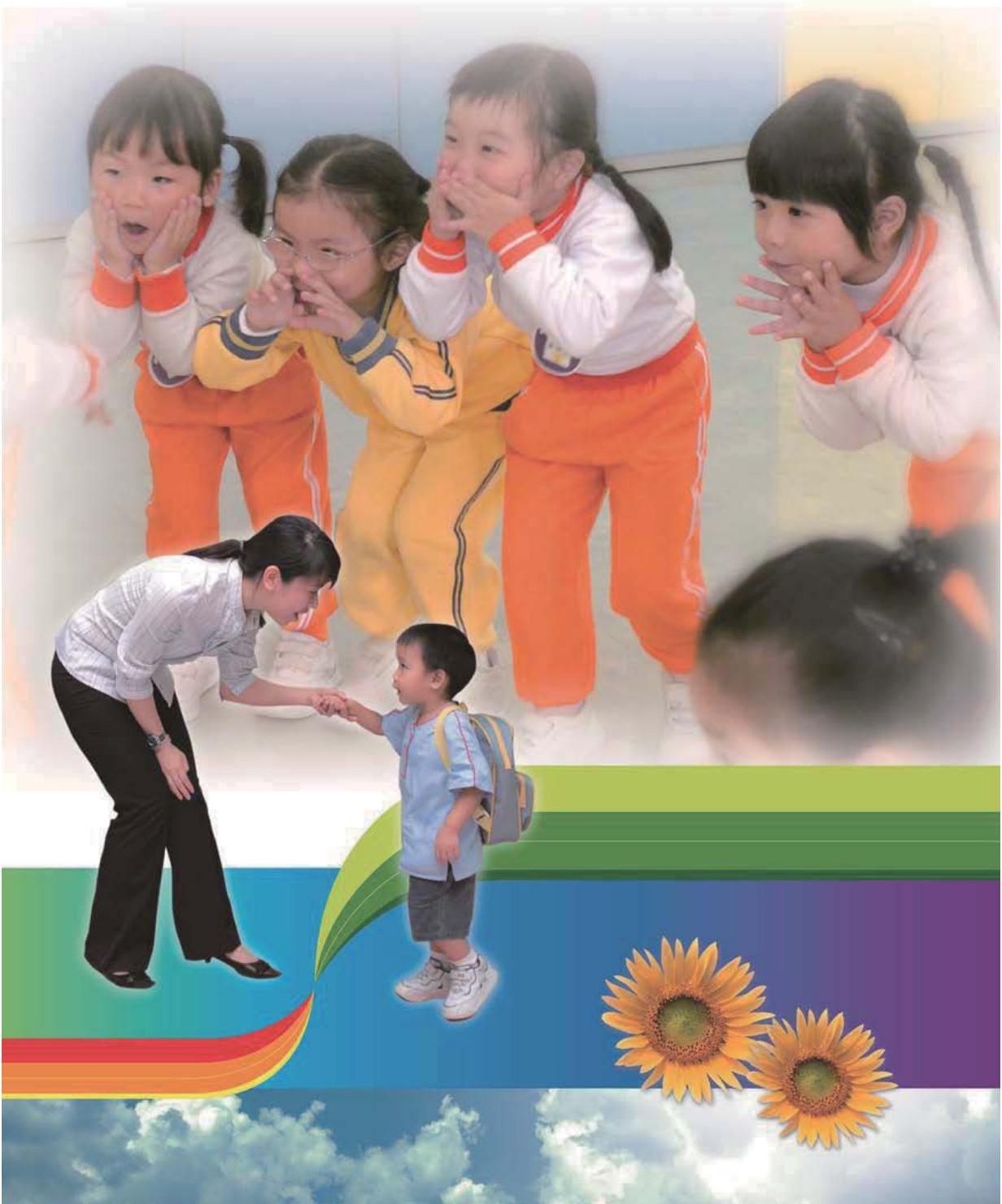
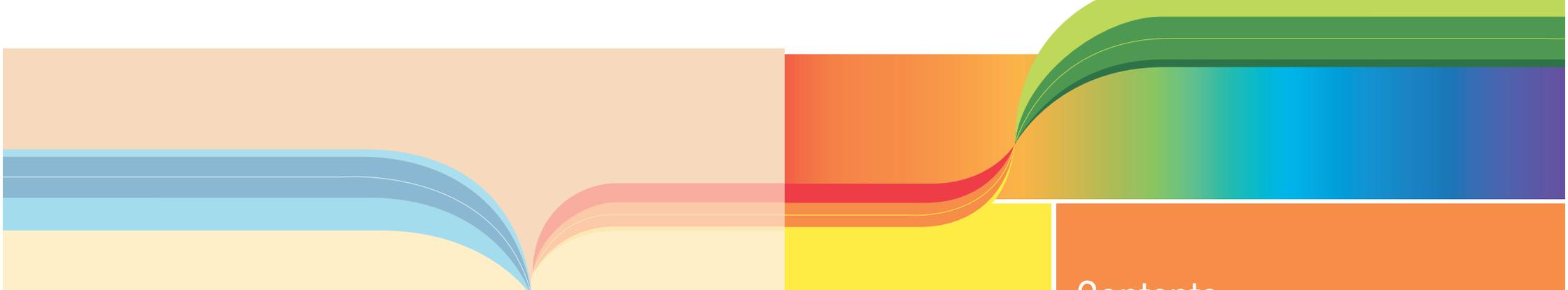


