

5 June 2014

Education Bureau Circular No. 8/2014

**Enhanced Chinese Learning and Teaching for
Non-Chinese Speaking Students**

(Note : This circular should be read by

- (a) Supervisors / Heads of all government schools, aided schools (including special schools), caput schools and Direct Subsidy Scheme schools offering local curriculum — for necessary action; and
- (b) Heads of sections — for information.)

Summary

The 2014 Policy Address has announced a series of measures to step up support for non-Chinese speaking (NCS) students' effective learning of Chinese starting from the 2014/15 school year. The Education Bureau (EDB) will provide schools with the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), developed from the perspective of second language learners, to further address the concern about NCS students' learning of "Chinese as a second language" with a view to enabling them to bridge over to mainstream Chinese Language classes. This circular aims to inform all government schools, aided schools (including special schools), caput schools and Direct Subsidy Scheme (DSS) schools offering local curriculum of the complementary support measures to facilitate schools' implementation of the "Learning Framework", in particular the implementation details of the enhanced funding support to schools. The objectives are to ensure equal opportunities for all NCS students in learning Chinese on par with their Chinese-speaking counterparts, and to create an inclusive learning environment in schools.

"Chinese Language Curriculum Second Language Learning Framework"

2. The Government is committed to encouraging and supporting NCS students' integration into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. Capitalising on the experience in supporting NCS students¹ over the past years, the EDB will, starting from the 2014/15 school year, provide schools with the "Learning Framework". Schools will be separately informed of the details (including seminars and workshops

¹ For the planning of educational support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The EDB has put in place a series of support measures progressively since the 2006/07 school year. For details, please visit <https://www.edb.gov.hk/ncs>.

for Chinese Language teachers) by the end of June 2014. In brief, developed from the perspective of second language learners, the “Learning Framework” provides a systematic set of objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. Teachers may set progressive learning targets, learning progress and expected learning outcomes using a “small-step” learning approach to enhance the learning effectiveness of NCS students. In parallel, module exemplars, assessment tools² and supporting learning and teaching materials will be provided to help Chinese Language teachers systematically adapt the Chinese Language curriculum according to individual learner’s needs in a progressive manner to help NCS students overcome the difficulties of learning Chinese as a second language. The fact that the “Learning Framework” makes the learning progress of NCS students more explicit could help teachers and NCS students jointly formulate appropriate learning targets and expected progress with a view to bridging over to mainstream Chinese Language classes.

3. In other words, schools are not allowed to adopt an across-the-board Chinese Language curriculum with pre-set simpler contents and lower standards for their NCS students. As the “Learning Framework” provides a systematic set of learning targets, learning objectives and expected learning outcomes at different learning stages according to the curriculum, it serves as a reference for evaluation of learning effectiveness. Hence, premised on having no alternative Chinese Language curriculum and public examination with pre-set simpler contents and lower standards, the “Learning Framework” applicable in the learning and teaching of Chinese at school is a “learning Chinese as a second language” curriculum. With the complementary support measures elucidated in the ensuing paragraphs, schools should ensure that all NCS students have equal opportunities in learning Chinese on par with their Chinese-speaking counterparts. Schools should also arrange their NCS students to sit for the Territory-wide System Assessment (Chinese) with a view to collecting relevant objective data on their basic competencies for research purposes, which would in turn help review the implementation of the “Learning Framework”³.

Applied Learning (Chinese) Subject

4. Like all other students, NCS students are different in backgrounds and aptitudes. Their expectations, needs and aspirations in respect of learning the Chinese language also vary. Starting from the 2014/15 school year, we will introduce an Applied Learning (Chinese) subject by phases as an alternative qualification for NCS students (including those pursuing ordinary school curriculum in special schools) to opt for at senior secondary levels. The contents of the subject would be pegged at

² Including the Chinese Language Assessment Tools in conjunction with the “Learning Framework”. The Chinese Language Assessment Tools has been implemented since the 2013/14 school year.

