

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 19/2021

From : Secretary for Education
Ref. : EDB(QA/SBSK)/ADM/50/1/1
Date : 8 March 2021

To : Heads of Kindergartens,
Kindergarten-cum-Child Care
Centres and Schools with
Kindergarten Classes

School-based Support Services (2021/22) Kindergarten Education

Summary

The purpose of this circular memorandum is to invite kindergartens/ kindergarten-cum-child care centres and schools with kindergarten classes (hereafter collectively referred to as “kindergartens”) to apply for the school-based support services (SBSS) offered by the Education Bureau (EDB) in the 2021/22 school year (s.y.).

Details

2. The SBSS are designed to align with the latest development in education and address the needs of the kindergartens concerned, in order to promote the development of quality kindergarten education. Through organised and frequent interactions amongst the school support officers, teachers and principals, as well as professional collaboration between professionals and experienced teachers, it is expected that the professional knowledge and capacity of the participants will be enhanced. The modes of support services have become more diversified under different funds/resources, such as professional learning communities and thematic networks, with a view to promoting the sustainable development of schools. In the 2020/21 s.y., we implemented a pilot project on integrating diversified reading strategies into various support areas so as to develop children's interest in and habit of reading, with encouraging results. Building on the successful experience gained, promotion of reading will be an essential focus in all SBSS starting from the 2021/22 s.y. At the same time, we will continue to work with kindergartens in applying effective pedagogical strategies to foster whole-person development of children.

3. The support foci of SBSS and services for the 2021/22 s.y. are listed below. Please refer to Annexes I to V and the EDB website (<http://www.edb.gov.hk/sbss>) for details.

Support foci

- To develop curriculum leadership and effective pedagogical strategies
- To nurture positive values and attitudes in children
- To promote reading and foster whole-person development of children
- To promote learning through play
- To cultivate a caring and supportive learning environment
- To address learner diversity (including non-Chinese speaking (NCS) children)
- To enhance the interface between kindergarten and primary education

Support services

Annexes	Support Services	Areas
I	On-site Professional Support Services	<ul style="list-style-type: none">• Cultivating Children's Positive Values and Attitudes• Promoting the Language Development of Children through the Creation of a Language-rich Environment• Promoting Learning through Free Play• Cultivating Children's Exploratory Spirit (Nature and Living)
II	Mainland-Hong Kong Teachers Exchange and Collaboration Programme	<ul style="list-style-type: none">• Implementing Diversified Visual Arts Activities• Implementing Diversified Physical Activities
III	Professional Learning Communities	<ul style="list-style-type: none">• Catering for Learner Diversity among NCS Children to Foster Whole-person Development• Implementing Free Play to Promote Children's Learning through Exploration• Implementing Diversified Music Activities
IV	School-based Support Services for KGs with NCS	<ul style="list-style-type: none">• Growth with Ease: Effective Learning and Teaching of

	Children ¹	<p>Chinese and Smooth Transition for Multicultural Students</p> <ul style="list-style-type: none"> • Gearing Up Schools and Parents – Supporting NCS Kindergarten Students in Learning Chinese
V	Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T) ²	<ul style="list-style-type: none"> • Play, Learn, Grow in Hong Kong Kindergartens

4. The duration of SBSS normally lasts for one year and each kindergarten may apply for a maximum of two SBSS in the order of their preference. To step up the support for kindergartens admitting NCS children, kindergartens may apply for NCS children-related support services (shaded in grey in Annexes III and IV) as **additional** services on top of their two preferred services.

5. Apart from the above SBSS, the EDB also provides support to kindergartens through the following programmes. Please refer to Annex VI for details.

Annexes	Support Services	Areas
VI	Quality Education Fund Thematic Networks (QTNs)	<ul style="list-style-type: none"> • Promoting Wellness in School • Positive Education for Whole Child Development

6. In view of the COVID-19 epidemic situation, no briefing sessions will be arranged this year. Instead, an online platform will be used for disseminating the details of the above support services. Kindergartens can visit the EDB website (<http://www.edb.gov.hk/sbss>) during the period from **22 March to 30 April 2021** for related information.

7. Kindergarten heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in the above SBSS.

¹ This programme has arisen from one of the initiatives on strengthening support for ethnic minorities announced in the 2018 Policy Address. It aims at providing SBSS to kindergartens admitting NCS children on enhancing the professional capacity of their teachers for helping NCS children learn Chinese.