Helping Your Children of Kindergarten Age





Contents

	Foreword	2
Chapter 1	How Much Do You Know About Child Development	4
Chapter 2	How to Help Your Children Grow Up Happily	10
Chapter 3	What Is a Good Kindergarten	18
Chapter 4	How Can Parents Help Their Children Adapt to School Life	26
Chapter 5	Home-School Co-operation for Nurturing the New Generation	34
Chapter 6	Develop Children's Potential through Comprehensive and Pleasurable Learning Experiences	38
Appendix 1	Child Services Organisations	44
Appendix 2	Regional Education Offices of Education Bureau	48
Appendix 3	Kindergarten Education Scheme	50
Appendix 4	Kindergarten Education Curriculum Guide	51





We would like to take this opportunity to draw parents' attention to the messages and the skills to get along with their children. Parents and schools should work together to achieve the common goal of providing their children with a life-long learning foundation. This can be accomplished by giving the children a pleasurable and diversified life experience that meets their developmental needs, thereby cultivating their interest in learning and helping them to develop good living habits.

Nurturing children is the inherent duty of parents and parenting is an art. We sincerely hope that all parents will take an active role in ensuring healthy and happy development of children. Public views on this booklet are most welcome. Please send your comments to the Kindergarten Inspection Section, Education Bureau, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong.



How Much Do You Know About Child **Development**





Do you know about the kindergarten children?

Let's listen to what they say:

- During the early years, my body grew rapidly. I had to do a lot of exercise in order to learn body movement coordination and understand different spatial concepts such as up and down, far and near. I was fond of running, jumping, climbing, cycling, etc. Please let me have adequate physical activities every day so that I can grow taller and stronger.

- When I turned three, I could not grasp a pencil properly to write or draw. I needed a lot of opportunities for free painting and pre-writing games such as playdough, bead-threading, etc. Between the age of four and five, I had a better control of my fingers and pencils. My coordination was also improving. I was then ready to write.
- I needed to play with toys a lot to practise my fine motor skills. Playing with toys was fun. It helped my intellectual development too. Some toys, such as blocks and playdough, could unleash my creativity. Playing with water and sand could soothe my emotions. Learning through play could provide me with pleasurable learning experience, help me think faster and learn better!
- When I first entered kindergarten, I could only utter short phrases. I liked talking to myself and imitating what adults said. In kindergarten, I learned through games and activities such as role-play and imaginative play. My language ability grew over the years. By and by, I could communicate more effectively by using more complex sentences and abstract vocabulary!



