



OMEP Hong Kong Newsletter

January 2015



President's Message

As the newly elected President of OMEP-Hong Kong, I humbly thank all the members and the executive committee for this prestigious honour. Thank you for your continuous contribution and support to OMEP-Hong Kong. Together we have made this distinguished organisation what it is today.

I wish to especially thank Prof. Rao for her great leadership as President over the past two years and her agreement to give her support to OMEP-Hong Kong as Advisor over the coming year.

The following are the new members of the Executive Committee for 2014-15, who will be working hard to ensure that OMEP-Hong Kong continues to promote the well-being, development and education of young children, and the professional development of early childhood educators:

President: Dr. Amelia Lee
Vice President: Dr. Hazel Lam
Secretary: Ms. Mary Tong
Treasurer: Ms. Bessie Pang
Advisors: Dr. Maggie Koong and Prof. Nirmala Rao
Members: Ms. Cinda Chan, Mrs. Chu Tang Lai Kuen, Ms. Lillian Kam, Ms. Adelina Kong, Ms. Amy Lee, Ms. Gloria Leung, Dr. Hui Li (2014), Dr. Veronica Yeung, and Ms. Mary Wong.

I would like to take this opportunity to proudly report to you that with the gracious donation from the Lo's Foundation and the contributions and efforts from Prof. Ma Yin Lin, Prof. Zhang Guoyan, Dr. Maggie Koong, Dr. Hazel Lam, Dr. Hui Li and other OMEP-Hong Kong colleagues, we have completed a highly successful ten-year Northwest Teachers Support Scheme this year. Throughout these ten years, the Scheme has made a good impact on the quality of early childhood education in the northwestern part of China.

This Newsletter forms an important link among members of the OMEP community. I am highly delighted to inform you that Dr. Maggie Koong, our executive committee member and World President of OMEP, was recently awarded the Bronze Bauhinia Star (BBS) by the Hong Kong SAR and an honorary doctorate of humane letters (L.H.D.) by Whittier College, USA. Another executive committee member of ours, Mrs. Chu Tang Lai Kuen, was conferred Honorary Fellowship by the Hong Kong Institute of Education. Ms. Gloria Leung Chi Kin, also our executive committee member, received the Chief Executive's Commendation for Community Service in October 2014. Please join me in congratulating Dr. Koong, Mrs. Chu and Ms. Leung on these magnificent achievements.

Amelia Lee
President of OMEP Hong Kong

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會長的話



承蒙執行委員會及各會員對我的信任和支持，推舉我接任世界幼兒教育聯會 - 香港分會會長，實屬榮幸。世界幼兒教育聯會 - 香港分會得以有今日的成就和獲得社會各界的認同，實有賴各位全心全力的投入和貢獻。

我謹此特別感謝前任會長劉麗薇教授過去兩年的卓越領導及應允擔任本屆執行委員會顧問。

本屆執行委員會會員將繼續致力促進兒童的福利、發展及教育，並且推動幼兒教育工作者專業發展。2014-15 年度執行委員會會員名單如下：

會長	： 李南玉博士
副會長	： 藍美容博士
秘書	： 唐少勤女士
財政	： 龐劉湘文女士
顧問	： 孔美琪博士 劉麗薇教授
委員 *	： 甘麗鸞女士 朱鄧麗娟女士 李輝博士(2014) 李漪湄女士 陳江小慧女士 陳純麗女士 梁志堅女士 黃佩麗女士 楊蕙蕙吟博士

* 以姓氏筆劃序排列

我藉此機會特別向各位報告「中國西北部學前教師交流計劃」所取得之豐碩成果，得到羅鷹石慈惠基金的慷慨資助和支持，以及馬以念教授、張國艷副教授、孔美琪博士、林藍美容博士、李輝博士和各香港分會成員的積極參與，我們成功地於本年完成了是項為期十年以提昇優質幼兒教育為目標的跨香港與中國西北部學前教師交流計劃。