² This programme is the continuation of the University-School Support Programmes financed by the Education Development Fund which ceased to operate at the end of August in 2019. With the experience in research-based pedagogy and classroom practices, the tertiary institutes will provide kindergartens with diversified support services to cater for different kindergartens' development needs.

Interested kindergartens may apply for the support services (Annexes I to V) via the EDB website starting from **24 March to 30 April 2021**. The EDB has already informed kindergartens of the application details together with the login identity and password for on-line application. For the application for the QTNs, please refer to Annex VI for details. Late applications will not be accepted. Results of the allocation will be announced on **11 June 2021**.

Enquiries

8. For enquiries, please contact Mr IP Hon-pong at 2152 3137 of the School-based Support (Kindergarten) Section and the officers of the respective sections as set out in Annexes IV to VI.

Y C HUNG
for Secretary for Education

c.c. Heads of Sections – for information

On-site Professional Support Services
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1. Areas and Foci of Support

The school development officers of the EDB will build partnership with kindergartens to develop school-based curriculum that caters for children's needs, and to enhance teachers' capacity for integrating theoretical and practical knowledge through collaboration and reflection in the following areas:

Cultivating Children's Positive Values and Attitudes

(Code Number for On-line Application³: W1)

- To help kindergartens create an interactive learning environment so as to nurture children's positive values and attitudes, in accordance with the curriculum aims and their school-based needs
- To organise a variety of activities for children to learn self-discipline, empathy, respect and appreciation for others
- To develop children's understanding of self, family, school, society and country and help them understand their roles and responsibilities in different aspects of life
- To promote reading and use other diversified teaching strategies to foster children's whole-person development
- To cater for learner diversity among NCS children (if applicable)

Promoting the Language Development of Children through the Creation of a Language-rich Environment

(Code Number for On-line Application³: W2)

- To help kindergartens develop appropriate teaching strategies for reading with the aim to foster children's language development
- To create an authentic language environment for cultivating children's reading interest and habit
- To help children build solid foundation of language learning with due emphasis on the transition to primary schooling
- To cater for learner diversity among NCS children (if applicable)

Promoting Learning through Free Play

(Code Number for On-line Application³: W3)

- To help kindergartens implement free play for children to cultivate their

³ Please refer to the application form in the Online Application System for School-based Support Service (website: <http://sbssapplication.edb.gov.hk/>). EDB has informed kindergartens of the application details together with the login identity and password for the on-line application.

On-site Professional Support Services
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positive values and attitudes as well as develop their knowledge and skills in accordance with the curriculum aims

- To strengthen teachers' roles in facilitating children's learning through free play
- To help teachers observe and analyse children's performance during play so as to inform the school-based curriculum development
- To promote reading and use other diversified teaching strategies to create favourable contexts and facilitate children's autonomy and free participation in play
- To cater for learner diversity among NCS children (if applicable)

Cultivating Children's Exploratory Spirit (Nature and Living)

(Code Number for On-line Application³: W4)

- To help kindergartens organise activities with exploratory elements with the aim to develop children's curiosity and exploratory spirit through the school-based curriculum
- To instill in children the values and attitudes to respect, appreciate and cherish the environment and nature
- To facilitate children to explore and understand the phenomena in life and nature with multiple senses and different skills
- To promote reading and use other diversified teaching strategies to help children understand the relationship between phenomena in nature and daily life, and to inspire children's pursuit of knowledge and problem solving skills
- To cater for learner diversity among NCS children (if applicable)

2. Modes of Support

School development officers will work together with the kindergartens and conduct regular co-planning meetings, lesson observations and post-lesson discussions on the selected area of support. Professional development activities will be organised and participating kindergartens will be encouraged to share their school-based experiences.

3. Expectations on Participating Schools

To make the best use of the support services, participating kindergartens are expected to:

- nominate appropriate teachers to form a core group;
- make necessary administrative arrangement for core group members to attend

On-site Professional Support Services
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all related professional development activities, including meetings, interschool visits, etc.;

- participate in interschool visits actively, and open classrooms for lesson observation to provide a platform for professional sharing among teachers and broaden their horizons in teaching;
- give consent to support officers to collect video clips and photos of learning activities, teachers' reflections, children's work, etc., for the purpose of internal discussions;
- encourage core group members to share with their fellow teachers their experiences and resources (The copyright of these materials will be co-owned by the EDB and the kindergartens concerned. The EDB reserves the right to compile and refine the materials before disseminating them for educational purposes);
- observe strictly the legal obligations and, in all cases, comply with the Copyright Ordinance; and
- share with the kindergarten sector the outcomes, experiences and resources.

