

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

Project Title:

“Play, Learn, Grow” in Hong Kong Kindergartens

1. Objectives

The project aims to provide professional support to the kindergarten sector for strengthening their curriculum leadership and development, and enhancing teachers’ professional capacity for designing and implementing school curriculum to promote learning through play and foster whole-person development of children

2. Foci of Support

- To enhance the capability of principals and teachers to act as curriculum leaders so that they can set school curriculum directions in promoting learning through play to foster whole-person development of children
- To provide professional support to teachers on the design and implementation of school curriculum to promote learning through play so that children’s potential can be unleashed
- To strengthen home-school partnership so as to promote learning through play
- To facilitate experience sharing by building professional learning communities within and across schools

3. Modes of Support

- To provide onsite support and conduct lesson study including collaborative lesson planning, lesson observation and post-lesson discussion
 - 12 or more school visits to conduct two lesson study cycles (collaborative lesson planning, lesson observation and post-observation discussions) and training for senior teachers/curriculum leaders to lead collaborative lesson planning and post-observation discussions for kindergartens’ sustainable development
- To conduct networking activities
 - Workshops for curriculum leaders and teachers are arranged by university professors, the support team, and frontline consultants
 - Professional learning communities will be formed through the organisation of exchange and network activities among kindergartens for dissemination of experiences
- Advice will be provided on school curriculum planning and the design of learning and teaching
- Workshops for parents will be organised so as to align with the school curriculum that promotes learning through play for fostering whole-person development of children

4. Points to note

- The duration of the support services normally lasts for one year
- Participating kindergartens nominate not less than three appropriate teachers to form a “curriculum development team” and assign one teacher-in-charge to liaise with the support team and the related Curriculum Development Officer

- Participating kindergartens participate in interschool exchanges actively, and be open and receptive to professional support
- Participating kindergartens have very strong commitment to promoting learning through play and fostering whole-person development of children
- Participating kindergartens make necessary administrative arrangement such as arranging time for discussions, collaborative lesson planning and peer lesson observations
- Participating kindergartens give consent to the support team to upload the lesson plans to the project website for sharing with other schools
- Participating kindergartens establish a school portfolio showing project progress and reflections for knowledge management and experience sharing
- Participating kindergartens encourage the curriculum development team to share with teachers within and across kindergartens for building a professional learning community
- Participating kindergartens arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- 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 experiences 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 kindergartens should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
- Please visit the project website (<http://play.fed.cuhk.edu.hk/>) and QEF website (<https://qrc.qef.org.hk/en/fund/activity.php?cate=7>) for details

5. Support Service Coordinator

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