- On admission to kindergarten, I was rather self-centred and could not understand others' views or perspectives. Playing with other children in kindergarten helped me learn the right attitude to get along with others. At the same time, I had better self-control and learned to observe rules when being part of a group.
- I loved music and often moved to it. In kindergarten, I had more opportunities to sing, move rhythmically and play musical games with other children. This helped exert my music talent, cultivate my interest in music, increase the opportunity of my expression, and promote the capability of imagination.
- I loved art and crafts. In kindergarten, teachers let me observe, draw, explore and create with different art materials. I became more aware of the things around me and this enhanced my understanding and appreciation of the surrounding. Gradually, I could draw simple pictures such as people, houses, airplanes, etc. I could even use my imagination to express myself and create my own drawings.
- Before entering kindergarten, I needed adults to help me with eating, getting dressed and tidying things up. In kindergarten, I learned to eat, wash hands, wipe mouth, and go to toilet by myself. Mom and dad, please give me more opportunities to try, so that I can take better care of myself and form good personal hygiene habits.
- During the early years, I learned from real life experience. I used my senses to explore things around me, e.g. I observed with my eyes, touched and manipulated things with my hands, etc. At first, I judged things by intuition. As I became more experienced in communicating with others, abstract logic and concepts such as words and symbols became more comprehensible.

Parents should note that:

The growth and development is similar for every child, but each individual develops at his/her own rate. As every child is unique, do not compare children with each other.





How to **Help** Your Children Grow Up Happily



Healthy and happy growth comprises a balanced development in the domains of physique, intellect and emotion.

Care for your children's physical health

- Develop their habit of going to bed early and getting up early
- Ensure they have sufficient sleep
- Teach them the correct postures of sitting and standing
- Raise their awareness of personal hygiene
- Provide them with a fresh and balanced diet



- Provide them with sufficient meal time
- Help them build up good eating habits, such as:
 - maintain a balanced diet
 - eat moderately at regular hours
 - avoid having too many snacks
 - wash hands before meals
 - avoid wastage of food
- Take precautions to ensure safety at home and the surrounding environment
 - identify the potential risks in the environment at children's eye level
- Help them look after themselves, e.g. getting dressed, tidying up things, etc., so as to develop their coordination and self-care ability
- Let them have enough physical activities



Facilitate your children's intellectual development

- Have a multitude of opportunities to talk with your children. Use open-ended questions to let them express their opinions and thoughts freely
- Listen to them with patience and try to understand their thoughts and feelings
- Give your children appropriate guidance, and encourage them to share what they have experienced in daily lives
- Make regular visits to libraries with your children. Read books together to foster their interest in reading
- Let them listen to music often. This will help to nurture their imagination and concentration, and soothe their emotional instability
- Spend more time to play with your children
 - let them take the initiative and avoid giving too many restrictions and guidelines, so as to foster their creativity and imagination
- General tips on how to select toys for your children:
 - choose those that match their abilities
 - choose those that suit their interests
 - avoid those with pointed or sharp edges or small components, and ensure that the materials are safe
 - use diversified or open materials to unleash their creativity
 - make good use of household articles or recycled products to create their own toys



- Pay attention to the following while your children are playing with their toys:
 - avoid giving them too many toys at a time
 - encourage them to tidy up after playing
 - teach them to treasure their toys and not to discard old toys on receiving new ones
- Choose television programmes and computer games that are appropriate for your children. Watch TV together and explain when necessary. Teach them the right way to protect their eyesight while watching TV or computer screens
- Take your children to visits and exhibitions to enrich their life experience. Discuss with them the relevant subjects to broaden their general knowledge

Concern your children's emotional and behavioural development

- All children need love and support. You should accept their individuality and give specific and appropriate encouragement. Help them build up their self-confidence
- Children need to be respected before they know how to respect others. Listen to what they say, try to understand and acknowledge their feelings. It helps children build up their self-esteem
- Children love imitating others. Adults should always be their good role models. Remember, your actions speak louder than words
- Good rapport and harmonious relationship among family members give children a sense of security. Children who grow up in a caring environment tend to be more emotionally stable
- Children usually comprehend things partially. You must guide them thoroughly with patience on what they can do and how to do it right. The instructions given should be clear and specific, e.g. say "Please put the toys back to the basket" instead of "Don't misplace the toys"
- Spoiling your children or giving free rein will hinder their development of the concepts of right and wrong. If their behaviour becomes dangerous, disruptive or destructive, you should stop them immediately
- Point out the mischief instead of criticising your children personally, e.g. say "I know you are unhappy, but vent your anger on the vase is not correct" instead of "You are such a rude child"



