

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

### Project Title:

### Growth Made Easy: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students

#### 1. Support Service Coordinator

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

#### 2. Network Coordinating Organisation

Centre for Advancement of Chinese Language Education and Research, Faculty of Education, the University of Hong Kong

#### 3. Objective

This project aims to support the teaching and learning of Chinese and smooth kindergarten-primary transition for **K3 kindergarten students** from multicultural backgrounds. Schools with **any number of multicultural students** are welcome to participate.

#### 4. Foci of support

The project aims to enhance the professional capacity of kindergarten teachers in teaching Chinese to students from multicultural backgrounds and train leaders in school-based curriculum development. Foci of support include:

- Smooth kindergarten-primary transition
- Teacher professional development
- Joint-school professional exchanges
- School-based curriculum development
- Home-school partnership

#### 5. Modes of support

- **On-site support services:** this includes (i) collaborative lesson planning, lesson observations and post-observation discussions; (ii) introduction of a variety of teaching materials and strategies (e.g. effective methods of learning Chinese characters and picture book teaching); and (iii) development of a school-based curriculum (Chinese language) that promotes smooth kindergarten-primary transition
- **Teachers' learning community:** a platform to promote professional exchanges among participating kindergartens including in-depth discussions on topics related to Chinese language learning for multicultural students, kindergarten-primary transition and training for curriculum leaders
- **Joint-school professional development activities:** this includes (i) professional talks; (ii) applying learning in classroom; and (iii) experience sharing with other teachers
- **Collaborative research:** collaborative action research or lesson study will be conducted to explore effective ways to help multicultural students learn Chinese

- **Joint-school parent seminars:** for parents to learn about effective strategies to help their children learn Chinese and have a smooth transition from kindergarten to primary education
- **Territory-wide sharing sessions:** sharing sessions for participating teachers to consolidate and share good practices

## 6. Expectations of Participating Kindergartens

- Participating kindergartens form a core team to work with the support team. One of the core team teachers should be a member of the school management, a senior teacher, or a designated teacher. He/she will be responsible for coordinating with the support team to handle collaboration matters
- Participating kindergartens create space for teachers to develop curriculum, encourage innovation and arrange a fixed venue and time for the collaborative lesson planning meetings (around 90 minutes)
- Participating teachers engage in school-based and joint-school activities arranged by the support team, develop and try out effective teaching strategies, and collect student work demonstrating the effectiveness of Chinese learning of multicultural students
- Participating kindergartens assist in the organisation of joint-school parent seminars and kindergarten-primary transition activities
- 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. Others

In order to step up the support for kindergartens admitting NCS children, kindergartens may apply for this service as **an additional service** on top of the two preferences they intend to apply.