4. Point to note

- The duration of support services normally lasts for one year.

<p style="text-align: center;">Mainland-Hong Kong Teachers Exchange & Collaboration Programme</p>
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1. Areas and Foci of Study

Implementing Diversified Visual Arts Activities

(Code Number for On-line Application³: X1)

- To strengthen teachers' understanding of children's aesthetic development and make good use of children's works of arts for decoration and display as well as for creating an artistic environment and atmosphere
- To enhance teachers' professional capacities in the learning area of Arts and Creativity and design diversified and interesting visual arts activities to nurture children's aesthetic sense, imagination and creativity
- To develop children's reading interest and habit

Implementing Diversified Physical Activities

(Code Number for On-line Application³: X2)

- To design and implement diversified physical activities in developing children's strong and healthy body, their interest in participating in physical activities and good living habits
- To develop children's reading interest and habit

2. Modes of Study

During the project period, kindergartens will participate in workshops on respective learning and teaching skills under different foci to be conducted by the Mainland expert teachers (METs). The METs will station at schools regularly to co-develop diversified visual arts or physical activities with the school teachers through various means of collaboration, including co-planning of lessons, lesson observations and post-lesson discussions.

3. Expectations on Participating Schools

To maximise the benefits of support services, participating kindergartens are expected to:

- nominate a teacher who can communicate in Putonghua as the main working partner and act as a bridge between the school and the MET;
- nominate a teacher to work closely with the EDB school development officer to lead and co-ordinate the programme;
- provide the MET with adequate resources and support, including IT facilities, work space, stationery, etc.;
- nominate appropriate teachers to form a core group;

<p>Mainland-Hong Kong Teachers Exchange & Collaboration Programme</p>
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- make necessary administrative arrangement for core group members to attend all related professional development activities, including meetings, interschool visits, etc.;
- participate in interschool visits actively, and open classrooms for lesson observation to provide a platform for professional sharing among teachers and broaden their horizons in teaching;
- give consent to support officers/METs to collect video clips and photos of learning activities, teachers' reflections, children's work, etc.;
- encourage core group members to share with their fellow teachers their experiences and resources (The copyright of these materials will be co-owned by the EDB and the kindergartens concerned. The EDB reserves the right to compile and refine the materials before disseminating them for educational purposes);
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance; and
- share with the kindergarten sector the outcomes, experiences and resources.

4. Points to Note

- METs are not responsible for taking up any teaching duties in school.
- METs mainly use Putonghua as the medium of communication.
- The duration of support services normally lasts for one year.

Professional Learning Communities
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1. Areas and Foci of Study

To promote school-based curriculum development and a sharing culture among kindergartens, the EDB school development officers/ METs will help establish professional learning communities on common study themes for kindergartens. These communities serve as platforms for professional exchange and experience sharing to promote collaboration among kindergartens and enhance the quality of education. Details of the learning communities are as follows:

Learning Community 1

Study Area	Catering for Learner Diversity among NCS Children to Foster Whole-person Development (Code Number for On-line Application ³ : Y1)
Study Focus	<ul style="list-style-type: none"> • To cultivate an inclusive learning environment through diversified activities for the promotion of joyful learning of NCS children • To create an authentic language environment for cultivating NCS children's reading interest and habit
Support Officers	EDB school development officers

Learning Community 2

Study Area	Implementing Free Play to Promote Children's Learning through Exploration (Code Number for On-line Application ³ : Y2)
Study Focus	<ul style="list-style-type: none"> • To facilitate children's exploration and their development of creativity by creating a learning environment that is conducive to free play • To promote reading and use other diversified teaching strategies to create favourable contexts and facilitate children's autonomy and free participation in play • To cater for learner diversity among NCS children (if applicable)
Support Officers	EDB school development officers

Learning Community 3

Study Area	Implementing Diversified Music Activities (Code Number for On-line Application ³ : Y3)
Study Focus	<ul style="list-style-type: none"> • To strengthen teachers' understanding of children's

Professional Learning Communities
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	<p>aesthetic development and implement activities such as singing, rhythm with movement and music appreciation</p> <ul style="list-style-type: none"> • To develop children’s reading interest and habit
Support Officers	METs and EDB school development officers (<i>activities will mainly be conducted in Putonghua</i>)

2. Modes of Study

The EDB school development officers/METs will conduct regular learning community activities for the participating kindergartens to explore effective learning and teaching strategies and share experiences through different modes such as discussions, practices and reflections.