³ From 2014, the EDB will not disclose the number and percentage of students achieving basic competency to individual primary schools. For secondary schools, the current policy remains unchanged, i.e. a supplementary report with attainment rates, which excludes the performance of NCS students, will be provided to individual secondary schools having NCS students participated in the assessment. For details, please refer to the EDB Circular Memorandum No. 54/2014 “Enhancement Measures for Territory-wide System Assessment effective from 2014”.

the Qualifications Framework Levels 1 to 3 with the results recorded in the Hong Kong Diploma of Secondary Education (HKDSE). Schools will be separately informed of the details in September 2014. Besides, we will continue to subsidise eligible NCS students to obtain other internationally recognised Chinese qualifications⁴. These qualifications are accepted as alternative Chinese qualifications for consideration for admission to local post-secondary institutions and universities. NCS students may choose to sit for the HKDSE (Chinese Language) Examination or study the Applied Learning (Chinese) subject and / or attain other internationally recognised Chinese qualifications at senior secondary levels subject to their learning performance and aspirations.

Complementary Support Measures

5. To facilitate schools' implementation of the "Learning Framework", we will step up the support measures in 3 major areas: (a) enhanced teachers' professional development in teaching Chinese as a second language for Chinese Language teachers; (b) enhanced funding support to schools for providing intensive learning of Chinese for NCS students and creating an inclusive environment in schools, and (c) enhanced professional support for schools.

(a) Teachers' Professional Development

6. Schools are reminded to inform Chinese Language teachers that the EDB has launched the Professional Enhancement Grant Scheme under the Language Fund in the first quarter of 2014 to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language. (Details are at the EDB Circular Memorandum No. 34/2014 "Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)".) Teachers may also note the enhanced training courses and experience sharing opportunities which will be uploaded onto the EDB Training Calendar⁵. These include different thematic seminars and workshops on teaching Chinese as a second language to facilitate teachers' understanding of the underpinning philosophies and mastery of the pedagogy in teaching NCS students, including interpretation of the "Learning Framework" and use of assessment tools, professional knowledge on teaching Chinese as a second language, relevant learning and teaching strategies, etc. Besides, we will continue to provide opportunities to facilitate professional exchange for teachers of NCS students.

⁴ The EDB will continue to subsidise eligible NCS students to take the Chinese Language examinations of the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), General Certificate of Education (GCE) AS-Level and GCE A-Level for acquiring internationally recognised Chinese qualifications. For details, please refer to the EDB Circular Memorandum No. 19/2012 "Education Support for Non-Chinese Speaking Students Expanded Examination Subsidy".

⁵ Please visit <https://tcs.edb.gov.hk> for details.

(b) Enhanced Funding Support to Schools

(The adjusted funding models and related arrangements effective from the 2020/21 school year are set out in EDB Circular No. 8/2020.)

7. As announced in the 2014 Policy Address, the additional annual provision to schools will be significantly increased to about \$200 million starting from the 2014/15 school year to facilitate schools' implementation of the "Learning Framework" and creation of an inclusive learning environment in schools. As regards the funding model, stakeholders generally agree to base on that of the 2013/14 school year. Starting from the 2014/15 school year, all public sector schools and DSS schools offering local curriculum and admitting 10 or more NCS students will be provided with an annual additional funding as set out below:

<u>No. of NCS students</u>	<u>Additional funding per annum (\$ million)</u>
10 - 25	0.80
26 - 50	0.95
51 - 75	1.10
76 - 90	1.25
91 or more	1.50

The number of NCS students admitted by schools should be based on the September headcount and NCS students studying in the stream offering non-local curriculum should be excluded.

8. Having due consideration to the circumstances in special schools, starting from the 2014/15 school year, special schools admitting 6 or more NCS students will be provided with the additional funding. The annual additional funding for special schools offering the ordinary school curriculum and admitting NCS students is set out as follows:

<u>No. of NCS students</u>	<u>Additional funding per annum (\$ million)</u>
6 - 9	0.65
10 or more	same as the funding model as set out in paragraph 7 above

For all special schools which do not offer the ordinary school curriculum and have admitted 6 or more NCS students, an additional funding of \$650,000 will be provided across the board.

9. The annual funding will be disbursed in 2 instalments to eligible schools in August and April each year. Schools should complete Annex 1 and return it to the EDB **on or before 31 July each year** for processing. Besides, funding to enable schools to provide after-school support to help NCS students learn Chinese has been subsumed in the additional funding set out in paragraphs 7 and 8 above. In other

words, the Project of After-school Extended Chinese Learning for NCS Students currently funded by the Language Fund will lapse on 31 August 2014 upon regularisation from the 2014/15 school year.

