

Title of School-based Support Service (2024/25)

Quality Education Fund Thematic Networks – Tertiary Institutes:

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

(On-site Support) / (Network Support)

1. Objectives

The support service aims:

- to support the **learning and teaching of Chinese** in **kindergartens and primary schools** and facilitate **smooth kindergarten-primary transition**; encourage schools to promote the latest curriculum initiatives, such as promoting **Chinese culture**, cultivating **priority values and attitudes**, and implement and consolidate various teaching strategies
- to enhance the effectiveness of curriculum leadership in schools and promote collaboration and reflection among the teaching team

2. Foci of Support

- To assist participating schools in making school-based adjustments to the central curriculum set by the Education Bureau
- To strengthen the transition support from kindergarten to primary education for non-Chinese speaking students in learning Chinese in participating schools
- To enhance the professional capabilities of teachers through teacher training provided to participating schools
- To promote inter-school professional exchanges through professional network activities, such as teacher learning communities

3. Modes of Support and Activities

- **“On-site support” mode**
 - **School-based curriculum development:** the support team will collaborate with the core teaching team through collaborative lesson planning meetings, lesson observations and post-observation discussions to develop a school-based curriculum that (i) is conducive to smooth kindergarten-primary transition (e.g. using effective methods for learning Chinese characters and picture book teaching), and (ii) aligns with the latest curriculum initiatives (e.g. reinforcing the elements of Chinese culture, priority values and attitudes, reading across the curriculum and blended learning), and encouraging schools to implement and consolidate various teaching strategies
 - **Teachers’ learning community:** establish a platform to promote professional exchanges among participating schools including in-depth discussions on topics related to Chinese language learning, kindergarten-primary transition and training for curriculum leaders
 - **Joint-school professional development activities:** organise cross-school professional development activities, including (i) professional talks; (ii) practical workshops; and (iii) experience sharing from participating schools in applying effective teaching strategies. The support team will assist the core teaching team in applying the teaching strategies in the classroom
 - **Collaborative research:** collaborative action research or lesson studies will be conducted to explore effective ways to help students learn Chinese
 - 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

- **“Network support” mode**
 - **Teachers’ learning community:** establish a platform to promote professional exchanges among participating schools including in-depth discussions on topics related to Chinese language learning, kindergarten-primary transition and training for curriculum leaders
 - **Joint-school professional development activities:** organise cross-school professional development activities, including (i) professional talks; (ii) practical workshops; and (iii) experience sharing from participating schools in applying effective teaching strategies. The support team will assist the core teaching team in applying the teaching strategies in the classroom in response to school needs
 - 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

4. Points to note

- Participating schools should:
 - arrange for teachers to participate in school-based and joint-school activities organised by the support team, encourage the core teaching team to share successful experiences in curriculum development and collaborative development of learning and teaching resources with colleagues within the school and teachers in other schools.
- Participating schools **with on-site support service** should:
 - arrange a fixed venue and time slot (around 90 minutes) for collaborative lesson planning meetings to create a space for teachers to develop curriculum, encourage innovation, actively participate in discussions on curriculum development, collaborative lesson planning, classroom observations, and lesson evaluations, and review students’ learning outcomes, etc., with the goal of strengthening the collaboration and communication among teachers. Support personnel will participate in different stages and provide suggestions to promote teachers’ professional development
- Please visit the QEF website for details
(<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>)