3. Expectations on Participating Schools

To make the best use of the support services, participating kindergartens are expected to:

- nominate 2-3 representatives (such as curriculum leaders and teachers) to act as the core group members, and to participate in the learning community activities;
- make necessary administrative arrangement for core group members to attend all professional learning community activities;
- give consent to support officers/METs to collect video clips and photos of learning activities, teachers’ reflections, children’s work, etc.;
- encourage core group members to share with their fellow teachers their experiences and resources developed in the learning community (The copyright of these materials will be co-owned by the EDB and the kindergartens concerned. The EDB reserves the right to compile and refine the materials before disseminating them for educational purposes);
- observe strictly the legal obligations and, in all cases, comply with the Copyright Ordinance; and
- share with the kindergarten sector the outcomes, experiences and resources.

4. Points to Note

- METs mainly use Putonghua as the medium of communication.
- The duration of support services normally lasts for one year.

School-based Support Services for KGs with NCS Children
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1. Areas of Support

Theme and Co-ordinating Organisation	Objectives	Code Number for On-line Application ³
Growth with Ease: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students <i>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)</i>	<ul style="list-style-type: none"> • To enhance kindergarten teachers' professional capacity for helping NCS children learn Chinese • To facilitate the smooth transition of NCS children from kindergarten to primary education 	Network Schools: I1 Seed Schools: I2
Gearing Up Schools and Parents – Supporting NCS Kindergarten Students in Learning Chinese <i>(HKU School of Professional and Continuing Education)</i>	<ul style="list-style-type: none"> • To provide school-based professional support services to kindergartens on enhancing the teachers' effectiveness of teaching Chinese to NCS children 	Network Schools: I5 Seed Schools: I6

2. Modes of Support

Two modes of support, namely Network Schools and Seed Schools, will be provided for schools to choose from:

- Network Schools: At least four on-site consultancy services will be provided on different aspects of the school-based curriculum development to help NCS children learn Chinese, according to the needs of the schools
- Seed Schools: At least eight intensive on-site support services will be provided to the schools to help them develop and optimise their school-based curriculum through collaborative lesson planning meetings, lesson observations, and post-observation discussions with teachers, according to the needs of the schools

School-based Support Services for KGs with NCS Children
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3. Expectations on Participating Schools

To make the best use of the support services, participating schools need to:

- form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the school management team, senior teacher or teacher-in-charge) to collaborate with the project team and to coordinate project-related matters;
- facilitate the arrangement of collaborative lesson planning meetings, peer lesson observations, and post-observation discussions;
- nominate teachers of the core project team to attend professional development activities, encourage them to implement the strategies in lessons and encourage other teachers to attend the courses and try out the practices learned;
- assist in collecting information (including children’s homework, etc.) to facilitate the analysis of children’s learning effectiveness;
- nominate teachers to participate in the professional exchange activities such as the teacher learning community, sharing sessions and workshops, organised for the project, and share school-based experiences;
- encourage parents to participate in the parent learning community; and
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials.

4. Points to Note

- The duration of support services normally lasts for one year
- Please visit the EDB webpage (<http://www.edb.gov.hk/sbss>) for details

5. Enquiries

Growth with Ease: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students

(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)

Project person-in-charge : Dr CHEUNG Wai-ming
Contact person : Ms Elaine WONG
Telephone number : 3917 4147
E-mail : ewyl@hku.hk

<p style="text-align: center;">School-based Support Services for KGs with NCS Children</p>

**Gearing Up Schools and Parents - Supporting NCS Kindergarten Students
in Learning Chinese**

(HKU School of Professional and Continuing Education)

Project person-in-charge : Dr KWAN Che-ying
Contact person : Mr PAN Chi-chuen Ken
Telephone number : 3762 0972
E-mail : ken.pang@hkuspace.hku.hk

<p>Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T)</p>
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Project Title: Play, Learn, Grow in Hong Kong Kindergartens

(Code Number for On-line Application³: Z1)

1. Support Service Co-ordinator

School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. Support Service Provider

Centre for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong

3. Areas of Support

The project aims to provide professional support to the kindergarten education sector for strengthening their curriculum leadership and development, and enhancing teachers' professional capacity for designing and implementing school-based curriculum to promote learning through play and foster whole-person development of children.

