

Project Title:

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

1. Support Service Co-ordinator

School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. Network Co-ordinating School

Hong Kong Taoist Association Wun Tsuen School

3. Objectives

The project aims to enhance the effectiveness of learning Chinese Language of NCS students through the refinement of the school-based curriculum planning, teaching strategies and the use of assessment tools

4. Foci of Support

- To apply appropriate learning theories of Chinese Language, such as Effective Teaching of Chinese Characters and Whole Language Writing Project, as well as the Chinese Language Curriculum Second Language Learning Framework, etc., in designing related teaching units, and to assist students in acquiring language-related knowledge through developing their reading, listening, speaking and writing skills
- To facilitate the Participating Schools to design and adapt the school-based curriculum in accordance with the school contexts and students' Chinese proficiency. Different curriculum modes such as Immersion in Chinese Language lessons, Bridging, Specific Learning Purposes and Integrated Learning will be adopted to enhance the Chinese Language learning ability of NCS students
- To assist the Participating Schools in developing curriculum for NCS students on the interface between the kindergarten and the primary levels as well as the primary and the secondary levels, and to share experiences relating to NCS parent education
- To assist the Participating Schools in using e-Learning platform so as to develop students' self-directed learning skills in learning Chinese Language

5. Modes of Support

- Through regular professional sharing activities, teachers will share their school-based curriculum and teaching experience
- Through workshops and experience sharing, teachers will be supported to practise different learning theories in unit design
- Through regular meetings with the Participating Schools, teachers will design or fine-tune the Chinese Language teaching units
- Lesson observation and lesson evaluation will be held to evaluate the effectiveness of learning and teaching

6. Expectations on Participating Schools

- Participating Schools should be willing to refine the school-based curriculum and concur with the principles of the school-based plan while

the participating teachers support the network plan.

- Representatives of the Participating Schools attend at least two meetings held in the school year with the Network Co-ordinating School and other Participating Schools on formulating strategies and work plans, etc.
- Participating Schools have to provide administrative support such as creating capacity for the participating teachers to conduct collaborative lesson preparation, seminars, workshops, lesson observation and lesson evaluation
- Participating Schools assign one teacher-in-charge to liaise with the Coordinating School and the related School 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 share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, teaching materials and research reports
- Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials