

29.11.2019

OMEPE-HONG KONG ANNUAL GENERAL MEETING

世界幼兒教育聯會 香港分會週年大會

議程 Agenda

1. 通過上次第二十六屆會員大會會議紀錄
Approval of Twenty-Sixth Annual General Meeting Minutes
2. 通過會長報告 Approval of President Report
3. 通過財政報告 Approval of Financial Report
4. 推選二零一九至二零二零年度核數師及法律顧問
Selection of auditor & legal adviser for the Year 2019/2020
5. 投票選舉下屆執行委員 Election to the Executive Committee

OMEPE-HK AGM
世界幼兒教育聯會 香港分會
週年大會

Date: 29.11.2019
2019 年 11 月 29 日

Time: 3:30 – 5:30 pm
(Meeting: 3:30 – 3:40 pm;
Talk/Sharing: 3:40 – 5:30pm)
時間: 下午 3 時 30 分至 5 時 30 分
(會議下午 3 時 30 分至 3 時 40 分;
講座/分享下午 3 時 40 至 5 時 30 分)
Venue: Causeway Bay Kaifong
Welfare Advancement Association
Hall, No. 32-36 Hing Fat Street,
Causeway Bay
地點: 香港銅鑼灣 32-36 號興發街
銅鑼灣街坊福利促進會禮堂

REGISTRATION & ENQUIRIES
留座及查詢
OMEPEHKsecretary@gmail.com

*主題演講: 「學習目標: 教學中的黃金定律」

Topic: “Learning objectives in intentional teaching: The golden thread”

講者 Speaker: 高嘉玲博士, 香港大學副教授

**Dr. Caroline Cohrsen, Associate Professor of
The University of Hong Kong**

* 詳情見於附頁 Details in the appendix



* 「中華傳統文化教學幼師培訓計劃」教學案例分享:

Sharing of teaching plans on “The teaching of traditional Chinese culture in Early Childhood”

講者 Speaker: 黃婉儀主任 Ms. Kat Yuen Yee Wong

香港東區婦女福利會幼兒園

THE Women's Welfare Club (Eastern District) Nursery Hong Kong

羅鳳影老師 Ms. Yvonne Law

幼稚園協會幼兒學校 Hong Kong Kindergarten Association Pre-School

語言 Language: 英語 English/廣東語 Cantonese

演講內容

學習目標：教學中的黃金定律

香港的幼兒教育課程理念一直著重以幼兒的需要和興趣為先，並尊重孩子各有不同，但要把理念付諸實行是需要教師調節自己的教學模式以切合每個孩子的需要。

高嘉玲博士將在講座中以幼兒數學及早期科學作例子，指出教師必須制定清晰學習目標，並指導教師如何清晰地向家長闡述兒童的學習成果。

Description of talk

Learning objectives in intentional teaching: The golden thread

The Hong Kong Education Curriculum upholds the core value of child centredness and states that learning content should follow children's needs and interests whilst respecting individual differences. Putting this into practice may be challenging. Kindergarten teachers need to know what children are interested in, what they already know and what learning comes next. Teachers also need to be able to adapt their teaching to fit individual children's needs. Without starting with what children already know, efforts to "scaffold" a child are likely to miss the mark.

In this presentation, Caroline will highlight the importance of teachers having clear, evidence-based learning objectives for all learning experiences – whether free play, teacher-directed, or anywhere in between. She will share short examples of learning experiences underpinned by mathematics, science and engineering concepts to demonstrate how clear learning objectives support differentiated teaching and formative assessment. In addition, clear learning objectives equip kindergarten teachers to draw on evidence when describing to parents what children are *learning*, rather than what they are *doing*.

講者簡歷

高嘉玲博士 (Dr. Caroline Cohrsen)，香港大學副教授，於 2019 年 7 月加入香港大學幼兒教育學系團隊。她於澳洲墨爾本大學完成教學（幼兒教育）碩士及博士學位。

高嘉玲博士專注研究家庭學習環境及學前教育對幼兒的影響，對於香港及其他國家不同的「遊戲學習」模式，以理論及實踐作深入的研究。

其研究及教學均以幼兒教育理論及實踐教學相輔相承，為幼兒教育界人士提供專業的學習機會。

高博士除於各地會議發表研究成果，亦會透過專業期刊和講座與幼教界分享與交流。她同時積極推動把「遊戲學習」帶入校園。

Speaker's Profile

Associate Professor Caroline Cohrsen joined the early childhood education team at The University of Hong Kong in July this year. She completed the Master of Teaching (Early Childhood) and her PhD at The University of Melbourne in Australia.

Caroline's professional interests include the influence of the home learning environment and preschool education on child outcomes. In Hong Kong, the focus on play-based learning is increasing, however there remains a strong focus on *learning* in play-based learning. This priority differs from early childhood education in other countries and is of much interest to her.

Her research and university teaching are positioned at the intersection of theory and research on the one hand, and pedagogical practice in early childhood education on the other. This informs her work with initial teacher education and in-service teacher professional learning.

Caroline's research is primarily disseminated at conferences overseas, in blogs that reach early childhood educators in the field, and through peer-reviewed journal publications. She has also facilitated many professional learning seminars that assist kindergarten teachers to observe, plan and evaluate playbased learning.