本會訊作為世界幼兒教育聯會的匯聚點，增進了會員之間的相互瞭解及聯繫。我在此欣然告訴各位，執行委員會會員孔美琪博士於 2013 年 10 月獲香港特區政府頒授銅紫荊星章 (BBS)，並於 2014 年 5 月獲 Whittier College, USA 頒授榮譽人文學博士；此外，執行委員會會員朱鄧麗娟女士及梁志堅女士分別於 2014 年 3 月獲香港教育學院頒授榮譽院士及 2014 年 10 月獲行政長官社區服務獎狀。請與我一起為孔美琪博士、朱鄧麗娟女士及梁志堅女士所得的卓越成就予以衷心的祝賀！

李南玉博士
世界幼兒教育聯會 - 香港分會會長

慈慧-世界幼兒教育聯會香港分會 「中國西北部學前教師交流計劃」

為了促進中國西北部及香港的學前教育發展，自 2003 年初開始，世界幼兒教育聯會 - 香港分會每年舉辦中港兩地學前教師交流計劃，而一直以來有關經費主要來自香港分會撥款、執行委員會會員捐助及機構贊助。

承蒙羅鷹石慈惠基金的慷慨資助，慈慧 - 世界幼兒教育聯會香港分會「中國西北部學前教師交流計劃」由 2011 年至 2013 年安排了 6 批共 122 名中國西北部學前教師赴港進行教學交流。是項交流計劃的目的是透過專題講座、研討分享會、參觀幼教機構、教學觀摩、駐校體驗、舉行藝術工作坊、參觀文娛機構等多種活動，讓他們深入瞭解香港學前教育的發展現況、辦學模式、教學理念、課程發展、課程模式、日常管理、學校環境等，促使中港兩地學前教師互動交流，分享教學心得與經驗，砥礪互進。

是項為期二年的慈慧 - 世界幼兒教育聯會香港分會「中國西北部學前教師交流計劃」總支出為港幣 1,222,460.41，於 2013 年 11 月完滿結束。參與的教師對是項交流計劃均表示非常滿意，並認為對其教學及個人專業發展帶來裨益。



第 66 屆世界幼兒教育聯會世界大會暨 研討會

第 66 屆世界幼兒教育聯會世界大會暨研討會已在 2014 年 7 月 1 日至 5 日於愛爾蘭科克舉行。OMEP 香港分會會長李南玉博士、副會長藍美容博士、顧問孔美琪博士（OMEP 世界會長）、劉麗薇教授（OMEP 世界財政）及一眾香港分會會員與全球來自 46 國家的與會代表共同為 OMEP 的未來發展制定方針，並就主題「兒童的文化世界」(Children's Cultural World) 互相交流意見。是次各香港代表更舉辦了多場專題論壇並以海報形式發表論文。

會後各與會代表發表聲明，呼籲國際社會及政府元首不論在政策和實踐上落實對幼兒階段的重視，並加強保護和促進所有幼兒及其父母和照顧者、老師、服務機構的權利。

詳細請況，可瀏覽世界幼兒教育聯會網頁：

<http://www.worldomep.org/en/thank-you-for-coming-to-our-66th-world-assembly-and-conference-in-cork-ireland/>





Response to the Consultation for 2015 Policy Address

Blueprint for Developing Quality Early Childhood Education

(1) Set up an early childhood research and policy unit and promote local research on early childhood education

- The Education Bureau (EDB) should set up a research unit to study specifically early childhood education policies and related issues on early childhood development, and adopt an integrated approach to education, care and health for children between the ages of 0 and 8. The unit shall comprise talents from various areas and ensure objectivity and independence of research with the aim of informing long-term early childhood education policy formulation. In fact, using a pluralistic approach, dedicated research departments in the USA, UK, Macau, and Korea do facilitate the formulation of education policies and allocation of resources. With its unique social contexts and politico-economic conditions, Hong Kong needs to actively encourage the academia and the early childhood sector to conduct local research and develop evidence-based early childhood practices that meet the needs of the community, in areas of curricula, service delivery models, and human resources. These concerted efforts can raise public awareness of the importance of appropriate understanding of education and thereby promote quality early childhood education.

2) Promote teacher training and professionalism

- A large body of research has shown that the educational attainment of early childhood teachers is directly related to young children's learning effectiveness. The Government should, therefore, gradually enhance the quality of early childhood education by developing a path for advancement of the professional qualification of early childhood teachers. The entry qualification requirements for all newly appointed teachers should also be raised. We

recommend that, by 2019, all newly appointed teachers should have attained a bachelor's degree in early childhood education. Subsidies should be provided for upgrading the qualifications of serving teachers to degree level and for continuous professional development. We recommend that a kindergarten or a kindergarten-cum-child care centre should eventually have at least 50% of its teachers having attained a bachelor's degree.

