

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 56/2017

From : Secretary for Education

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

Ref. : EDB(QA/SBSK)/ADM/50/1/1

Date : 31 March 2017

Briefing and Application for School-based Support Services, University-school Partnership Projects and Sharing Networks (2017/18) 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 offered by Education Bureau (EDB) in the 2017/18 school year.

Details

2. The school-based support services (SBSS), partnership projects and sharing networks are formulated in line with the recommendations of the Kindergarten Education Curriculum Guide (2017) to promote the development of quality kindergarten education. Through organised and frequent interactions amongst the school support officers, teachers and principals, and professional collaboration with professionals and experienced teachers, it is expected that the professional knowledge and capacity of the participants will be enhanced and related learning and teaching resources will be developed. Support services will also be provided under more diversified modes, e.g. professional learning communities, thematic networks, and under different funds/resources to sustain school development.

3. In alignment with the curriculum initiatives, the SBSS for the 2017/18 school year are listed below. For details of the respective services, please refer to Annexes I - III.

Annex I

On-site Professional Support Services

- Facilitating Learning through Free Play
- Catering for the Learning Needs of Non-Chinese Speaking Children
- Promoting the Language Development of Children
- Enriching Children’s Early English Exposure
- Broadening Children’s Social Experience

Annex II **Mainland-Hong Kong Teachers Exchange & Collaboration Programme**

- Fostering Children’s Physical and Health Development
- Implementing Diversified Arts Activities

Annex III **University-School Support Programmes**

- Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students
- Play-Learn-Grow in Hong Kong Kindergartens
- Starting Strong from Early Years: Learning through Play

4. Most of the SBSS will normally last for one year, or stated otherwise. Each kindergarten may apply for a maximum of two SBSS in order of their preference. To step up the support for kindergartens admitting non-Chinese speaking (NCS) children, kindergartens may apply for the NCS-related support services as an **additional** service on top of the two preferences they intend to apply.

5. Apart from the above SBSS, the Quality Education Fund (QEF) also provides three QEF Thematic Networks (QTNs) relating to kindergartens. For details of the QTNs, please refer to Annex IV.

Annex IV **Quality Education Fund Thematic Networks**

- Utilising “Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong” for Effective Chinese Learning
- Parent Education: Healthy Start@ School Programme (HSS)
- Positive Education for Whole Child Development

6. The School-based Support (Kindergarten) Section and the QEF Secretariat will introduce the above support services at the briefing session to be organised on **8 April 2017** (Saturday). The briefing session will give kindergartens a more comprehensive idea on the various support services catering for their needs. For details and enrolment of this event, please refer to the Training Calendar on the EDB website (Course ID: QA0020170081).

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

may apply for the above support services (Annexes I-III) via the EDB website starting from **10 April 2017 to 7 May 2017**. Late application will not be accepted. Individual kindergartens have been informed of the application details together with the login identity and password for the on-line application on **30 March 2017**. Results of the allocation will be announced on **14 June 2017**. For the application for the QTN, please refer to Annex IV for details.

Enquiries

8. For enquiries, please contact Ms FU Hoi-ling at 2152 3646 of the School-based Support (Kindergarten) Section (for Annexes I-III) or Ms Yvonne TANG at 2123 6039 of the QEF Secretariat (for Annex IV).

Ms LI Mei-fun
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

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

Facilitating Learning through Free Play

- To help teachers organise various kinds of play for children to gain new knowledge through exploration
- To strengthen teachers' role in facilitating children's learning at play
- To assist teachers in evaluating children's performance during free play so as to inform the school curriculum

Catering for the Learning Needs of Non-Chinese Speaking Children

- To enhance teachers' awareness of the needs of Non-Chinese speaking children and to help kindergartens promote the culture of inclusion and social integration
- To assist teachers in identifying the learning difficulties of Non-Chinese speaking children, and to devise appropriate activity plans with due regards to the transition to primary schools
- To facilitate the professional collaboration and experience sharing among participating teachers

