

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

Quality Education Fund Thematic Networks – Tertiary Institutes:
Empowerment and Transition – Supporting Teachers to Promote
Multicultural Students’ Chinese Learning in Primary and Secondary
Schools (On-site Support) / (Network Support)

1. Objectives

The support service aims:

- **To provide additional support options for schools admitting NCS students. In addition to participating in general school-based support, schools will also receive effective support for teaching Chinese as a second language to enhance their diverse teaching capabilities;**
- To equip teachers with theoretical knowledge of teaching Chinese as a second language, and **employ “W.I.S.E.,” a writing teaching method with artificial intelligence (AI) developed by the University of Hong Kong, to combine writing and reading for taking care of learning diversity**, so as to enhance the Chinese language proficiency of primary and secondary NCS students;
- To **train curriculum leaders** to optimise and integrate school curriculum, and promote the sustainable development of the school;
- To develop teaching exemplars based on different theoretical foundations and research data, and promote relevant knowledge and experience, **maximising teachers’ capabilities and influence;**
- To assist schools to systematically design school-based support measures to enable a **smooth transition from primary to secondary school among students in both academic and affective aspects;**
- To gather the strength of teachers, and develop innovative learning strategies with the principles of education and the values of Chinese traditional culture.

2. Foci of Support

- To employ artificial intelligence (AI) to enhance the professional competence of primary and secondary school teachers in terms of teaching NCS students to learn Chinese language
- To consolidate the language foundation of NCS students in primary schools in response to the Chinese language learning needs in secondary schools
- To promote effective practical experience for encouraging the sustainable development of schools
- To cater to the teaching needs of schools, and assist in designing sustainable school-based curricula for teaching Chinese as a second language
- To cater to the transition needs of NCS students, and develop school-based learning packages that facilitate teacher-student interactions, language knowledge, and cultural preservation

3. Modes of Support and Activities

- **“On-site support” mode**
 - Provide at least six on-site support services throughout the year for collaborative lesson planning, lesson observations, and other relevant discussion activities in order to enhance teachers’ teaching capabilities, promote the development of language curriculum among schools, and assist NCS students in learning Chinese language effectively

- Explore teachers' professional growth and students' learning effectiveness through lesson studies and action research with different orientations through collaboration
- Provide four professional development activities, including lectures by experts and scholars, interactive workshops on good practices and research results, and sharing of effective lesson plans for enhancing NCS students' ability and/or interest in learning the Chinese language
- Boost the frequency of online interactions by gathering and connecting with teachers on different online platforms to promote cross-institutional exchanges
- 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, and to recognise teachers' dedication to NCS students' Chinese language learning
- **“Network support” mode**
 - Provide four professional development activities, including lectures by experts and scholars, interactive workshops on good practices and research results, and sharing of effective lesson plans for enhancing NCS students' ability and/or interest in learning the Chinese language
 - Boost the frequency of online interactions by gathering and connecting with teachers on different online platforms to promote cross-institutional exchanges
 - Participating schools attend two Executive Committee (EC) meetings and an annual dissemination seminar to foster cross-school professional exchanges

4. Points to note

- Participating Schools should form a core project team of at least two teachers. It is recommended to include members from the school management team, senior teachers, or teachers-in-charge.
- Participating schools should arrange for teachers to participate in online activities to promote exchanges among teachers from different organizations.
- The Participating Schools' management should arrange for representatives to attend the two Executive Committee Meetings, held at the beginning and the end of the academic year respectively.
- Please visit the QEF website for details
(<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>)
- 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