- You may not agree on your children's behaviour, yet you may try to acknowledge their feelings
- Encourage your children to articulate their feelings in words instead of resorting to offensive, destructive or aggressive behaviour
- Arrange appropriate leisure activities and games to ventilate your children's emotions. For example, take them to a park to run and jump freely
- Give your children a choice on trivial matters. For example, let them choose the colour of their clothes. They would then feel respected and enjoy the autonomy

Parents should note that:

As your children grow up, they may experience problems concerning learning or adaptation in life situations. Most of these problems are neither serious nor permanent. They can be solved if you are willing to spend more time and effort to provide them with suitable and timely assistance. You should not be too worried. You should contact the school principal, teachers or relevant professionals (see Appendix 1) as early as possible. Work together and adopt a positive and accepting attitude to sort out a solution that helps to promote a healthy and happy development of your children.



What Is a **Good** Kindergarten



Environment and facilities

- A safe and hygienic physical environment
- A spacious play area
- A variety of toys and learning resources
- Comprehensive teaching facilities that meet children's needs
- A stimulating environment for learning



School management

- Comply with the provisions of the *Education Ordinance and Education Regulations*
- Post the certificate of registration and the fees certificate in a prominent place within the school premises
- Display the maximum number of pupils permitted in a prominent place of each classroom
- Deploy teaching staff according to the *Education Regulations*
- Arrange meals and transportation for children properly
- Be transparent. Provide the public with information regarding school operation, development and future plans

School missions

- Be in line with social development
- Be recognised by parents





Curriculum aims

- Be in line with the policy of kindergarten education in Hong Kong and the characteristics of child development
- Foster children's positive learning attitudes and good habits
- Nurture children to attain all-round and balanced development

Curriculum contents

- Use children's mother tongue as the medium of instruction
- Organise child-centred learning activities based on children's abilities, interests and needs

- Let children learn happily through games and activities
- Provide activities to develop children's social skills and creativity
- Arrange sufficient music and physical activities for children every day

Learning and teaching

- Teachers should be equipped with professional knowledge and attitude
- Teachers should be friendly and patient, and able to establish a good relationship with children
- Children should be given enough time to choose their own activities every day, so as to enhance their self-learning ability
- Teachers should respect and cater for individual differences
- Teacher should make effective use of learning corners and play materials
- Assignments should be suitable in quantity and diversified in content to match children's abilities



Assessment for learning

- Assessment should be linked to the principles of child development. Do not expect all children of the same class level to attain the same standard of performance, and do not compare them with each other
- Assessment should be based on the continuous observation record of children's performance and progress in different aspects. Dictation, tests or examinations should not be used as assessment
- Involve parents in the assessment process. For instance, invite them to provide information about their children's performance at home for school's reference

The Education Bureau publishes the *Profile of Kindergartens and Kindergarten-cum-Child Care Centres* every year for parents' reference in selecting a kindergarten or kindergarten-cum-child care centre for their children. Information listed in the profile includes school background and characteristics, fees, staff qualifications, curriculum details, number of enrolment, teacher to pupil ratio, school facilities, etc. The profile is available at Regional Education Offices of EDB, Home Affairs Enquiry Centres of Home Affairs Department, Maternal and Child Health Centres of Department of Health, Integrated Family Service Centres of Social Welfare Department, and public libraries. Parents can also visit the following websites: <http://www.edb.gov.hk> or <http://www.chsc.hk/kindergarten/en/>.





