

## **EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 53/2010**

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(11)

Date : 7 April 2010

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### **School-based Support Services (2010/11) - 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 2010/11 school year.

#### **Aims**

2. The Education Bureau provides differentiated school-based support services to kindergartens. 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 are designed according to the needs and contexts of the schools concerned. Through systematic and frequent interactions amongst the service providers and teachers, it is expected that the effectiveness of learning and teaching will be enhanced. In addition, teacher participants will be helped to transform into professional learning communities to sustain school development.

#### **Details**

4. The Pre-primary Education Support Section has provided various support services to kindergartens since its establishment in September 2006. The school-based support services for the 2010/11 school year are listed below. For details of the respective services, please refer to the *Annexes*.

**Annex I On-site Support Services**

- Curriculum planning & tailoring
- Children's continual assessment
- Creating active learning environment for children

**Annex II University-School Support Programmes (USP)**

- Empowering Early Childhood Institutions in Implementing Effective School-based Curriculum
- Partnership for Promoting Whole Child Development

**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 17 April 2010 (Saturday). For details and enrolment of the briefing session, please refer to the Training Calendar on the EDB website (Course ID: SBSS20100016).

**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 support services via the internet starting from 12 April 2010 to 30 April 2010. 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 2010.

## **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.

Mrs Winnie YEUNG  
for Secretary for Education

c. c. Heads of Sections – for information

<b>On-site Support Services</b>
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## **1. Areas and Foci of Support**

The Pre-primary Support officers will build partnerships with schools to develop school-based curriculum that caters for children's needs, and to enhance teachers' capacities in integrating theoretical and practical knowledge through collaboration and reflection in the following areas:

### Curriculum planning & tailoring

- To examine the current school-based curriculum design, implementation and assessment
- To assist in formulating curriculum goals and contents for a holistic, balanced and appropriate curriculum
- To implement child-centred curriculum that caters for children's needs

### Children's continual assessment

- To strengthen teachers' concepts in continuous assessment
- To enhance teachers' skills in observing and recording children's behaviour
- To consolidate teachers' experiences in analysing and manipulating children data

### Creating active learning environment for children

- To enhance teachers' awareness of the role of learning environment to stimulate children's exploration and self-learning
- To enhance teachers' awareness in implementing integrated and developmentally appropriate activities
- To strengthen teachers' skills in creating appropriate learning environment that promotes whole-child development

## **2. Modes of Support**

### On-site support services

School development officers will work together with 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 make the best use of the support services, participating kindergartens need to:

<b>On-site Support Services</b>
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- 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**

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Pre-primary Education Support Section  
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E-mail: mwsin@edb.gov.hk

<b>University-School Support Programmes (USP)</b>
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## **Empowering Early Childhood Institutions in Implementing Effective School-based Curriculum**

### **1. Areas of Support**

To empower the curriculum leaders in the pre-primary 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 professional 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 teachers in the project, the number of which to be negotiated between the Core Team of the participating kindergartens and the Curriculum Development Team.

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- 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

School-based Professional Support Section

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<b>University-School Support Programmes (USP)</b>
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## **Partnership for Promoting Whole Child Development**

### **1. Areas of Support**

To provide professional support to pre-primary education sector for leadership development, teachers' capacity building to foster whole child development

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

- To enhance the principals and senior teachers' capabilities to act as curriculum leaders so that they can set their bearings towards whole-child development
- To provide professional support to teachers for development of school-based curriculum through action research or action learning cycle and to promote school-family partnership for promoting whole-child development
- To facilitate sharing for building professional learning communities within and outside schools

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

- Workshops for school leaders and teachers conducted by university professors, school development team or external frontline consultants
- Regular on-site visits by school development team
  - To advise on action research and school-based curriculum development
  - To lead collegial lesson planning and post-observation discussion
  - To organize workshops for parents so that they can work with the teachers in facilitating whole-child development
- Professional sharing activities for schools with similar needs clustered to form learning communities

### **4. Expectations on Participating Schools**

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

- be open and receptive to external professional support;
- have very strong commitment to pursue for whole-child development;
- provide administrative facilitation such as arranging time for discussion, collegial module planning and peer classroom observation;
- upload an instructional design to the website of the project for sharing with partners schools;
- share with teachers in their own schools and other schools for building professional learning community.

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**5. Point to Note**

The support service is in principle one year.

**6. Enquiries**

Ms. MAK Yee-chi

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<b>Mainland-Hong Kong Teachers Exchange &amp; Collaboration Programme</b>
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### **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

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

#### Teachers' professional development

- To 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

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

#### Establishment of teachers' networks

- To 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:

<b>Mainland-Hong Kong Teachers Exchange &amp; Collaboration Programme</b>
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- 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/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/researchers mainly use Putonghua as the medium of communication.

#### **6. Enquiries**

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