- Quality early childhood teachers are great assets and largely beneficial to the sustainable development of quality early childhood education in Hong Kong. Hence, the Government should coordinate the entry qualification requirements of different early childhood teachers (including special child care workers, kindergarten teachers and child care workers). To attract more talents to join the early childhood education workforce, kindergarten teachers should have parity of pay with their primary and secondary school counterparts. The Government should thus establish an appropriate professional development ladder as soon as possible; optimise the establishment of teaching and non-teaching staff; develop a pay structure for holders of certificates and bachelor's degrees; and review the quota on and quality of teacher training.

(3) Unify services for young children between the ages of 0 and 8 and develop a long-term plan for early childhood education

- Research has shown that early childhood education is a very important human capital investment for a nation. Many countries have already increased their investments in the early years; some have even integrated education, care and health services for

children between the ages of 0 and 8 to enhance efficiency and effectiveness. Therefore, we recommend the Government to gradually reorganise inter-bureau planning of early childhood policies and unify service provision to the ages of 0 to 8 during the review of 15-year free education. For instance, the Government should establish quotas on half-day kindergarten places as well as whole-day and long whole-day kindergartens-cum-child care centre places in the long run. At the same time, it should plan and reserve land use for constructing new kindergartens and kindergarten-cum-child care centres or for re-provisioning schools. The Government should also include early childhood education as an integrated and important part of formal education. By all means, the government should have a holistic approach in education policy, manpower planning and health care so as to ensure close collaboration among sectors.

- To facilitate children's smooth transition from kindergarten to primary education, mutual understanding in education philosophies, curricula, pedagogies and theories of child development between kindergarten teachers and primary school teachers should be actively encouraged and strengthened.

(4) Support the learning of young children with special educational needs (SEN) and achieve early identification and intervention

- Inclusive education should be an important part of 15-year free education. While students may have different needs, the current provision of services cannot cater to all young children with SEN studying in kindergartens/ kindergarten-cum-child care centres, most of whom are "unidentified". Hence, we recommend the Government to establish a team of professionals (including educational psychologists, occupational therapists, speech therapists, teachers with special education qualifications) to support schools by conducting regular visits to offer assessment for early identification, provide counselling strategies, and create individual development profiles for children with SEN. In addition, the team will organise educational seminars and provide parents and teachers with support.
- We also recommend the Government to increase the number of places for children in the Integrated Programme in kindergarten-cum-child care centres and extend the programme to kindergartens to alleviate the shortage of services for children with SEN. Such programme, of which services are provided by schools, will cater for young children with mild disabilities. Each participating kindergarten-cum-child care centre or kindergarten should have teachers trained with special education qualifications and facilities to support individual counselling. The regular support from medical practitioners is also essential.
- The Government should also assist kindergartens in referring and transferring young children with moderate and/or severe disabilities to appropriate training places, such as Early Education and Training Centres or Special Child Care Centres as soon as possible to allow timely treatment and rehabilitation.

- Training courses in special education should be increased in availability as far as possible. Universities/ training institutes should be encouraged to provide 2 to 3 courses in special education. The Government may consider supporting the training of teachers and encouraging teachers' continuous professional development by offering a lump-sum grant. In the long run, all early childhood teachers should obtain special education qualifications.
- The Government should co-ordinate between different government bureaux and departments to provide quality early childhood education. In the long run, kindergartens and kindergarten-cum-child care centres should become a system of social inclusion.

(5) Promote universal early childhood education and increase support for needy families

- We recommend the Government to adopt the principle of "proportionate universalism" to allocate resources according to the needs of families with young children and the modes of education of kindergartens (including half-day, half-day-whole-day-mixed and long whole-day). In particular, the Government should increase its support for needy families including low-income, non-Chinese-speaking and new immigrant families.

