

Quality Education Fund Thematic Networks –Schools (2023/24)

Project Title:

Enhancing the Non-Chinese Speaking (NCS) Students’ Ability to Learn Chinese Language through Designing and Adapting the School Curriculum

1. Objectives

The project aims at enhancing the effectiveness of learning Chinese Language of NCS students through the refinement of the school curriculum planning, learning and teaching strategies, and the use of assessment tools

2. Foci of Support

- To guide teachers to apply appropriate learning theories and make reference to related documents of Chinese Language, such as effective teaching of Chinese characters, whole language learning theory, as well as the “Chinese Language Curriculum Second Language Learning Framework”, in designing related teaching units so as to assist NCS students in acquiring language-related knowledge through developing their reading, listening, speaking and writing skills
- To facilitate participating schools in designing and adapting their school curriculum in accordance with the school contexts and Chinese proficiency of their NCS students. Different learning and teaching strategies such as immersion in Chinese Language lessons, bridging and setting of specific learning objectives will be adopted to enhance the Chinese Language learning ability of NCS students
- To assist participating schools in developing school NCS student curriculum for their smooth transition from kindergarten to primary education as well as from primary to secondary education
- To share experiences relating to parent education for NCS students with participating schools
- To assist participating schools in using e-learning platform so as to develop NCS students’ self-directed learning skills in learning Chinese Language

3. Modes of Support

- To provide onsite support and conduct lesson study, including collaborative lesson planning, lesson observation and post-lesson discussion, for designing and adapting teaching units of Chinese Language as well as to review the effectiveness of learning and teaching
- To conduct networking activities such as open lesson and workshops, arrange regular professional exchange activities to let teachers share their school curriculum and teaching experience

4. Points to note

- The duration of the support services normally lasts for one year
- Participating schools and the teachers are willing to refine the school curriculum, concur with and support the principles of the project
- Participating schools nominate one teacher-in-charge to liaise with the support team and the related Curriculum Development Officer
- Participating schools arrange regular timeslots for teachers concerned to

attend meetings and participate in various professional development activities, e.g. collaborative lesson planning

- Participating schools attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- Participating teachers share with other teachers their experiences in school curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
- Please visit the QEF website (<https://qerc.qef.org.hk/en/fund/activity.php?cate=8>) for details
- To step up the support for schools admitting NCS students, schools may **additionally apply for “recommended services” item** including support services on Chinese Language for schools admitting NCS students

5. Support Service Coordinator

School-based Professional Support Section, Curriculum Support Division,
Education Bureau