

## **Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T) (2022/23)**

### **Project Title:**

### **“Play, Learn, Grow” in Hong Kong Kindergartens**

#### **1. Support Service Coordinator**

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

#### **2. Network Coordinating Organisation**

Centre for University & School Partnership, Faculty of Education,  
The Chinese University of Hong Kong

#### **3. Objectives**

The project aims to provide professional support to the kindergarten sector for strengthening their curriculum leadership and development, and enhancing teachers’ professional capacity for designing and implementing school-based curriculum (integrated with picture books, if applicable) to promote learning through play and foster whole-person development of children.

#### **4. Foci of Support**

- To enhance the capability of principals and teachers to act as curriculum leaders so that they can set school-based curriculum directions in promoting learning through play to foster whole-person development of children
- To provide professional support to teachers on the design and implementation of school-based curriculum (integrated with picture books, if applicable) to promote learning through play so that children’s potential can be unleashed
- To strengthen home-school partnership so as to promote learning through play
- To facilitate experience sharing by building professional learning communities within and across schools

#### **5. Modes of Support**

- Workshops for curriculum leaders and teachers are arranged by university professors, the support team and frontline consultants
- Regular school visits are provided by the support team within the school year: 12 or more school visits to conduct two lesson study cycles (collaborative lesson planning and post-observation discussions) and training for senior teachers/curriculum leaders to lead collaborative lesson planning and post-observation discussions for kindergartens’ sustainable development
- Advice will be provided on school-based curriculum development and the design of learning and teaching
- Workshops for parents will be organised so as to align with the school-based curriculum that promotes learning through play for fostering whole-person development of children

- Professional learning communities will be formed through the organisation of exchange and network activities among kindergartens for dissemination of experiences

## **6. Expectations on Participating Kindergartens**

- Participating kindergartens nominate not less than three appropriate teachers to form a “curriculum development team” and assign one teacher-in-charge to liaise with the support team
- Participating kindergartens participate in interschool exchanges actively, and be open and receptive to professional support
- Participating kindergartens have very strong commitment to promoting learning through play and fostering whole-person development of children
- Participating kindergartens make necessary administrative arrangement such as arranging time for discussions, collaborative lesson planning and peer lesson observations
- Participating kindergartens give consent to the support team to upload the instructional design to the project website for sharing with other schools
- Participating kindergartens establish a school portfolio showing project progress and reflections for knowledge management and experience sharing
- Participating kindergartens encourage the curriculum development team to share with teachers within and outside school for building a professional learning community
- Participating kindergartens arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- Participating kindergartens 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 experience in school-based 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 kindergartens observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

## **7. Project Webpage**

<http://play.fed.cuhk.edu.hk/>