

**Project Title:**

**Catering for Culturally and Linguistically Diverse Learners in Primary Mathematics Classrooms (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**

Faculty of Education, The University of Hong Kong

**3. Objectives**

The project aims:

- to enhance the learning and teaching of Mathematics for non-Chinese speaking (NCS) students at primary levels (P1-P6), for classes of NCS students or for classes with a mixture of NCS students and local Chinese students with a view to embracing cultural and linguistic diversity (CALD)
- to develop suitable school-based curriculum, in alignment with the revised *2017 Mathematics Education Key Learning Area Curriculum Guide*, including the design of relevant learning, teaching and assessment (LTA) materials on selected curriculum topics/units of Mathematics
- to build professional capacity of Mathematics teachers in teaching Mathematics to NCS students.

**4. Foci of Support**

- To develop effective and diversified pedagogical strategies to cater for the diverse learning needs of NCS students in classrooms of increasing cultural and linguistic diversity (CALD)
- To design effective learning, teaching and assessment (LTA) materials that facilitate NCS students' learning in Mathematics
- To design lessons and relevant resource materials on selected curriculum topics/units of Mathematics

**5. Modes of Support**

- Collaborative lesson preparation at the Participating Schools, followed by lesson observation and post-lesson reflection meetings
- Joint school professional development activities, including workshops/sharing sessions
- Provision of online platform and samples of manipulatives so as to facilitate the sharing of resource materials and professional communication on pedagogies

**6. Expectations on Participating Schools**

- Each Participating School has 2-3 teachers who teach Mathematics to NCS students at primary levels as the core members, with one of them being the coordinator of the Participating School to coordinate within the school and with the University Project Team.
- Each Participating School selects 2-3 topics/units from the school-based Mathematics education curriculum (P1-P6 in the school year (2020/21) for collaborative lesson preparation and the design of relevant learning,

teaching and assessment (LTA) resources. The University Project Team is expected to provide on-site support to each Participating School at least six times in each semester

- Core members of each Participating School participate actively in the joint school professional development workshops/sharing sessions for the whole Project
- Applicants propose at least three curriculum topics/units of Mathematics (P1-P6) as their support foci in the application.
- The University Project Team will work out with the Participating Schools the implementation details and the adaptations of the school-based curriculum and pedagogies by taking into consideration the school-based Mathematics curriculum, the pedagogical needs and the intended outcomes of the whole Project. It also examines the needs of NCS students in primary school in learning Mathematics and develops suitable resource materials and pedagogies for them to learn Mathematics
- Participating Schools arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- 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