(6) Enhance parent education and provide diversified services to support families

- Schools, families and the society lay the foundation for the growth of a person. To enhance parent education and assist parents in tackling parenting issues, we recommend employing "parenting consultants" or setting up "parent hotlines" and a "parent education website". At the same time, under the principle of equitable distribution of resources, parents should be allowed to choose among a variety of affordable services to meet their needs.
- The Government should also increase the availability of resources including funding for kindergartens or kindergarten-cum-child care centres to extend services for parents, which may include conducting parent education courses or providing advice on child rearing.
- In order to equip young people to be capable parents in the future and develop attributes enabling them to nurture their future children properly, they should have some basic knowledge of the developmental needs of children between the ages of 0 and 8 and develop an interest in lifelong learning. The EDB may thus consider adding the topic on "How to be a parent" in the New Senior Secondary curriculum.

對發展優質幼兒教育藍圖的意見

(1) 成立幼兒教育研究及政策協調部門，推動本土化幼教科研項目

- 教育局需成立研究及政策協調部門，專責研究幼兒教育政策及幼兒發展相關議題，協調各項有關零至八歲幼兒的教育、服務及醫護政策。研究小組必須廣納多方人材，以確保研究的客觀和獨立性，以制定長遠的幼兒教育政策。綜觀美國、英國、澳門，甚至韓國也有專責研究部門協助制定教育政策，使能從不同角度考慮資源分配。香港有其獨特的社會面貌與政經條件，實需撥動資源鼓勵學術界及業界進行本土研究，以實證為本，發展適合香港的幼兒教育，包括課程、服務模式、人力需求等，藉以增加社會大眾對正確幼兒教育觀的認識與重視，最終目的為推展優質教育。

(2) 重視教師專業，培養人材，確立專業發展階梯

- 不少研究顯示幼兒教師學歷與幼兒學習成效成正比。政府應制訂提升幼師專業資歷的時間表，全面提高幼兒教師入職的學歷要求，以優化幼兒教育素質。教育局宜積極考慮在未來五年，要求新入職幼師必須持有幼兒教育學士學位；而對於現職老師也須鼓勵進修，並且提供進修津貼，分階段達致學位水平。建議每校宜最少有50%老師達學位水平。
- 培養教師人材，實有利香港優質幼兒教育持續發展；因此，政府應協調不同服務範疇幼兒教師(包括特殊幼兒工作員/幼稚園教師/育嬰園幼兒工作員)入職的學歷要求；為鼓勵更多優秀人才投身幼兒教育專業，並加強公眾對幼稚園老師專業的認同，幼稚園老師應與中、小學老師獲得同等的待遇。建議教育局從速確立幼師專業階梯，優化教學與非教學人員編制，規劃文憑及學位幼師薪酬架構，與檢視培訓幼師的配額及質素。

(3) 統一 0-8 歲幼兒服務，制訂幼兒教育長遠規劃政策

- 研究顯示早期教育對國家未來人材的培養非常重要，不少國家已趨向增加投放於幼兒教育的資源並檢視成效，甚至將零至八歲幼兒教育、服務與醫護統合，以提高效能。故政府在現正研究免費幼稚園教育之際，應逐步恢復跨部門對幼兒政策的規劃，統一零至八歲幼兒服務，例如：制定長遠半日、全日、長

全日幼稚園及幼兒中心的學額供應，規劃及預留建設與調遷幼稚園/幼兒學校的土地用途等；從縱向與橫向角度，讓幼兒教育服務不只能發展其獨特性，亦能納入教育體系，與不同學習階段銜接，與各項政策相配合，包括人口、勞工、福利、醫療等。