How Can Parents Help Their Children Adapt to School Life





Schooling in kindergartens marks the beginning of a new stage for children. It is very important that schools and parents work together to help children adapt smoothly to school life. Prior to and during the initial stage of your children's schooling, you can help them prepare for school life in the following ways:

- At home, give your children more opportunities to develop their self-care abilities, such as:
 - getting dressed: buttoning, zipping, shoe-tying
 - tidying things up
 - wiping sweat and cleaning runny nose
 - having proper table manners
 - toileting

- In daily life, give your children opportunities to learn to:
 - listen attentively
 - answer questions
 - express their needs
 - get along with others
- Accompany your children to attend the schools' "Orientation Day" or "Orientation Week", as well as adaptive activities to gain familiarity with the new teachers and environment prior to the start of school



- Familiarise your children with the new environment by walking around the school campus with them
- Guide your children to try out school facilities
- Explain the drop-off and pick-up arrangements to your children and remind them of the safety precautions. Promise that they will be picked up after school to help them build up a sense of security
- Encourage your children to socialise with their schoolmates. Try to know other parents at the same time
- Keep close contact with your children's teachers
- Help your children feel secured by talking with them every day, sharing their feelings and thoughts about their school lives and clearing their doubts if any. This will help them get over the adaptive period smoothly



Understand the difficulties faced by children in coping with kindergarten life

- Children may find themselves unaccustomed to certain situations at the beginning of their school life, such as:
 - being away from home
 - being separated from parents
 - being placed in an unfamiliar environment
 - having to get along with a group of unfamiliar people (teachers and other children)
 - being placed in a much more spacious area
 - having to follow routines



- Children may behave in an unusual manner at the beginning of the school term, such as:
 - being exceptionally attached to and showing particular reliance on parents
 - feeling extremely tired
 - losing temper easily
 - sucking fingers frequently
 - wetting bed without particular reasons

All of these may be temporary as your children have not yet adapted to the new environment. You need not worry too much and your children will gradually adjust to the new environment under the care and guidance of you and the school.

- If, despite all your preparation work, your children still keep crying and are afraid of going to school:
 - do not worry too much since children's adaptability to new environment varies
 - do not threaten or bribe your children to behave
 - console them gently and entrust them to their teachers' care
 - allow them more time to adapt to school life
 - give appropriate support and encouragement, and share their school life
 - keep close contact with the teachers, if necessary, to understand your children's behaviour in school and collaborate with them for the well-being of the children





Home-School Co-operation for Nurturing the New Generation



Parents and schools are partners. To ensure a healthy development of children, schools need parents' support and assistance. Therefore, a close home-school relationship must be established in order to allow parents to understand their children's performance in school, which in turn improves the coordination between both parties. Parents' active participation can step up the synergy of home-school co-operation:

- Visit the school to gain a better understanding of the school environment and curriculum arrangements
- Observe how your children learn in school
- Understand the characteristics of child learning and development. Do not request the school to give writing assignments to your children too early, or assess your children's learning using inappropriate tools such as dictation, tests and examinations



- Take part in parents' activities organised by the school such as parent-teacher association, education seminars, parent-child activities, and volunteer as parent helpers
- Keep close contact with the teachers to understand your children's daily experiences at school
- Read the information provided in the parents' handbook and notices issued by the school. Make use of the parents' newsletters, children's handbooks, etc. to communicate with the school when necessary
- If your children are allergic to certain kinds of food, temperature, articles of daily use or even toys, you should inform the school to make appropriate arrangements
- Make use of the communication channels provided by the school. Give positive feedback and comments to facilitate school development



**Develop Children's Potential
through Comprehensive and
Pleasurable Learning Experiences**



Quality early childhood education aims to nurture children to attain balanced growth in the domains of ethics, intellect, physique, social skills and aesthetics, and to foster their whole-person development.

To attain the goal of quality early childhood education, games and meaningful activities are essential. A relaxed and enjoyable learning environment will develop children's potential, cultivate their interest in learning and enable them to grow up healthily and happily.

