

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 35/2009

From : Secretary for Education

To: Heads of Kindergartens,
Kindergarten-cum-Child Care Centres
and Schools with Kindergarten Classes

Ref. : EDB(SBSS)/ADM/150/1/3(8)

Date : 19 March 2009

School-based Support Services (2009/10) - Pre-primary Education

Summary

The purpose of this circular memorandum is to invite application from kindergartens/ kindergarten-cum-child care centres and schools with kindergarten classes (hereafter collectively referred to as “kindergartens”) to apply for the support services offered by Pre-primary Education Support Section of the School-based Support Services Office, Education Bureau in the 2009/10 school year.

Aims

2. The Education Bureau provides differentiated school-based support services to schools. The prime aim of the support services is to link up the continuing professional development of teachers, school-based curriculum development and school development plan in a coherent way to enhance the effectiveness of learning and teaching.
3. The school-based support services cater for the identified school needs with relevant support services in schools’ unique contexts. The effectiveness of learning and teaching is expected to be enhanced through systematic and frequent interactions amongst the service providers and teachers during the process of education reform, helping schools transform from “programme participants” into “learning communities” for further sustainable development.

Details

4. The Pre-primary Education Support Section has piloted various support services since its establishment in September 2006. In view of the promising results of the pilot projects, the support service in pre-primary education has been extended to the University-School Support Programmes in the 2008/09 school year. The school-based support services for the 2009/10 school year are listed below. For details of the respective services, please refer to the *Annexes*.

Annex I. On-site Support Services

- Curriculum planning & organisation
- Children's continual assessment
- Enhancement of learning environment
- Enhancement of child-centred activities

Annex II University-School Support Programmes (USP)

- School Improvement Project for Early Childhood Education
- Empowering Early Childhood Institutions in Implementing Effective School-based Curriculum

Annex III Mainland-Hong Kong Teachers Exchange & Collaboration Programme

- Music, Physical or Arts Integrated Activities

Expectations on Participating Schools

5. To ensure schools receive the most relevant support services, the Education Bureau (EDB) strives to strengthen coordination and collaboration among the service providers. By the same token, schools have to conduct a thorough analysis of their situation and take into consideration their areas of concern as identified in their school development plan in the course of setting their priorities for the support services. The key to successful implementation of the programmes hinges on schools' provision of effective administrative measures such as timetabling, manpower and resource allocation.

Briefing Session

6. To enable the kindergartens to have a more thorough and in-depth understanding of the above services, a briefing session on school-based support services will be held on 28 March 2009 (Saturday). For details and enrolment of the briefing session, please refer to the Training Calendar on the EDB website (Course ID: SBSS20090010).

Application

7. School heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in these school-based support services. Interested kindergartens may apply for the above pre-primary education support services via the internet starting from 23 March 2009 to 22 April 2009. Individual kindergartens will be informed of the details for the application together with the login identity and password for the on-line application in due course. Results of the allocation will be announced by the end of May 2009.

Enquiries

8. For enquiries, please contact Ms. SIN Mee-wa at 2152 3625 or Ms. CHAN Wai-ping at 2152 3629 of the Pre-primary Education Support Section.

K. C. TSUI
for Secretary for Education

c. c. Heads of Sections – for information

On-site Support Services

1. Areas and Foci of Support

The support services aim at building up partnership with schools as well as developing school-based curriculum that cater for children's needs, and enhance teachers' capacities in integrating the theoretical and practical knowledge through collaboration and reflection in the following areas:

Curriculum planning & organisation

- examine the curriculum design, and its implementation and assessment
- assist in formulating the curriculum goals for a holistic, balanced and appropriate curriculum
- implement the child-centred curriculum that cater for children's needs

Children's continual assessment

- strengthen teachers' concepts in continuous assessment
- enhance teachers' skills in observing and recording children's behavior
- consolidate teachers' experiences in analysing and organising children data

Enhancement of learning environment

- enhance teachers' awareness in stimulating children for exploration and self-learning through learning environment (including use of space, school settings, rundown of learning activities and classroom atmosphere)
- strengthen teachers' skills in planning for the environment that promotes children's development
- enhance the learning environment with social development, language development or cognitive development as the entry point

Enhancement of child-centred activities

- enhance teachers' awareness in implementing integrated and developmentally appropriate activities
- empower teachers in scaffolding children's learning through lesson design and its implementation
- explore the improvement of the social development, language development, cognitive development or physical development as the entry point

On-site Support Services

2. Modes of Support

On-site support services

School development officers will work alongside the kindergartens and conduct regular on-site collaborative lesson planning, lesson observation and post-lesson discussion on the selected focus of support. Upon request, flexible modes of collaboration can be arranged.

3. Expectations on Participating Schools

To maximise the quality of support services, participating kindergartens need to:

- make arrangement for teachers concerned to attend meetings
- share with other teachers at schools their experience and resources, e.g. children observation, lesson plans, reflective journals and students' work (The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB reserves the right to compile and refine the materials before disseminating them for education purposes.)
- observe strictly the legal obligations and, in all cases, comply with the Copyright Ordinance
- share with teachers at other kindergartens their outcomes, experiences and resources

4. Point to Note

The duration of the support service lasts for one school year.

