphasized by the EDB.

### *Recommendations:*

- *Make participation in PD compulsory for all kindergarten teachers and principals.*
- *Consider diverse ways to design and implement quality PD programmes.*
- *Provide on-going contextualized, intensive training rather than surface-level, generalized training that may be ineffective.*
- *Establish strong working teams at district level (which include ECE specialists) to provide on-going, supportive mentoring for ECE teachers. Provide mentoring through communities of practice.*
- *Establish and implement clear, transparent reward mechanisms that recognize on-going training and career progression.*
- *Protect teacher well-being to prevent burn-out and wastage.*