A Quality Kindergarten should:

- not adopt a curriculum that does not match with children's abilities
- not ask children in nursery class to write
- not assign too much homework for children
- not ask children to do mechanical copying
- not ask children to do calculation drills
- not assign mechanical computer exercises for children
- not ask children to do repetitive copying or rote learning of English vocabulary
- not use dictation, tests or examinations as assessment tools

The above practices will stifle children's interest in learning and hinder their creativity.



Parents should encourage their children to:

- have an enquiring mind
- explore
- exploit their creativity and imagination
- build up good reading habits
- be confident in expressing their feelings and views
- develop their learning interest that lays the foundation for life-long learning

How to love your children

All parents love their children. Nevertheless, what children need is love not spoiling. Parental love is an essential nutrient for children and the most important foundation for maintaining parent-child relationship. Every child is unique in terms of physique, talents, character and interests. Parents should understand and accept their children's uniqueness, and have reasonable expectations of their children.

Life in itself is a learning process. Children need to learn by trial and error in their course of development. Parents should pinpoint their children's mischief and provide them with guidance patiently. Give specific encouragement when their children perform well, such as praising their efforts and concentration. When their children encounter setbacks, parents should give them support and encouragement. In addition, parents should spend some time to play with their children each day, talk with them, listen to what they say and empathise their feelings and emotions.

In disciplining children, parents should be consistent in their approaches and attitudes. Their behaviour should conform to their words. They should set good examples for their children. Parents should also collaborate with the teachers to help children form good habits and grow up healthily and happily.



Some tips on “How to love your children” for parents’ reference:

Love but not spoil your children

Have realistic expectation of children's capabilities

Show concern for both their physical and psychological well-being

Share their joy and sadness

Maintain daily communication with your children

Be patient when children make mistakes

Set good role models for your children

Be generous with your encouragement and praise

Discipline appropriately to rectify mischief

Maintain good home-school co-operation



Professional support services are as follows:

1. Department of Health

Tel: 2961 8989 / 2961 8991

2. Child Assessment Centres, Department of Health

- Fanling Child Assessment Centre
Tel: 2639 1402
- Pamela Youde Child Assessment Centre (Shatin)
Tel: 2210 1600
- Tuen Mun Child Assessment Centre
Tel: 2468 5261
- Ha Kwai Chung Child Assessment Centre
Tel: 3651 5600
- Central Kowloon Child Assessment Centre
Tel: 2246 6633
- Pamela Youde Child Assessment Centre (Kwun Tong)
Tel: 2727 8474
2727 8475
- Ngau Tau Kok Child Assessment Centre
Tel: 2921 1028

3. Family Health Service, Department of Health

Tel: 2961 8855

2112 9900 (24-hour Information Hotline)

4. Integrated Family Services and Integrated Family Service Centres, Social Welfare Department

Hotline: 2343 2255

5. Against Child Abuse

- Head Office
Tel: 3542 5722
- Chuk Yuen Centre
Tel: 2351 6060
- Tuen Mun Centre
Tel: 2450 2244
- Kwai Chung Centre
Tel: 2915 0607
- Hotline: 2755 1122

6. The Hong Kong Council of Social Service - Family and Community Service

Tel: 2876 2421

7. Hong Kong Council of Early Childhood Education and Services

Tel: 2788 1666

8. Education Bureau

Tel: 2891 0088 (General enquiry)

2832 7700 (School Places Allocation Section - Primary One Admission)

Hotlines of Other Organisations

1. The Boys' and Girls' Clubs Association of Hong Kong

Parents' Hotline: 2866 6388

2. Tung Wah Group of Hospitals

Tung Wah Child Care Hotline: 2770 2262

3. Hong Kong Lutheran Social Service

Lutheran Parents' Hotline: 3622 1111

Other References

1. Parent Education Information at Kindergarten Stage

Website: <https://www.edb.gov.hk/en/student-parents/parents-related/parent-info/index.html>

2. HKEdCity

Website: <https://www.edcity.hk>

Hong Kong Regional Education Office

	Tel
Enquiries	2863 4646
District School Development Sections	
Central & Western District	2863 4678
Wan Chai District	2863 4626
Hong Kong East District	2863 4649
Southern District	2863 4664
Islands District	2863 4634

