

During into the small steps that children can

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During the observation, practitioners collaboratively to plan and design teaching tools and prepare environment for children. Open-ended question, free choice and the free time are provided for the diversity needs of the children. Also, the lesson plan is prepared for the SEN children as the learning process is broken into the small steps that children can easily to meet the target. The research showed that different shareholder in the kindergarten included administrators, teachers and assistants formulate the comprehensive lesson plan before the lesson can make better outcome for the lesson. Practitioner play an essential role by collaboratively and deliberately planning successful lesson to children also the children with SEN. (Arthur et al., 2007).

Moreover, the head teacher meeting is held for the support the teacher for the SEN children. Some of the practitioners found that they are lack of skills to modify the lesson plan to the children with SEN and some of the practitioner especially the junior practitioners do not have much experience to deal with the SEN children. Kindergarten set up an adjustable assessment to the children, the assessment is adjusting for the SEN children. The head teacher will follow up and support the practitioner. In addition, teacher training can be the solution of the problem that practitioner lack of relevant knowledge. The training and the professional development will be discussed in the next section. The way of ensure the quality of ECE practitioner Practitioners have to keep the continuously training.

According to the free quality kindergarten education policy it is pointed out that “ teacher should be encouraging to attend relevant professional training. It is desire to have at least one senior teacher received the training”

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(EDB(C), 2010). It is because the uniqueness of teaching situation can give an extra support to that. Furthermore, the ongoing and regular opportunities to learn from each other keeps practitioners on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and so on. In Hong Kong government provide resource and legislation implementing to ensure the quality of ECE practitioner." Special Schools cum Resource Centers (SSRC) and Special Schools cum Resource Centers (Schools for Social Development) are established to provide network support for students with special educational needs through teacher empowerment, on-site support and sharing of experience and resources"(EDB, 2006). Baglama and Demirok (2016)pointed out that educational qualifications and professional competence are need in order to be able to prepare and apply appropriate programs for children with special needs. For enhancing the quality in special needs education, the " Integrated Programme" are provided for the training and care to mildly disabled children aged 3-6.

For the qualification, the EDB legislated kindergarten teachers to obtain Qualified Kindergarten Teacher qualification or its equivalent since 2003. The the minimum academic entry qualification for kindergarten teachers is five passes, including both Chinese and English, in the Hong Kong Certificate of Education Examination(HKCEE). For the Principals should be a degree holder in early childhood education, at least one-year post-qualification experience and should have completed a recognized certificate course on principalship.

The government provide the resource and legislate the policy on the qualification on kindergarten teacher. However, it is argued that there are still lack of support to acquire the training. The financial support and the choice of the training are not accessible.

Also, teacher spend their time on the written document also make a big pressure so it is difficult to encourage practitioner to under taking the extra training after school. In order to solve the problem of the time limited of practitioners, the kindergarten set up the training is part of the school day. The teacher development day is scheduled twice in a year. In teacher development day, all the children are not going to school and all the branch of the kindergarten will be joined. Practitioner in different branch have interaction as well as some of the key issues will be discussed during the workshop section in the development day. After the development day, the meetings and follow-up will be hold. The head teacher of each grade will have a meeting to review and discussed the development day which is integrated the valuable information of that day. The valuable suggestions will be evaluating by the practitioner and it may implement into the kindergarten.

The lesson plan will be adjusted before the lesson for maintaining the better quality of the teaching. In the other words, the professional development is accursed during the learning is in the practitioner daily life. Mizell (2010: 7) claimed that “ school-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those

solutions to address student's needs. Professional development also can be useful if it takes place before classes begin or after they end" .

In view of professional development, not only the formal contexts like conference, seminar and workshop are hold but also professional development can happen in informal contexts such as discussions and observations of the other practitioners teaching. In the kindergarten, the peer observation is scheduled in each semester for other teacher learning from peer. Practitioners can receive the comments of the others so they can receive the valuable idea especially for themselves. Practitioners can enhance their teaching skills though the observation as learning form the other practitioners More importantly, the way to measure the lesson of observation are formulated by the kindergarten principal which are divided into four part including teaching skill, knowledge, class management skills and attitude. Practitioner can clearly focus on the strength and the weakness to have further improve.

Also, the culture of the observation is not in tell the good and bad of the practitioner, it is the target of the children, in the end, the enhance teaching to enrich student learning. The process in exchange of ideas can promotes a certain level of trust. The trust is built can strike the harmony and positive culture in the kindergarten. The colleague can support each other in the learning process.

Subsequently, Maintaining the positive attitude towards practitioner are important because it can lead a further success and on-going development in the career. Loreman, Deppeler and Harvey (2005) pinpointed that positive

attitude of teacher is important to the diverse needs student. The positive attitude can lead the success of the teacher. To contrast, the negative attitude raises the severity of disable children. In addition, the school-based practitioner self-reflection policy also maintains the on-going professional development.

Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning (Schon, 1983). Self-Reflection can be a useful tool in school-based professional development where people learn from their own professional experiences, rather than from formal learning or one-way knowledge input. Practitioner can have further understanding of own beliefs, attitudes and values though the reflection. In the kindergarten, every teacher has to do reflection every day.

The context of the reflection is flexible which is reflect the most significant things or the feeling in teaching day. Principal receives the reflections of practitioner once a month. The particular problem will be discussed and suggestion are given in the weekly regular meeting.

The famous educator John Dewey(1933) believed that humans nature is about thinking, reflective thinking is important to practitioner professional develop as well as attitudes play an important role in developing reflective thinking. As the author mention before, the positive attitude is built by the peer support. The self-reflection transfers to the healthy and continuously development to the practitioners. Finally, the quality in the kindergarten are maintained. ConclusionIn conclusion, children with disabilities and diversity needs have their right to education, the implementation of ECE policy to

serve children with special needs in order early childhood practitioners confront of new challenges and opportunities. In this paper provided sufficient information about the views of special needs and inclusive education among in ECE in Hong Kong and England. The influence and importance of supporting special needs and inclusive education policy are revealed.

It is advisable that Hong Kong can follow the policy implement in England. It is highlighted that the communication, assessment system, early intervention and the professional as well local service support and is very important for children with developmental delay or at risk. The strength and weakness between Hong Kong and England are compared that worth the further reflect. Furthermore, school-based policies are customized to address each kindergarten culture thus the reality implemental policy in the kindergarten are review based on the observation. The impact to different shareholder included children, families and practitioners are evaluated. The problem such as inflexibility of curriculum, financial burden of parent and pressure of practitioner the are discussed.

It is really important to increase social awareness on how to apply early intervention programs in the society. Also, child development specialists, preschool teachers and psychologists should be increased to ease the long waiting time of the SEN children. Moreover, the last section shed light on analyze the best ways to provide the quality education. Support and resource is provided by government and the school-based guidance in kindergarten to ensure the quality in the kindergarten.

The legislation and the policy maintain the practitioner acquire the skills and knowledge of the teaching and learning. Finally, the school-based policy effectively increases the positive attitude of the practitioner to strike for the on-going professional development.