

Review and Direction for Early Childhood Healthcare Teaching in the HKSAR

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ABSTRACT

Children's health issues are more concerned recently. Teacher is seen to be a key person in health promotion practices. Early children teacher training institutions should equip teachers to promote health practices. To investigate teacher training programmes to improve health promotion practices which were provided by teacher training institutions and government in Hong Kong, and to discuss the suitable ways of teacher training programme to improve health promotion practices for early childhood teacher. Pre-service and in-service teacher programme to improve health promotion practices were selected in the review. 239 citations were assessed for eligibility and 5 articles met inclusion criteria. 23 programmes were selected in the review for further discussion. Further study to the early childhood teacher training to improve health promotion is needed, particularly in the effectiveness of teacher training programme for school health in kindergarten. The main limitation of this research was no school-based teacher training programme included for early childhood teacher.

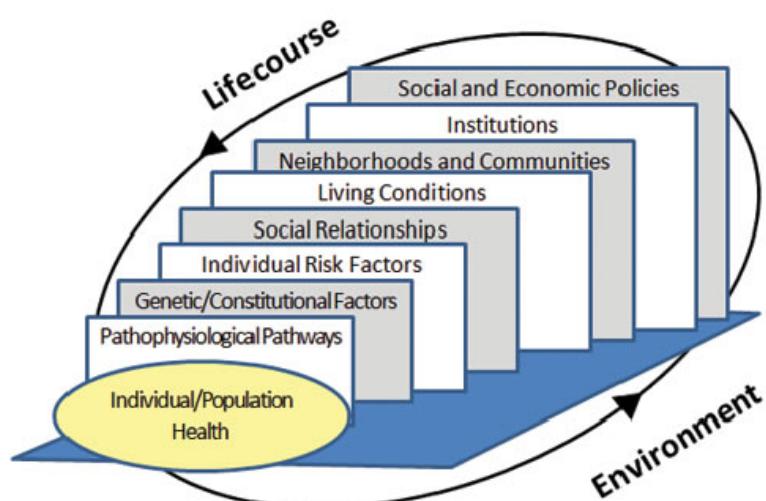
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1. Introduction

Children's health issues are more concerned recently. Teacher is seen to be a key person in health promotion practices. Early children teacher training institutions should equip teachers to promote health practices.

The history of early childhood care and education (ECCE) refers to the development of care and education of children from birth through eight years old throughout history. ECCE has a global scope, and caring for and educating young children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting family and community structures as well as the social and economic roles of women and men. Historically, such arrangements have largely been informal, involving family, household and community members. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergartens for educational purposes and day nurseries for care in much of Europe and North America, Brazil, China

Socioecological Model



Source: Kaplan GA, Everson SA, Lynch JW. The contribution of social and behavioral research to an understanding of the distribution of disease: a multilevel approach. In Smedley BD, Syme SL (eds), Promoting health: intervention strategies from social and behavioral research. Washington, DC: National Academies Press; 2000.

2. Research Question

To investigate teacher training programmes to improve health promotion practices which were provided by teacher training institutions and government in Hong Kong, and to discuss the suitable ways of teacher training programme to improve health promotion practices for early childhood teacher.

3. Data Source

Databases (including ProQuest, Google scholar and Education Bureau Training Calendar) were searched from the period of 2009 up to April 2019. Articles and programmes were included if they examined teacher training programme which were related health promotion practices for early childhood education. Data was analyzed by using a thematic synthesis approach.

4. Finding

Pre-service and in-service teacher programme to improve health promotion practices were selected in the review. 239 citations were assessed for eligibility and 5 articles met inclusion criteria. 23 programmes were selected in the review for further discussion.

Health promotion in-service teacher trainings were provided by different health-promoting sectors and pre-service teacher trainings were provided by 7 teacher training institutions. Only two institutions had included the health promotion area of “personal health skills” in their core module and elective module in teacher training programme. However, there was variability in how health was addressed across institutions. The main barriers were limited curriculum hours; health promotion perceived to be a lower priority than other aspects of training; health promotion is high government priority in policy level and not teacher training level; and lack of study in early childhood teacher training to improve health promotion practices. In general, training was unacceptable and not well-received by both in-service and pre-service teachers. Evidence suggested that effective training should include practical experience and skills in health promotion.

5. Conclusion

Further study to the early childhood teacher training to improve health promotion is needed, particularly in the effectiveness of teacher training programme for school health in kindergarten. The main limitation of this research was no school-based teacher training programme included for early childhood teacher.

Author's Background



Mr. Larry Lai is a Lecturer at the Shatin Institute of Vocational Education, with the following academic qualifications.

- *BEd in Primary Education, HKU*
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