Project Title:
Play-Learn-Grow in Hong Kong Kindergartens (2021/22)

1. **Support Service Co-ordinator**
   School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. **Network Co-ordinating Organisation**
   Centre for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong

3. **Objectives**
   The project aims to provide professional support to the kindergarten education sector for strengthening their leadership development and enhancing teachers' professional capacity for designing and implementing play-based curriculum to foster whole-child development.

4. **Foci of Support**
   - To enhance the capability of principals and teachers to act as curriculum leaders so that they can set curriculum directions in play-based learning to foster whole-child development
   - To provide professional support to teachers on the design and implementation of play-based curriculum so that children's potential can be stretched
   - To strengthen home-school partnership so as to facilitate whole-child development through play-based learning
   - To facilitate experience sharing by building professional learning communities within and outside schools

5. **Modes of Support**
   - Workshops for curriculum leaders and teachers are arranged by university professors, school development team and frontline consultants
   - Regular on-site visits are provided by school development team within 12-months of support:
     - Project Schools – approximately 14 visits to provide support on two cycles of design and implementation of teaching and learning, and training for senior teachers/ curriculum leaders to lead collegial module planning and post-observation discussions for schools' sustainable development
     - Associate Schools – approximately 10 visits to provide support on one cycle of design and implementation of teaching and learning
   - Advice will be provided on school-based curriculum development and the design of learning and teaching
   - Collegial module planning and post-observation discussions will be conducted
   - Workshops for parents will be organised so as to align with the school-based play-based curriculum promoted by the school for whole-child development
   - Professional learning communities through disseminating experiences and professional cluster sharing activities among schools will be formed

6. **Expectations on Participating Schools**
   - Participating Schools have very strong commitment to promoting play-based curriculum for whole-child development
   - Participating Schools nominate not less than three appropriate teachers to form a "curriculum development team" and assign one teacher-in-charge to liaise with the university project team
   - School teams participate in interschool visits actively, and be open and receptive to external professional support
   - Participating Schools establish a school portfolio showing project progress and reflections for knowledge management and experience sharing
   - Participating Schools arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. discussions, collegial module planning and peer classroom observations
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   - Participating Schools send representatives to attend the territory-wide dissemination seminar organised by the QEF Thematic Network – Tertiary Institutes
   - Representatives of the Participating Schools attend the related meetings held in the school year with the Network Co-ordinating Organisation and other Participating Schools on formulating strategies and work plans, etc.
   - Participating Schools share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports, student work. (The copyright of these materials will be owned by the Quality Education Fund.)
   - Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials