Provision of School-based Support in the Learning of Chinese Language for Non-Chinese Speaking (NCS) Students at Primary Level

1. Support Service Co-ordinator: School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. Support Service Provider: The Department of Chinese and Bilingual Studies (CBS), HK PolyU

3. Areas of Support

   a) Curriculum framework:
      - Develop a progressive curriculum framework for the learning and teaching of Chinese Language in the partner schools in accordance to their needs and objective conditions, so as to facilitate the smooth transition of their NCS students from kindergartens to primary schools and their transitions from primary schools to secondary schools;

   b) Curriculum modes and learning contents:
      - Develop suitable curriculum modes and learning contents to cater for the needs of the non-Chinese-speaking (NCS) students studying in the partner schools;

   c) Learning, teaching and assessment strategies:
      - Develop a repertoire of learning, teaching and assessment strategies in connection to the learning progression framework;

   d) Enhancing teachers’ capabilities:
      - Enhance teachers’ capabilities in school-based curriculum planning and adaptation;

   e) A platform for sharing and collaboration
      - Establish and promote a reflective and sharing culture and to establish a professional collaboration platform in and among schools, through collaboration in various activities.

4. Foci of Support

   - Develop curriculum, learning/teaching materials and assessment of students’ learning with evidence and to explore the indicators on Chinese Language abilities of students;
   - Develop learning progression framework of Chinese Language for NCS students for the refinement of learning and teaching of Chinese Language as a second language in Hong Kong;
   - To help NCS students to overcome the learning difficulties they encounter in their transitions at different Key Learning Stages and to enhance their learning efficiency;
   - By making use of supplementary learning/teaching materials to reinforce students’ reading and writing abilities and to improve the quality and effectiveness of learning and teaching of Chinese Language gradually;
   - Reinforce the professional development of the teachers in the partner schools in the areas of curriculum adaptation, whereby to enhance teachers’ capability in curriculum and
5. **Modes of Support**

- Assist the teachers from the partner schools in the development of Chinese language learning framework with reference to lesson and learning activities observation, Chinese language curriculum content and implementation and students’ learning of the partner schools;
- Explore with teachers of the partner schools ways to improve the Chinese language curriculum and to conduct curriculum adaptation;
- Develop learning/teaching materials and assessment tools with reference to the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, Chinese Language Learning Progression Framework and the school-based curriculum;
- Identify students’ learning needs at different Key Learning Stages by using assessment tools and to suggest suitable learning strategies and learning content to smoothen students’ transitions;
- Through organization of sharing sessions, to share and exchange with other schools the good practices generated;
- Formation of professional collaboration network.

6. **Expectations on the Participating Schools**

- Assist to collect samples of NCS students’ work, teaching materials and test/exam scripts to build up relevant corpora and to analyze the characteristics of teaching materials, as well as the features, modes and difficulties of/in the learning of Chinese language of NCS students;
- Provide background information of schools and students;
- Facilitate Chinese language teachers to attend regular meetings with the support service provider to explore ways of improvement in the Chinese language curriculum and to develop curriculum framework, reading materials and assessments tools;
- Attend seminars of the project, and to share and exchange with other partner schools.

7. **Points to Note**

- Grouping of students would be based on their abilities to cater for learner diversity on learning and teaching arrangement.
- Project Period: From 09/2014 to 08/2017 (3 years)

8. **Enquiries**

Prof. Chan Shui Duen（Project-in-Charge）e-mail: shui.duen.chan@polyu.edu.hk

Contact Person: Miss Tsoek Yuen Yee, Annie Tel: 27666371 email: yytsoek@polyu.edu.hk