- 加強幼稚園及小學老師對彼此教育理念、課程、教育模式及兒童發展理論的培訓及認識，建立完善的幼小銜接和延續系統。

(4) 支援有特殊教育需要(SEN)幼兒的學習，以達致及早識別、及早介入

- 融合教育是全港教育政策，15 年免費教育有責任照顧所有不同需要的學生；可惜現行服務並未能完全幫助潛藏於幼稚園及幼兒中心的 SEN 幼童。因此，建議由教育局統籌設立專家支援隊(包括教育心理學家、職業治療師、語言治療師、持特殊教育資歷的老師)，定期到訪學校，進行及早識別與診斷，提供輔導策略，並為個別 SEN 學生建立個人發展檔案，及進一步為家長、老師定期舉行教育講座及提供支援服務。
- 增加幼稚園暨幼兒中心兼收弱能兒童計劃(Integrated Programme)名額，並推廣至幼稚園，以改善學前弱能兒童服務不足的問題。有關計劃，必須配合提供已接受特殊教育訓練的幼師人力資源，設置個別輔導的環境和設施，以及到校協作與支援的醫療專業團隊，以確保學校能處理輕度弱能的幼兒。
- 教育局應儘快協助幼稚園轉介中度及高度 SEN 學生往更合適的地方(如早期教育及訓練中心、兼收幼兒中心及特殊幼兒中心)，以免浪費孩子的黃金學習時間，及錯失最有效的時機。
- 儘快增加培訓課程，鼓勵大學/學院每年提供二至三個有關特殊教育需要的課程，教育局並應參考 2013 年給與參與學券計劃學校資助維修與購買傢俱的一筆過撥款模式，支援老師進行專業培訓，鼓勵老師持續進修，長遠目標應讓所有幼師均擁有特教的資歷。
- 確立跨部門協作機制，以提供優質的幼兒教育支援服務，協助幼稚園逐步成為社會共融的體系。

(5) 推廣普及幼兒教育，並增撥對弱勢家庭資源的投放

- 建議政府可採取「按比例普遍主義」(Proportionate Universalism)方式，根據幼兒家庭的需要，並按幼稚園教育的不同模式(半日、半日與全日混合、長全日等)編配資源的投放，尤其須增撥資源，支援弱勢家庭(包括低收入、非華語及新移民家庭)。

(6) 推廣家長教育，提供多元服務選擇支援家庭

- 學校、家庭與社會是孕育幼兒成長的根基。因此，在有效地推廣家長教育層面，宜考慮設立「家長顧問」、「家長熱線」或「幼兒教育網頁」以支援家長處理教養幼兒問題。同時，在資源均等與公平分配的原則下，家長應有多元服務的選擇，並符合其可承擔的需要。
- 增加幼兒教育機構支援家長的資源。
- 另外，為預備年青人將來為人父母，教育局可考慮於新高中課程加入「如何作父母」的課題，讓他們對零至八歲幼兒的需要有初步的認識，並鼓勵他們終身學習，裝備自己，以期將來能做個稱職的父母。



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與立法會研究落實免費幼稚園教育小組委員會主席李慧琼議員 會面報告

OMEP 香港分會代表孔美琪博士、藍美容博士、唐少勳女士、龐劉湘文女士、黃佩麗女士、朱鄧麗娟女士及王明善博士於 2014 年 12 月 18 日與立法會研究落實免費幼稚園教育小組委員會主席李慧琼議員會面，討論業界當前面對的問題及香港幼兒教育未來的發展路向，並重申我們於 2015 年施政報告諮詢意見書所述的六大重點，除須落實免費和公平的幼稚園教育，更應推動教師專業發展，加強針對特殊教育需要幼兒及弱勢家庭的服務及對所有兒童服務作全面和長遠的規劃。我們期望有關小組能向政府及免費幼稚園教育委員會充分反映意見，真正落實免費、優質和可持續的幼稚園教育。



2013-2014 年度財政報告

(節錄自審計報告)

總收入： HK\$6,401

總支出： HK\$77,235

** 年度赤字： (HK\$70,834) **

銀行結餘： HK\$609,844

未來動向

- **新加坡交流團**：OMEP 香港分會將於 2015 年復活節假期帶團到新加坡參觀當地幼兒學校，並與新加坡分會交流。有關詳情及參加辦法將於稍後公佈。
- **第 67 屆世界幼兒教育聯會世界研討會**：第 67 屆世界幼兒教育聯會世界大會暨研討會將於 2015 年 7 月 29 日至 8 月 1 日於美國華盛頓哥倫比亞特區舉行，主題為「從幼兒階段開始達至可持續發展」(Early Childhood Pathways to Sustainability)，現在至 2015 年 5 月 15 日接受報名。另外，如有興趣發表論文，可於即日至 2015 年 2 月 27 日網上遞交約 300 字的論文擇要。詳情請電郵 OWC2015Coordinators@omep-usa.org 或瀏覽以下網頁：

<http://www.omep-usa.org/OMEPWorldConference2015/>