4. Foci of Support

- To enhance the capability of principals and teachers to act as curriculum leaders so that they can set school-based curriculum directions in promoting learning through play to foster whole-person development of children
- To provide professional support to teachers on the design and implementation of school-based curriculum to promote learning through play so that children's potential can be unleashed
- To strengthen home-school partnership so as to promote learning through play
- To facilitate experience sharing by building professional learning communities within and outside schools

5. Modes of Support

- Workshops for curriculum leaders and teachers are arranged by university professors, the support team and frontline consultants
- Regular school visits are provided by the support team within 12 months of on-site support:
 - Project Schools – 12 or more school visits to provide support on two

Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T)

cycles of design and implementation of teaching, and training for senior teachers/curriculum leaders to lead collegial module planning and post-observation discussions for schools' sustainable development

➤ Network Schools – 7 or more school visits to provide support on one cycle of design and implementation of teaching

- Advice will be provided on school-based curriculum development and the design of learning and teaching
- Collegial module planning and post-observation discussions will be conducted
- Workshops for parents will be organised so as to align with the school-based curriculum that promotes learning through play for fostering whole-person development of children
- Professional learning communities will be formed through the organisation of exchange and network activities among schools for dissemination of experiences

6. Expectations on Participating Schools

- To make the best use of the support services, participating kindergartens are expected to:
- nominate not less than three appropriate teachers to form a “curriculum development team” and assign one teacher-in-charge to liaise with the support team;
- participate in interschool visits actively, and be open and receptive to professional support;
- have very strong commitment to promoting learning through play and fostering whole-person development of children;
- make necessary administrative arrangement such as arranging time for discussions, collegial module planning and peer lesson observations;
- give consent to the support team to upload the instructional design to the project website for sharing with other participating schools;
- establish a school portfolio showing project progress and reflections for knowledge management and experience sharing;
- encourage the curriculum development team to share with teachers within and outside school for building a professional learning community;
- attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with

<p>Quality Education Fund Thematic Networks – Tertiary Institutes (QTN-T)</p>
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challenges faced;

- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and student work. (The copyright of these materials will be owned by the Quality Education Fund.); and
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials.

7. Points to Note

- The duration of the support service normally lasts for one year
- Please visit the EDB webpage (<http://www.edb.gov.hk/sbss>) and the QEF webpage (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>) for details

8. Enquiries

- Project person-in-charge : Mr NG Ka-kit
Telephone number : 3943 9405
E-mail : ngkk@cuhk.edu.hk
- Contact person : Dr LI Mi-ying Natalia
Telephone number : 3943 9404
E-mail : nmyli@cuhk.edu.hk

9. Project Webpage

<http://play.fed.cuhk.edu.hk/>

Quality Education Fund Thematic Networks (QTNs)
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1. Areas and Foci of Support

<p>1. Promoting Wellness in School</p> <p><i>(The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)</i></p>	<p>This QTN aims at helping participating schools develop into well-being-first schools where the well-being of children will be marked as a top priority. The programme includes three stages, namely, development, establishment and cultivation. Adopting the biological, psychological and social framework, the programme is set out to promote holistic health education.</p>
<p>2. Positive Education for Whole Child Development</p> <p><i>(Centre for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong)</i></p>	<p>This QTN aims at encouraging schools to promote positive education and culture so as to cultivate a positive attitude among children towards learning and life; assisting schools to strengthen home-school co-operation to foster whole child development; and promoting professional sharing through networking different schools for capacity building of teachers and schools, which will lay a foundation for the establishment of school network for sustainable development in the future.</p>

2. Points to Note

- The Quality Education Fund Thematic Networks (QTNs) aim at disseminating good educational practices and promoting professional sharing through networking different kindergartens and educational bodies for sustainable development and capacity building of kindergartens. For details of the QTNs, please refer to the QEF Cyber Resource Centre webpage (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=4>)
- The support services under the QTNs are provided by the respective QTN Co-ordinators and the mode of support varies. Invitation will be sent direct to schools by the QTN Co-ordinators
- For enquiries, please contact Miss Gigi YUEN of the QEF Secretariat at 2123 6039