

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

Project Title:

Empowerment and Transition – Supporting Teachers to Promote Multicultural Students’ Chinese Learning in Primary and Secondary Schools

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. Objectives

This project aims to provide school-based support to primary and secondary schools:

- to equip teachers with theoretical knowledge of teaching Chinese as a second language as well as effective pedagogies in catering for learning diversity in classroom so as to enhance primary and secondary school NCS students’ Chinese language proficiency
- to train up curriculum leaders to develop and manage school-based curriculum for school sustainable development
- to help NCS students with their academic and affective preparation for their further study of Chinese in secondary school
- to generate good practices with a solid theoretical ground so as to disseminate the knowledge and experiences and meanwhile maximise the impact of the good practices
- to facilitate schools to systematically design their school-based support measures for the smooth transition of students from primary to secondary education academically and affectively

4. Foci of Support

- To gear up the professional capacity of primary and secondary school teachers in helping their NCS students learn Chinese
- To strengthen the foundation of NCS students in primary schools for their further study of Chinese in secondary schools and enhance the Chinese language proficiency of NCS students in both primary and secondary schools
- To provide an impetus for sustaining the momentum of development in schools admitting NCS students through disseminating the valuable practices and experiences generated
- To develop system knowledge about helping NCS students learn Chinese and facilitating their smooth transition from primary to secondary education

5. Modes of Support

- To provide at least six school visits in the school year to enhance teachers’ professional capacity and facilitate the development of school-based curriculum in helping NCS students learn Chinese
- To organise four professional development events, which include a talk by experts in teaching NCS students and interactive workshops that enrich teachers’ knowledge and skills in helping NCS student learn Chinese

- Lesson study or action research will be integrated into on-site support to document teachers' professional development and students' progress over time
- To establish and maintain an online teacher community that promotes vertical and horizontal exchanges across schools
- To conduct one territory-wide dissemination seminar for teachers to share the project outcomes with the sectors

6. Expectations on Participating Schools

- Participating schools form a core team of at least two teachers. 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 schools facilitate the arrangement of collaborative lesson planning, peer lesson observations and post-lesson discussions
- Participating schools nominate teachers of the core team to attend professional development events, to encourage them to implement the strategies in lessons and to encourage other teachers to attend the events and try out the practices learned
- Participating schools nominate teachers of the core team and/or curriculum leaders to engage in online activities for around 10 to 20 minutes per week, or one hour per month
- Teachers of the core team assist in data collection to facilitate the analysis of students' learning effectiveness (for example, students' assignments, assessment materials, videos of lessons and questionnaires)
- 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 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 schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

7. Others

To step up the support for schools admitting NCS students, schools may apply for this service as **an additional service** on top of their two preferences they intend to apply.