

Title of School-Based Support Service (Learning Community) (2025/26)

Online
Application
Code

K2 Using Differentiated Instruction to Cater for Children's Diversity

K3 Developing the Elements of Free Exploration in School-based Curriculum

K4 Developing Children's Interest in Learning Mathematics and Thinking Ability

K2

K3

K4

1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional level of teacher team in participating schools through train-the-trainer approach and with a focus on the curriculum leadership
- Use catering for children's diversity, free exploration and early childhood mathematics as entry points to support curriculum leaders in improving the school-based curriculum through exchanges and collaboration. This aims to enhance children's interest in learning and self-confidence, as well as achieve the goal of whole-person education

2. Foci of Support

Professional Learning Community for Curriculum Leaders 1

Using Differentiated Instruction to Cater for Children's Diversity

(code number for online application: **K2**)

- To deepen curriculum leaders' understanding of children's diversity, including NCS children and those with special learning needs, enabling all children with different abilities to develop their strengths and unleash their potential
- To assist curriculum leaders in using differentiated teaching strategies and guiding the teacher team in planning an appropriate school curriculum that considers the different learning needs and developmental paces of children
- To enhance curriculum leaders' ability to plan diverse learning activities, such as enriching the environmental design to increase children's participation; effectively using picture book teaching strategies to develop children's interest and confidence in learning; and helping children understand and appreciate our country and splendid traditional culture

Professional Learning Community for Curriculum Leaders 2

Developing the Elements of Free Exploration in School-based Curriculum

(code number for online application: **K3**)

- To consolidate curriculum leaders' concepts of using free play as a teaching strategy, enhancing the skills of the teacher team in designing, implementing and providing feedback on free play, in order to extend children's exploratory spirit
- To create favourable play contexts by making good use of picture books to enhance children's motivation to participate in free play and enrich their play ideas; to increase

opportunities for children to learn through free exploration, in order to promote children's expression of creativity and imagination in play

- To strengthen elements of Chinese culture in play, allowing children to understand, explore and experience its essence, while guiding children in learning self-discipline, taking good care of public property, respecting and appreciating others through play, thereby cultivating children's national identity and nurturing them to become good citizens
- To cater for children's diversity, including NCS children

Professional Learning Community for Curriculum Leaders 3

Developing Children's Interest in Learning Mathematics and Thinking Ability

(code number for online application: **K4**)

- To develop professional competencies in curriculum leadership, motivate the teacher team to understand the importance of the connection between mathematics and life, and assist children to realise the meaning of mathematics in daily life as well as cultivate their interest in mathematics
- To align with the developmental needs of children and the learning progression of mathematics, further enhance the learning and teaching strategies for early childhood mathematics, and organise real-life-related and engaging integrated activities to develop children's thinking ability
- To make good use of games and picture books while creating a conducive learning environment for children learning mathematics, guiding children to learn through real-life experiences and hands-on objects, so that children will be able to apply mathematics to solve practical problems in daily life
- To cater for children's diversity, including NCS children

3. Support Activities

- Support officers conduct regular learning community activities and school visits for the participating curriculum leaders to explore effective learning and teaching strategies and share experience through different modes, such as discussions, practices and reflections
- The curriculum leader participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating schools should:
 - according to the schools' circumstances, appoint one/two curriculum leader(s) as the

coordinator(s) responsible for maintaining contact with the support officer of the service

- make necessary administrative arrangements for curriculum leader(s) to attend all related professional development activities, including meetings, interschool exchange activities, etc.
 - participate in interschool exchange activities actively, and open classrooms for lesson observation to provide a platform for professional sharing among curriculum leaders and broaden their horizons in teaching
 - allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion
 - share successful experiences in school curriculum development and the learning and teaching resources co-developed (The copyright of these materials will be jointly owned by the Education Bureau and the relevant schools. The Education Bureau also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
 - Service K2 is a “recommended service”. Schools may apply for a maximum of two school-based support services, and they can also additionally apply for the K2 “recommended service”

5. Enquiries

Contact person:

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