10. Schools should ensure optimal use of the additional funding. The funding will be solely used to support NCS students in learning Chinese. Schools are required to adopt the Chinese Language Assessment Tools in conjunction with the “Learning Framework” to assess annually the learning performance of NCS students and, making reference to the “small-step” learning approach at different levels of learning as set out in the “Learning Framework”, to set learning targets and devise an annual school plan. The plan should cover appropriate teaching strategies to be drawn up, learning and teaching materials to be selected and additional teaching staff to be arranged to implement intensive learning mode(s) as appropriate (such as pull-out learning, split-class / group learning, increasing Chinese lesson time, learning Chinese across the curriculum, after-school support, etc.) to help NCS students, especially those at junior levels, learn Chinese systematically with a view to bridging over to mainstream Chinese Language classes as early as possible. Hence, schools are required to:

- (a) Assign a dedicated teacher to coordinate the afore-mentioned support for NCS students’ learning of Chinese with a view to raising school’s awareness of supporting NCS students and creating an inclusive learning environment in school; and
- (b) Strengthen the communication with NCS parents through appointment of ethnic minority assistants or procurement of translation services as appropriate, whereby NCS students’ Chinese learning would be better supported through home-school cooperation.

Evaluation and Accountability

11. Schools are required to submit their school plan (including the summative report of the previous school year) on the support for NCS students in November each year. In brief, the plan should cover, among others, NCS students’ overall learning performance as revealed in the assessment through using the Chinese Language Assessment Tools, teaching strategies to be adopted with regard to their NCS students’ learning performance and progress as well as the expenditure involved, overall summative assessment results of all NCS students at the end of a school year specifically the number of NCS students who are expected to bridge over to mainstream Chinese Language classes (in the case of secondary schools, it should include data on the anticipated progression of students under the multiple pathways as appropriate), and other complementary support measures with a breakdown on the expenditure. Should a school allow Chinese-speaking students to participate in individual support measures for NCS students (including split-class / group teaching and pull-out learning), it should specify the details in its plan including the percentage of NCS and Chinese-speaking students, allocation of resources and justifications. Relevant templates will be uploaded onto the EDB website and updated as appropriate. Details of the funding usage and accounting arrangements are at Annex 2. The EDB will set up a dedicated team for implementation and monitoring of the enhanced

funding support to schools. Besides, schools should also keep their stakeholders, including parents of NCS students, informed of the support for their NCS students' learning of Chinese to enhance transparency.

12. As regards schools admitting a handful of NCS students (i.e. 1 to 9 or less than 6 for special schools), NCS students can also benefit from the “Learning Framework” and the immersed Chinese language environment of the school. These schools generally complement their NCS students' learning of Chinese after school or during holidays as appropriate. ~~To strengthen support for NCS students in these schools, specifically helping them overcome the difficulties of learning Chinese as a second language, these schools may, starting from the 2014/15 school year, apply to the EDB for an additional funding of \$50,000 per annum on a need basis⁶ for organising diversified after-school support programmes in learning Chinese, such as Chinese learning skills training, Chinese learning groups, guided story reading, Chinese culture appreciation, etc. to consolidate what their NCS students have learnt in Chinese Language classes. (This part has been superseded by relevant paragraphs of EDB Circular No. 8/2020 on the new funding arrangements for schools admitting a relatively small number of NCS students (i.e. 1 to 9 NCS students for ordinary schools and 1 to 5 NCS students for special schools).)~~ Schools concerned should optimise their immersed Chinese language environment with flexible deployment of other resources for holistic planning based on the school-based circumstances to support their NCS students' mastery of the Chinese language as appropriate.

(c) School-based Professional Support

13. The EDB will continue to step up school-based professional support services through diversified modes⁷ to support schools in adapting the school curriculum according to the “Learning Framework”, using the assessment tools, selecting supporting materials as well as exploring various intensive learning modes, and to encourage schools to share for promotion and development of learning communities, etc. Schools may apply for the professional support services to tie in with individual circumstances and development needs. Please continue to refer to relevant EDB circular issued in April each year.

Promotion of Integration

14. We will continue to encourage NCS parents to send their children to schools

~~⁶ Making reference to the “Project of After-school Extended Chinese Learning”. Please refer to <https://www.edb.gov.hk/ncs> for application.~~

⁷ In addition to the services offered by the EDB's school-based support teams, support will also be rendered through the University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme.

with an immersed Chinese language environment. On the other hand, schools currently admitting more NCS students should also provide more opportunities for their NCS students to learn and grow together with Chinese-speaking students, for instance, by forming learning circles for Chinese learning activities (such as buddy reading programmes) in collaboration with schools admitting a larger number of Chinese-speaking students, and / or apply for funding under the Quality Education Fund to launch programmes for promoting awareness of cultural diversity (for example, engaging NCS students in community services) with a view to exposing NCS students more to Chinese through learning activities outside school and interaction with their Chinese-speaking peers. Besides, the Chinese Language Learning Support Centre will closely liaise with the schools concerned to explore setting up a centre in their schools to facilitate the NCS students concerned to gain easy access to the after-school Chinese learning activities.

