

Title of School-based Support Service (On-site Support) (2024/25)

Quality Education Fund Thematic Networks – Schools:

Enhancing the Non-Chinese Speaking (NCS) Students' Ability to

Learn Chinese Language through Designing and Adapting the School-based Curriculum

1. Objectives

The support service aims:

- at enhancing the effectiveness of NCS students in learning Chinese Language 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 their schools' 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 and Activities

- Support personnel collaborate with the core teaching team through regular meetings (8 times or more in the school year) to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion
- The core teaching team participates in cross-school professional development activities (4 times or more in the school year), sharing and promoting effective practices and resources to facilitate professional exchanges among schools
- 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

4. Points to note

- Participating schools and the teachers are willing to refine the school curriculum, concur with and support the principles of the project
- 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

- Please visit the QEF website (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=8>) for details