Kowloon Regional Education Office

Enquiries	3698 4108
District School Development Sections	
Yau Tsim & Mong Kok District	3698 4163
Sham Shui Po District	3698 4196
Kowloon City District	3698 4141
Wong Tai Sin District	3698 4219
Kwun Tong District	3698 4178
Sai Kung District	3698 4206

New Territories East Regional Education Office

	Tel
Enquiries	2639 4876
District School Development Sections	
Sha Tin District	2639 4857
Tai Po District	2639 4856
North District	2639 4858

New Territories West Regional Education Office

Enquiries	2437 7272
District School Development Sections	
Kwai Chung & Tsing Yi District	2437 5433
Tsuen Wan District	2437 5457
Tuen Mun District	2437 5483
Yuen Long District	2437 7217

Kindergarten Education Scheme

The Government implemented the kindergarten education scheme (Scheme) with effect from the 2017/18 school year. The objectives of the Scheme are to provide good quality and highly affordable kindergarten education, and enhance the accessibility of students to different modes of services that suit their specific needs. Eligible local non-profit-making kindergartens joining the Scheme will be provided with a basic subsidy for the provision of three-year quality half-day service for all eligible children. An additional subsidy will be provided for participating kindergartens offering whole-day and long whole-day kindergarten services so that parents will pay a subsidised school fee at a low level.

To ensure that no child will be denied access to kindergarten education due to a lack of financial means, fee remission will continue to be provided under the existing Kindergarten and Child Care Centre Fee Remission Scheme for needy families which can pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency.

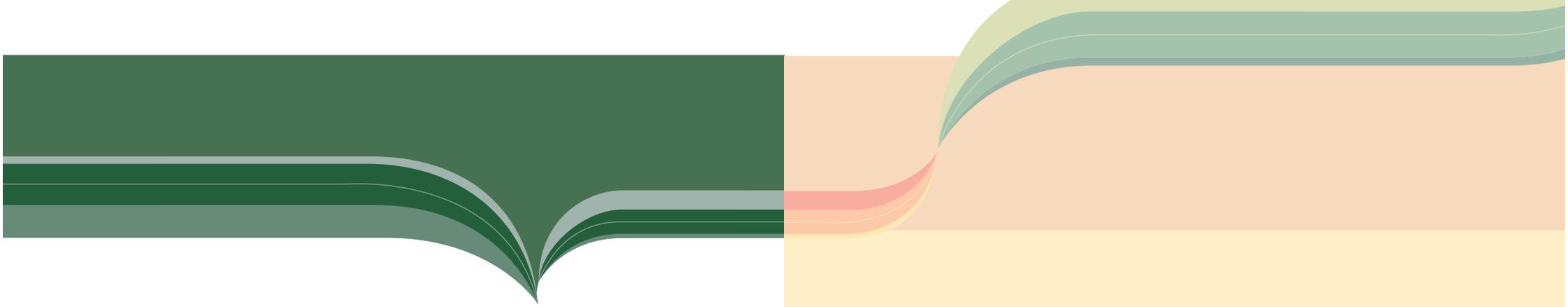
Enquiry hotline: 2802 2345

Kindergarten Education Curriculum Guide

In the 2016/17 school year, the Curriculum Development Council published the *Kindergarten Education Curriculum Guide*. The content covers curriculum objectives and framework, curriculum planning, learning and teaching and assessment, catering for the diversity of children, enhancing the settling-in and the interface between kindergarten and primary education, home-school cooperation and use of community resources, and professional development of teachers. Parents are the first teachers of their children. The Government encourages parents to have a basic understanding of the kindergarten curriculum so that they can work collaboratively with schools to help their children grow healthily and happily.

The *Kindergarten Education Curriculum Guide* can be accessed at the following path:

EDB website > Education System and Policy > Kindergarten Education > About Kindergarten Education > *Kindergarten Education Curriculum Guide*





Helping
Your Children of Kindergarten Age

Education Bureau
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