

Title of School-based Support Service (On-site Support) (2025/26):

Quality Education Fund Thematic Networks – Designated Themes: Learn and Thrive Together – Supporting Kindergarten Students in Learning Chinese [Establish a Professional Learning Community to Provide Support Services for Kindergartens]

1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional level of teacher team in participating kindergartens through train-the-trainer approach and with a focus on the curriculum leadership
- Provide school-based professional support services for kindergartens and kindergarten-cum-childcare centers to enhance the educational effectiveness for kindergarten students, including non-Chinese speaking (NCS) children.

2. Foci of Support

- To support kindergartens in the planning, development, implementation and evaluation of the school-based curriculum and learning–teaching–assessment strategies, in accordance with the Kindergarten Education Curriculum Guide (2017).
- Organize professional development activities for teachers, establish a sustainable platform for teacher professional development and exchange, and promote knowledge dissemination and skill transfer among teachers.
- Enhance the support system for students in kindergartens, especially for non-Chinese speaking students, by providing more comprehensive language learning resources and teaching tools.
- Design targeted teaching programs for kindergartens that align with children’s learning characteristics. These programs will adopt an integrated approach, using life-oriented themes to design the curriculum across six learning areas, thereby promoting the Chinese language abilities of children (including non-Chinese speaking children).
- Provide specific parental guidance resources to help parents (including non-Chinese speaking parents) support their children's Chinese learning. Through home-school cooperation, ensure that children receive adequate learning support both inside and outside of school.
- Promote Chinese culture by integrating elements such as moral education, Chinese cultural appreciation, national and homeland security education, and information technology. This initiative will enhance children’s learning experiences and foster their overall development.

3. Support Activities

- To provide at least 5 on-site support services to develop and optimise participating kindergartens’ school curriculum through collaborative lesson planning meetings, lesson observations, and post-lesson discussions with teachers, according to the needs of the kindergartens
- To organise teacher professional development activities, such as teacher workshops and cross-school exchange sessions, with the purpose of sharing and promoting effective practices and resources to facilitate professional exchanges among kindergartens
- To establish a teacher learning community to promote professional exchange among

teachers

- Organize parent education seminars to promote communication among parents and their understanding of the difficulties of their children in learning Chinese
- Participating schools attend 2 sessions of parent seminars, 2 Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating kindergartens should:
 - form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the kindergarten management team, senior teacher or teacher-in-charge to lead the core teaching team's participation in this professional support service; to be responsible for liaising with the relevant support officer and making specific arrangements for the support service
 - Organise regular meetings to ensure teachers are fully engaged in activities including discussions on curriculum development, collaborative lesson planning, lesson observation and post-lesson discussion as well as reviewing children's learning outcomes, thereby strengthening collaboration and communication among teachers. Support officers will participate in various sessions and provide feedback to facilitate the professional development of teachers
 - Participating kindergartens nominate teachers of the core project team to attend professional development activities, to encourage them to implement the strategies in lessons and to encourage other teachers to attend the courses and try out the practices learnt
 - Teachers of the core project team and/or curriculum leaders participate in the professional development activities
 - Teachers of the core project team assist in data collection to facilitate the analysis of children's learning effectiveness (e.g. children's assignments, assessment materials, videos of lessons and questionnaires)
 - Teachers of the core project team attend professional exchange activities, such as sharing sessions or workshops, and to share school-based experiences
 - Participating kindergartens encourage parents to participate in the parent education seminars
 - allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion
 - encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
- **This support service is a “recommended service”.** Kindergartens and schools may apply for a maximum of two school-based support services, and they can also **additionally apply for this “recommended service”.**