

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

Quality Education Fund Thematic Network –
Designated Themes projects –

Playful Learning · Probing Thinking · Preparing
Children’s Future

(On-site support) / (Learning Communities)

Online Application Code

On-site support – **B 12**

Learning Communities – **B 13**

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 professional support to the kindergarten sector for deepening the professional capabilities of curriculum leaders in guiding school-based play-based learning development, specifically on how to consolidate what children learnt from play through effective group discussions, enhancing teachers’ assessment literacy and promoting a culture of reflection within schools. This aims to enhance the sustainability of school curriculum development for learning through play, fostering children’s whole-person development

2. Foci of Support

- Deepen the capability of curriculum leadership to plan, lead, review and enhance the school-based play-based learning curricula to promote the sustainability of curriculum development
- Enhance teachers’ professional capacity to design, implement, assess, and reflect on improving play-based learning
- Foster children’s understanding and appreciation of Chinese culture, establish positive values and promote whole-person development
- Promote home-school cooperation to facilitate learning through play
- Establish learning communities within and between schools to share experiences and promote professional networking

3. Mode of Support and Activities

- **“On-site support” 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 eight school curriculum planning sessions or lesson studies, and participate in at least four network activities.
 - Support officers provide on-site support services, including collaborative lesson planning, lesson observation and post-lesson discussion
 - Carry out two teaching cycles (collaborative lesson planning, lesson observation and post-lesson reflection), training curriculum leaders to guide teachers in collaborative lesson planning and assessment, to help kindergartens establish a culture of reflection and promote sustainability of curriculum development
 - Provide professional advice on the kindergarten’s curriculum planning and play-based learning design
 - Offer workshops for curriculum leaders and teachers led by university professors, support teams, and frontline consultants

- Provide parents with play-based learning videos created by university professors, support teams, and frontline consultants, and organise Parent-Child Play Day to help parents align with the kindergarten’s curriculum promoting learning through play, facilitating whole-person development of children
- Organise inter-school networking activities for kindergartens (e.g. teaching demonstrations, clustering, learning circle, etc.) to share and promote good practices and resources, establishing a professional learning community
- **“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 five school curriculum planning sessions or lesson studies, and participate in at least four learning community activities.
 - Support team would collaborate with the core teaching team through regular meetings to develop the school curriculum, and to carry out one teaching cycle (collaborative lesson planning, lesson observation and post-lesson reflection).
 - The core teaching team would participate in inter-school learning community activities, maintain close cooperation with other participating schools, and to share and promote effective practices and resources, so as to facilitate professional exchange among schools.

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating kindergartens should:
 - appoint a curriculum leader 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
 - actively participate in inter-school networking activities, maintaining an open and receptive attitude towards professional support
 - have a strong commitment to promoting learning through play and whole-person development for children
 - provide administrative support as needed, including arranging time for discussions, collaborative lesson planning and peer lesson observations
 - provide consent to the support team to upload lesson plans and teaching reflections to the project’s website to share developmental experiences for reference by other schools
 - establish a school portfolio showing project progress and reflections, promoting knowledge management and experience sharing
 - 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

5. Enquiries

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