5. Enquiries

Ms. SIN Mee-wa
Pre-primary Education Support Section
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University-School Support Programmes (USP)

School Improvement Project for Early Childhood Education

1. Areas of Support

To provide professional support to pre-primary education sector for leadership development, school improvement and quality teaching

2. Foci of Support

- to facilitate the development of sustainable leadership and reflective culture for on-going school improvement
- to facilitate systematic self-evaluation practices at school
- to enhance teachers' capabilities to develop children's active exploration and inquisitive mind through thematic teaching

3. Modes of Support

- talks and seminars conducted by university professors / professional consultant team and external frontline consultants
- on-site support by School Development Team
 - to provide consultation on writing up of the Annual School Plan
 - to facilitate schools to develop a self evaluation culture through identification of strengths and areas for improvements, devising appropriate strategies for implementation, monitoring progress as well as reviewing for further improvement
 - to lead collegial lesson planning and post-observation discussion
- professional learning communities formed by clusters of kindergartens for professional sharing

4. Expectations on Participating Schools

To make the best use of the support services, the participating kindergartens need to

- be open and receptive to external professional support
- have teachers' strong commitment to on-going improvement in learning and teaching
- provide administrative facilitation such as arranging time for discussion, collegial module planning and peer classroom observation if deemed necessary
- share with teachers in or across schools for building professional learning community

5. Point to Note

The duration of the service is one year.

6. Enquiries

Ms. MAK Yee-chi

School-based Professional Support Section

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University-School Support Programmes (USP)

Empowering Early Childhood Institutions in Implementing Effective School-based Curriculum

1. Areas of Support

To empower the curriculum leaders in the pre-primary education institutions to work alongside their staff in developing and implementing an effective curriculum appropriate to their settings

2. Foci of Support

- to support the Curriculum Leaders in employing leadership and management strategies for the effective implementation of a curriculum that enhances young children's development and learning
- to assist the kindergartens in implementing integrated learning in the six learning areas
- to assist the kindergartens in building up a critical mass as change agents in curriculum innovations and to sustain changes after the project period
- to assist the kindergartens in building up a support network for reciprocal exchange

3. Modes of Support

The support for kindergartens is interactive, facilitative and specific to their individual needs, including:

- seminars and workshops on curriculum innovation and pedagogical issues
- on-site support by the Curriculum Development Team
- professional sharing of the participating schools through networking and a website constructed for the project

4. Expectations on Participating Schools

To make the best use of the support services, participating kindergartens need to:

- be open and receptive to external professional support
- set up a Core Team with the principal/supervisor as the Curriculum Leader to organise the project activities
- engage other staff in the project, the number of which to be negotiated between the Core Team of the participating kindergartens and the Curriculum Development Team
- facilitate timetabling for peer lesson observations and sharing sessions

5. Point to Note

The duration of the service is one year.

6. Enquiries

Ms. MAK Yee-chi
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Mainland-Hong Kong Teachers Exchange & Collaboration Programme

1. Areas of Support

Music, physical or arts integrated activities

2. Foci of Support

Mainland teachers/ researchers collaborate with Hong Kong teachers in designing and implementing music, physical or arts integrated activities with reference to children's developmental characteristics. The foci of support include:

Enhancement on the quality of activities

- collaborate with Mainland teachers/ researchers in enhancing the quality of the design and implementation of music, physical or arts integrated activities

Teachers' professional development

- assist teachers in school-based curriculum development on music, physical or arts integrated activities, which includes the formulation of objectives and strategies in learning and teaching, the design of effective learning activities and assessment methods

Promotion of a reflective culture

- evaluate the effectiveness of learning and teaching through lesson observations
- learn from experiences and facilitate local teachers to reflect on their pedagogies
- foster the culture of self-reflection and collaborative learning

Establishment of teachers' networks

- establish teachers' networks and organise regular activities to enhance the effectiveness of music, physical or arts integrated activities.

3. Modes of Support

Mainland teachers/ researchers will visit schools at regular scheduled meetings (usually once a week) for one school year and collaborate with local teachers in collaborative lesson planning, lesson observations and post-lesson discussion.

4. Expectations on Participating Schools

To maximise the quality of support services, participating kindergartens need to:

- designate one teacher who can communicate in Putonghua as the main working partner and act as a bridge between the school and the Mainland teacher/

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

researchers

- designate one teacher to work closely with the school development officer-in-charge to lead and co-ordinate the project
- provide the Mainland teachers/researchers with adequate resources and support, including IT facilities, desks and stationery, etc
- make arrangement for teachers concerned to attend the sharing or collaboration activities such as collaborative lesson planning, peer lesson observations and post-lesson discussion, etc;
- share the project outcomes, experiences and resources such as lesson plans, teaching materials, students' work with teachers of other kindergartens (The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB reserves the right to compile and refine the materials before disseminating them for education purposes.)
- observe strictly the legal obligations and, in all cases, comply with the Copyright Ordinance.

5. Points to Note

- Mainland teachers/ researchers are not responsible to take up any teaching duty in schools.
- Mainland teachers/reaseachers mainly use Putonghua as the medium of communication.

6. Enquiries

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