

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

### **Project Title:**

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

#### **1. Objectives**

This project aims:

- to equip teachers with theoretical knowledge of teaching Chinese as a second language as well as effective blended-learning pedagogies in catering for learning diversity in classroom so as to enhance primary and secondary NCS students' Chinese language proficiency
- to train up curriculum leaders to develop and manage school curriculum for promoting school sustainability
- to assist teachers in helping NCS students with their academic and affective preparation for their further study of Chinese in secondary schools
- to develop good practices with a solid theoretical ground so as to disseminate the knowledge and experiences and meanwhile maximise their impact
- to assist primary and secondary schools in designing systematically the school-based support measures for a smooth transition from primary to secondary education in both academic and affective domains

#### **2. Foci of Support**

- To gear up the professional capacity of teachers in helping their NCS students learn Chinese
- To enhance the Chinese language proficiency of NCS students in primary and secondary schools, and consolidate their foundation for further study of Chinese at secondary levels
- 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 systematic knowledge about how to help NCS students learn Chinese and facilitate their smooth transition from primary to secondary education in Hong Kong

#### **3. Modes of Support**

- To provide onsite support and conduct lesson study including collaborative lesson planning, lesson observation and post-lesson discussion
- To conduct networking activities such as open lesson and workshops
- To provide at least six school visits in the school year for lesson study activities so as to enhance teachers' professional capacity and facilitate the development of school curriculum in helping NCS students 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 organise four professional development events, which include talks by experts in teaching NCS students and interactive workshops that enrich teachers' knowledge and skills in helping NCS students learn Chinese
- To conduct networking activities, 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

#### 4. Points to note

- The duration of the support services normally lasts for one year
- 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 teacher-in-charge. He/she will be responsible for leading and overseeing the progress of the project and to liaise with the support team and the related Curriculum Development Officer
- Participating schools arrange regular timeslots for the core team to attend meeting and participate in various professional development activities, e.g. 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 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
- Please visit the QEF website (<https://qcr.qef.org.hk/en/fund/activity.php?cate=7>) for details
- To step up the support for schools admitting NCS students, schools may **additionally apply for “recommended services” item** including support services on Chinese Language for schools admitting NCS students

#### 5. Support Service Coordinator

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