

Quality Education Fund Thematic Networks – Tertiary Institutes (2023/24)

Project Title:

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

1. Objectives

The project aims:

- For kindergartens: to support the learning and teaching 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
- For primary schools: to support the learning and teaching of Chinese and smooth kindergarten-primary transition for **lower primary students** from multicultural backgrounds. Schools with **any number of multicultural students** are welcome to participate

2. Foci of Support

- To enhance the professional capacity of kindergarten and primary school teachers in teaching Chinese to students from multicultural backgrounds and train leaders in school-based curriculum development. Foci of support include:
 - Kindergarten-primary transition
 - Teacher professional training
 - Cross-school professional exchange
 - School curriculum development
 - Home-school partnership

3. 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 curriculum (Chinese language) that promotes smooth kindergarten-primary transition
- **Teachers' learning community:** a platform to promote professional exchanges among participating schools including in-depth discussions on topics related to Chinese 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

4. Points to note

- The duration of the support services normally lasts for one year
- For kindergartens/schools: Participating kindergartens/schools 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/schools nominate one teacher-in-charge to liaise with the support team and the related Curriculum Development Officer
- Participating kindergartens/schools create space for teachers to develop curriculum and allow for innovation, and a fixed venue and arrange regular timeslots (around 90 minutes) for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- 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/schools assist in the organisation of joint-school parent seminars and kindergarten-primary transition activities
- Participating kindergartens/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 experiences in school curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and children or student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- Participating kindergartens/schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
- Please visit the QEF website (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>) for details
- To step up the support for kindergartens/schools admitting NCS children/students, schools may **additionally apply for “recommended services” item** including support services on Chinese for kindergartens/schools admitting NCS children/students

5. Support Service Coordinator

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