

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

**Project Title:**

**Gearing Up Schools and Parents – Supporting Non-Chinese Speaking Kindergarten Students in Learning Chinese**

**1. Support Service Coordinator**

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

**2. Network Coordinating Organisation**

HKU School of Professional and Continuing Education

**3. Objective**

The project aims to provide school-based support services to kindergartens in enhancing the effectiveness of learning Chinese of non-Chinese speaking (NCS) children.

**4. Foci of Support**

- To support kindergartens in the planning, development, implementation and evaluation of the school-based curriculum and learning–teaching–assessment strategies with reference to the *Kindergarten Education Curriculum Guide* (2017)
- To enhance teachers’ professional capacity in teaching Chinese to children with multicultural backgrounds by organising professional development activities
- To facilitate professional exchange across kindergartens on themes relating to NCS children’s learning of Chinese through setting up a teacher learning community
- To promote exchanges among parents, assist them in understanding the difficulties of their children in learning Chinese and explore strategies to help their children by establishing a parent learning community

**5. Modes of Support**

- To provide at least 8 intensive on-site support services to develop and optimise participating kindergartens’ school-based curriculum through collaborative lesson planning meetings, lesson observations, and post-lesson discussions with teachers, according to the needs of the kindergartens
- To organise professional development activities for teachers
- To establish a teacher learning community to promote professional exchange among teachers
- To establish a parent learning community to promote exchange among parents and their understanding of the difficulties of their children in learning Chinese
- To conduct territory-wide seminars for teachers to share and exchange practices generated from the project

## 6. Expectations on Participating Kindergartens

- Participating kindergartens form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the kindergarten management team, senior teacher or teacher-in-charge) to collaborate with the support team and to coordinate project-related matters
- Participating kindergartens facilitate the arrangement of collaborative lesson planning, peer lesson observations, and post-lesson discussions
- Participating kindergartens nominate teachers of the core project team to attend professional development activities, to encourage them to implement the strategies in lessons and to encourage other teachers to attend the courses and try out the practices learnt
- Teachers of the core project team and/or curriculum leaders participate in the teacher learning community
- Teachers of the core project team assist in data collection to facilitate the analysis of children's learning effectiveness (e.g. children's assignments, assessment materials, videos of lessons and questionnaires)
- Teachers of the core project team attend professional exchange activities, such as sharing sessions or workshops, and to share school-based experiences
- Participating kindergartens encourage parents to participate in the parent learning community
- 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.