Holistic Evaluation of the Support Measures

15. The EDB is inviting research and language experts to formulate a research framework to facilitate the evaluation of the effectiveness of various support measures for NCS students in Chinese learning to ensure the quality of the support services and refine individual measures where appropriate.

Briefing Sessions

16. Details of the briefing sessions are at [Annex 3](#).

Enquiries

17. For enquiries, please contact:

Chinese Language curriculum: 2892 6309 / 2892 6579 / 2892 6524 (special schools)
Additional funding to schools: 3509 8571 / 3509 8573
School-based professional support services: 2152 3219

Mrs CHAN SIU Suk-fan
for Secretary for Education

Please return **on or before 31 July 2014**

- For (a) Schools admitting 10 or more NCS students
(b) Special schools admitting 6 or more NCS students

**Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students
Enrolment of Non-Chinese Speaking Students in the 2014/15 School Year**

To: Education Bureau
Education Commission and Planning Division (Fax: 2537 4591)

The initial estimated total number of NCS students for the 2014/15 school year of our school, making reference to the number of NCS students at Primary 1 to 5 / Secondary 1 to 5* in our school currently and admitted to Primary 1 / Secondary 1* for the new school year, is _____ .

Our school understands that the amount of additional funding would first be calculated on the basis of the above estimated total number of NCS students, which should then be adjusted based on the annual student headcount in mid-September 2014 (paragraphs 7 and 8 of the EDB Circular No. 8/2014 are relevant). Any adjustment will be made in the 2nd instalment of the disbursement of funding as appropriate. Should the amount received by our school exceed our entitled amount, I hereby undertake to return the balance to the EDB within the school year concerned.

Our school also undertakes to comply with the requirements as set out in paragraph 11 of the EDB Circular No. 8/2014, and submit to the EDB our school plan and school report to ensure equal opportunities for all our NCS students in learning Chinese on par with their Chinese-speaking counterparts, and create an inclusive learning environment in our school.

Signature of Supervisor / Principal*: _____
Name of Supervisor / Principal*: _____
Name of School: _____

School Tel / Fax No.: _____
Date: _____

* Please delete as appropriate.

**Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students
Additional Funding Usage and Accounting Arrangements**

Use of the Additional Funding

1. Schools should ensure optimal use of the additional funding. The funding will be solely used to support NCS students in learning Chinese. Schools are required to adopt the Chinese Language Assessment Tools in conjunction with the “Learning Framework” to assess annually the overall learning performance of NCS students and, making reference to the “small-step” learning approach at different levels of learning as set out in the “Learning Framework”, to set learning targets and devise an annual school plan. The plan should cover appropriate teaching strategies to be drawn up, learning and teaching materials to be selected and additional teaching staff to be arranged to implement intensive learning mode(s) as appropriate (such as pull-out learning, split-class / group learning, increasing Chinese lesson time, learning Chinese across the curriculum, after-school support, etc.) to help NCS students, especially those at junior levels, learn Chinese systematically with a view to bridging over to mainstream Chinese Language classes as early as possible. Hence, schools are required to:
 - (a) Assign a dedicated teacher to coordinate the afore-mentioned support for NCS students’ learning of Chinese with a view to raising school’s awareness of supporting NCS students and creating an inclusive learning environment in school; and
 - (b) Strengthen the communication with NCS parents through appointment of ethnic minority assistants or procurement of translation services as appropriate, whereby NCS students’ Chinese learning would be better supported through home-school cooperation.

