Child-Centered, Play-Based Curriculum At A Hong Kong Kindergarten and Nursery: A Gap Analysis  
Victor Koong

**Case Study Questions**

1. What are the knowledge and skills, motivation and organizational causes that teachers face in order to improve and reach the goal of providing child-centered, play-based pedagogy for 85% of the total class time as recommended by the Hong Kong Education Bureau?

2. What are the knowledge and skills, motivation, and organizational solutions to make these improvements?

**Key Literature**

Gap analysis (Clark & Estes, 2008)
A taxonomy of learning (Anderson & Krathwohl, 2001)
Motivation and learning strategies (Mayer, 2011)
Culture and organizational learning (Rueda, 2011)
Benefits of play (Hirsch-Pasek, 2009)
Play and play theories (Rogers & Sawyers, 1988)

**Methods and Data Analysis**

- Gap analysis: assumed causes validated and analyzed around the lenses of Knowledge, Motivation and Organization
- Triangulated study: Quantitative (96 effective surveys) & Qualitative (8 interviews and 2 classroom observations)
- Regression analysis among different sub-categories of teachers for targeted solutions

**Significance & Findings**

- Pre-schools face pressure to start teaching academic skills early at the expense of incorporating more play
- For children, it means too much time spent on academics and less play which can influence their intrinsic interest to learn and loss of opportunity to learn other important non-cognitive skills: socioemotional, self-regulation, resiliency
- For the school, lack of play or guided play affect its mission to develop necessary social and personal skills of students to be caring and curious learners

**Summary of Causes, Solutions and Implementation of the Solutions**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Limitation to the Study**

- English and Chinese translation
- Perception that the study is a work-based performance review
- Some key stakeholders are excluded: parents and senior administrators

**Areas for Future Research**

- Organization level: barriers to integration of teachers from different cultural background in bilingual or trilingual setting – Knowledge, Motivation and Organization
- Play to foster resilience in children starting at a very young age.

**Concluding Thoughts**

- Teachers had strong procedural knowledge and strong motivation
- Reinforce my conviction play matters; unhappy kids = unhappy adults

Thank you to Dr. Picus, Dr. Robison, Dr. Krop, My Dearest Wife and my loving family.