

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

Quality Education Fund Thematic Network – Designated Themes projects – Learn and Thrive Together – Supporting Kindergarten Students in Learning Chinese [Establish a Professional Learning Community to Provide Support Services for Kindergartens] (On-site support) / (Learning Communities)

<b>Online Application Code</b>
On-site support – <b>B 14</b>
Learning Communities – <b>B 15</b>

**1. Objectives**

The support service aims to:

- Enhance curriculum leadership and professional level of teacher team in participating kindergartens through train-the-trainer approach and with a focus on the curriculum leadership
- Provide school-based professional support services for kindergartens and kindergarten-cum-childcare centers to enhance the educational effectiveness for kindergarten students, including non-Chinese speaking (NCS) children.

**2. Foci of Support**

- Establish a sustainable professional communication platform for teachers, using a model that operates concurrently with "train the trainer" and on-site support through learning communities. This will form cross-school professional learning communities that provide professional development activities for teachers, promoting the dissemination of knowledge and skill transfer among them.
- Strengthen learning support for local (including non-Chinese-speaking) children by providing language learning resources and teaching tools, combined with differentiated instruction to enhance children's language development.
- Promote the development of Chinese language learning and teaching by designing curricula and teaching programs that align with children's developmental needs, ensuring a coherent progression in listening, speaking, reading, and writing. This will be improved through a cyclical research process to enhance on-site practices.
- Construct an integrated learning framework centered around life themes and gamified tasks, connecting six major learning domains. This will combine interdisciplinary and multicultural activities to facilitate children's use of Chinese in real-life situations, thus enhancing their motivation to learn.
- Promote home-school collaboration by providing diverse guidance resources and bilingual seminars for parents (including non-Chinese-speaking parents), ensuring that children receive sufficient and continuous learning support both inside and outside of school.
- Integrate moral education and appropriate applications of information technology into curriculum design. Incorporate moral education, Chinese culture, and education on national and national security into language learning, while emphasizing the supportive role of electronic learning tools to avoid replacing the child exploration and play experience.

**3. Mode of Support and Activities**

- **“On-site support” mode**

- Participating schools attend two sessions of parent seminars, two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
  - Conduct at least five school curriculum planning sessions or lesson studies, and participate in at least two network activities.
  - To provide at least 5 on-site support services to develop and optimise participating kindergartens' school curriculum through collaborative lesson planning meetings, lesson observations, and post-lesson discussions with teachers, according to the needs of the kindergartens
  - To organise teacher professional development activities, such as teacher workshops and cross-school exchange sessions, with the purpose of sharing and promoting effective practices and resources to facilitate professional exchanges among kindergartens
  - To establish a teacher learning community to promote professional exchange among teachers
  - Organize parent education seminars to promote communication among parents and their understanding of the difficulties of their children in learning Chinese
- **“Learning Communities” mode**
    - Participating schools attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
    - Conduct at least two school curriculum planning sessions or lesson studies, and participate in at least five learning community activities.
    - Each participating school appoints curriculum leader to form learning communities with other schools, participates in cross-school learning community activities, maintains close cooperation with other participating schools, shares and promotes effective practices and resources to facilitate professional exchanges among schools
    - Support team would collaborate with the teaching team through meetings to carry out need analysis, demonstrations, post-lesson discussions or school-based workshops

#### 4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating kindergartens should:
  - form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the kindergarten management team, senior teacher or teacher-in-charge to lead the core teaching team's participation in this professional support service; to be responsible for liaising with the relevant support officer and making specific arrangements for the support service
  - Organise regular meetings to ensure teachers are fully engaged in activities including discussions on curriculum development, collaborative lesson planning, lesson observation and post-lesson discussion as well as reviewing children's learning outcomes, thereby strengthening collaboration and communication among teachers. Support officers will participate in various sessions and provide feedback to facilitate the professional development of teachers
  - Participating kindergartens nominate teachers of the core project team to attend professional development activities, to encourage them to implement the

strategies in lessons and to encourage other teachers to attend the courses and try out the practices learnt

- Teachers of the core project team and/or curriculum leaders participate in the professional development activities
  - Teachers of the core project team assist in data collection to facilitate the analysis of children's learning effectiveness (e.g. children's assignments, assessment materials, videos of lessons and questionnaires)
  - Teachers of the core project team attend professional exchange activities, such as sharing sessions or workshops, and to share school-based experiences
  - Participating kindergartens encourage parents to participate in the parent education seminars
  - 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
  - encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating kindergartens should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
  - **This support service is a “recommended service”.** Kindergartens and schools may apply for a maximum of two school-based support services, and they can also **additionally apply for this “recommended service”.**

## 5. Enquiries

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