2. On the premise that schools should flexibly and strategically deploy the additional funding and pool together other school resources to tie in with school-based circumstances to support NCS students to learn Chinese during lessons and/or after school, the additional funding is used solely for supporting NCS students’ learning of Chinese and creating an inclusive learning environment in schools. Specifically, schools can:
 - Employ additional teaching staff on a full-time and/or part-time basis as appropriate to implement the intensive learning mode(s) for NCS students (Item 1 above is relevant);
 - Employ teaching assistants to assist teachers in designing learning activities and materials to facilitate implementation of different modes of Chinese learning activities for NCS students;
 - Solicit support from other professionals through hire of professional services, including collaboration with non-governmental organisations, to implement diversified modes of activities to create an inclusive learning environment in schools, and encourage NCS students and local students to learn and grow together to facilitate NCS students’ integration into school life and mastery of

- the Chinese language through peer support;
- Employ ethnic minority assistants or procure translation services⁸ as appropriate to strengthen communication with NCS parents (including translation of school circulars, introducing school policy and administrative arrangements, etc.), whereby NCS students' Chinese learning would be better supported through home-school cooperation;
- Purchase learning and teaching materials and develop self-learning materials to facilitate NCS students' learning of Chinese; and
- Arrange professional development for teachers to enhance their awareness and capability in supporting NCS students.

Accounting Arrangements

3. The additional funding should be deployed for the specific purpose. Schools should compile a separate ledger to handle all income and expenditure of the additional funding. Aided schools (including special schools) and caput schools should observe the requirements as stipulated in the relevant circulars and letters calling for preparation for and submission of audited annual accounts for EDB's scrutiny. For government schools, the additional funding will be provided in the form of budget allocation. The expenditure should be charged to a designated account and should not exceed the allocation in the respective financial year. All schools should also pay attention to the prevailing ordinances, regulations and circulars related to employment, procurement of services and handling of accounts, etc.
4. Schools are encouraged to fully utilise the additional funding provided each year to cater for the needs of the NCS students of the school year. Hence, substantial surplus in this regard is not expected. However, schools may need to accumulate experience and adjust the strategies and modes of support to meet the needs of individual NCS students at the initial stage of implementing the support measures as announced in the 2014 Policy Address for enhancing Chinese learning and teaching for NCS students. Aided schools (including special schools), DSS schools and caput schools are allowed to carry forward the surplus of the additional funding (including that carried forward from or before the 2013/14 school year) to a level of the current year's provision. Schools are required to return any surplus in excess to the EDB. In this regard, the EDB will claw back any excess surplus based on the audited annual accounts. Government schools are allowed to carry forward the surplus to a level up to the total allocation of the current financial year to the next financial year with any excess surplus to be lapsed at the end of the financial year. The EDB will review the afore-mentioned arrangement as appropriate.

⁸ For reference, the CHEER Centre funded by the Home Affairs Department provides interpretation services on ethnic minority languages.

Annex 3

Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students Briefing Sessions

To: Education Commission and Planning Division (Fax: 2537 4591)

Please return on or before 11 June 2014 or register via the Training Calendar System.

I and/or my representative(s)* will attend the following briefing session(s) (Please indicate your choice of session by putting a 「√」 in the appropriate) :

Date and Time	Content	Venue	Participant(s)
<input type="checkbox"/> 13 June 2014 (Friday) 3:00 to 4:30 p.m. (Course ID: ECP020140025)	- Details of the additional funding to schools (ordinary schools)	Liu Po Shan Memorial College Address: Luk Yeung Sun Chuen, Tsuen Wan, N.T. (Exit C, Tsuen Wan MTR Station)	1. Mr/Ms* _____ (Post : _____) 2. Mr/Ms* _____ (Post : _____)
<input type="checkbox"/> 20 June 2014 (Friday) 2:30 to 5:00 p.m. (Course ID: ECP020140026)	- Details of the additional funding to schools (ordinary schools) - Creation of an inclusive learning environment in schools: Race Discrimination Ordinance and related matters	St. Paul's Convent School Address: 140 Leighton Road, Causeway Bay, HK (Exit F1, Causeway Bay MTR Station):	1. Mr/Ms* _____ (Post : _____) 2. Mr/Ms* _____ (Post : _____)
<input type="checkbox"/> 27 June 2014 (Friday) 3:00 to 4:30 p.m. (Course ID: ECP020140028)	- Details of the additional funding to schools (special schools)	Lutheran School For the Deaf Address: 89 Hing Shing Road, Kwai Chung, N.T. (Exit D, Kwai Fong MTR Station)	1. Mr/Ms* _____ (Post : _____) 2. Mr/Ms* _____ (Post : _____)

Signature of Principal: _____

Name of Principal: _____

Name of School: _____

Contact Person: _____

Contact Tel. No.: _____

* Please delete as appropriate.