

**Title of School-based Support Service (Learning Communities)
(2026/27):**

- K2 Support for NCS Children Professional Learning Community for Curriculum Leaders: Using Differentiated Instruction to Support Children's Diverse Needs
- K3 Professional Learning Community for Curriculum Leaders: Enhancing Free Exploration to Foster Children's Learning
- K4 Professional Learning Community for Curriculum Leaders: Fostering Children's Learning Interest in Early Childhood Mathematics and Thinking Ability
- K5 Professional Learning Community for Kindergarten and Primary Curriculum Leaders: Interface: Enhancing Children's Confidence and Motivation in Language Learning through Collaboration between Kindergartens and Primary Schools

**Online
Application
Code**

K2

K3

K4

K5

1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional standards of the teaching team in participating schools through train-the-trainer approach and with a focus on nurturing curriculum leaders
- Take catering for children's diversity, free exploration, early childhood mathematics and interface 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 achieving the goal of whole-person education

2. Foci of Support

Professional Learning Community for Curriculum Leaders 1

Learning Community for Curriculum Leaders: Using Differentiated Instruction to Support Children's Diverse Needs

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

- To deepen curriculum leaders' understanding of differentiated instruction strategies, leading the teaching team in planning an appropriate school curriculum that caters for children with different abilities, including NCS children and those with special learning needs
- To enhance curriculum leaders' ability to plan diverse learning activities. Using picture books to build children's interest and confidence in learning, and guide them to understand and appreciate our country and splendid traditional culture
- To lead curriculum leaders to establish an inclusive learning environment where children with different learning needs and developmental paces can develop their strengths and unleash their potential

Professional Learning Community for Curriculum Leaders 2

Enhancing Free Exploration to Foster Children's Learning

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

- To consolidate curriculum leaders' concepts of adopting free play as a teaching strategy, enhancing the skills of the teaching team in designing, implementing

and providing feedback on free play, in order to sustain 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

Fostering Children's Learning Interest in Early Childhood Mathematics and Thinking Ability

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

- To develop professional competencies in curriculum leadership, enhance the learning and teaching strategies in the learning area of early childhood mathematics, and strengthen the connection between mathematics and life as well as cultivating children's interest in learning early childhood mathematics
- To align with children's developmental needs and the learning progression of early childhood mathematics, incorporate play and picture books to organise real-life and engaging integrated activities to promote children's cognitive development
- To create a rich learning environment that helps children construct mathematical concepts through real-life and hands-on experiences, allowing children to realise the meaning of mathematics in daily life and apply their learning to solve everyday problems.
- To cater for children's diversity, including NCS children

Professional Learning Community for Curriculum Leaders 4

Professional Learning Community for Kindergarten and Primary Curriculum Leaders: Interface: Enhancing Children's Confidence and Motivation in Language Learning through Collaboration between Kindergartens and Primary Schools (code number for online application: **K5**)

- To deepen curriculum leaders' understanding of children's language development and interface between kindergarten and primary education, enhancing the collaboration between kindergartens and primary schools
- To assist the curriculum leaders of kindergarten and primary schools in planning curriculum based on the learning needs and pace of development of children, creating a language-rich environment through picture books and play, thus laying a solid foundation for language learning
- To design teaching activities related to Chinese culture, enabling children to understand and appreciate the virtues of Chinese culture, thereby cultivating children's national identity and nurturing them to become good citizens

- To cater for learner diversity, including NCS children, developing children's confidence and interest in Chinese language learning

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 experiences through different modes, such as discussions, practices and reflections
- The curriculum leaders participate in inter-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:
 - appoint one/ two curriculum leader(s) as the coordinator(s), according to the schools' circumstances, 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, inter-school exchange activities, etc.
 - participate in inter-school 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
- Support 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 K2 "recommended service".
- The target participants of support service K5 are kindergartens and primary schools. Schools may arrange their own pairing, and when completing the online application form, specify the name of the paired school in the "Remarks" column (for example: "Our school has paired up with XX Primary School / XX Kindergarten"). Kindergartens and primary schools applying individually will be grouped by the Education Bureau

5. Enquiries

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