Promoting the Language Development of Children

- To enhance teachers' understanding of the relationship between language development and cognitive development, and to place high value to cultivating children's listening and speaking abilities
- To create an authentic and effective language learning environment and make the appropriate use of learning materials in support of children's language learning
- To design integrated learning activities for enriching children's language experiences with due emphasis on the transition to primary schooling

Enriching Children's Early English Exposure

- To enhance teachers' professional capacity and knowledge in facilitating children to develop their interest in learning the English language
- To create an effective learning environment so as to encourage children using simple English in communication

On-site Professional Support Services
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- To help teachers organise fun-filled and meaningful English activities with due regards to the transition to primary schooling

Broadening Children’s Social Experiences

- To enhance teachers’ professional knowledge in the social development of children
- To strengthen teachers’ capability in facilitating children’s social interaction with each other and their gradual formation of positive attitudes and social morality
- To devise appropriate programmes for helping children understand their roles and responsibilities in the family, school, society and country

2. Modes of Support

School development officers will work together with the kindergartens and conduct regular collaborative lesson planning, lesson observation and post-lesson discussion on the selected focus of support. Flexible modes of collaboration can be arranged according to the school’s needs. They will organise professional development activities and encourage participating kindergartens to share their school-based experiences.

3. Expectations on Participating Kindergartens

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

- make arrangement for teachers concerned to attend all related professional activities;
- share with other teachers at schools their experience and resources, e.g. children observation records, lesson plans, reflective journals and children’s work (*The copyright of these materials will be co-owned by EDB and the kindergartens concerned. 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 in developing school-based curriculum materials; and
- share with teachers of other kindergartens their outcomes, experiences and resources.

4. Point to Note

The duration of the support service normally lasts for one school year.

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

1. Areas of Support

- Fostering Children’s Physical and Health Development
- Implementing Diversified Arts Activities

2. Foci of Support

Fostering Children’s Physical and Health Development

- To strengthen teachers’ awareness of the importance of physical fitness and mental health and to help them acquire the related professional knowledge
- To devise a variety of physical play and health programmes to enable children to develop their imagination and creativity in use of their sensorial exploratory functions
- To cultivate children the development of a healthy lifestyle and foster their physical development

Implementing Diversified Arts Activities

- To develop school-based curriculum with focus on music, drama, dance and visual arts etc., which includes the formulation of objectives and strategies in learning and teaching
- To enhance teachers’ professional capacities in related areas for cultivating children’s aesthetic sensitivity, imagination, creativity and communication skills
- To provide children with ample opportunities to participate in different arts activities and to enjoy the fun

3. Modes of Support

During the project period, kindergartens will participate in the central workshops to be conducted by the Mainland expert teachers to acquire the respective focal points of learning and the necessary teaching skills. The Mainland expert teachers will pay regular visits to the schools to co-develop children’s physical fitness and health programmes or diversified arts activities with the school teachers through various means of collaboration, including activity planning, class observation and post-activity discussion.

4. Expectations on Participating Kindergartens

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

- designate one teacher who can communicate in Putonghua as the main working partner and act as a bridge between the school and the Mainland expert teachers;

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

- designate one teacher to work closely with EDB officer to lead and co-ordinate the project;
- provide the Mainland expert teachers with adequate resources and support, including IT facilities, work space and stationery, etc.;
- arrange time for teachers concerned to attend the sharing or collaboration activities such as collaborative activity planning, peer class observation and post-activity discussions, etc.;
- share the project outcomes, experiences and resources such as activity plans, teaching materials, children's works with other teachers in the sector. (*The copyright of these materials will be co-owned by EDB and the kindergartens concerned. EDB reserves the right to compile and refine the materials before disseminating them for educational purposes*); and
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials.

5. Points to Note

- Mainland expert teachers are not responsible for taking up any teaching duties in schools.
- Mainland expert teachers mainly use Putonghua as the medium of communication.

University-School Support Programmes

Programme Title: Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students

1. Support Service Coordinator

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

2. Support Service Provider

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

3. Areas of Support

- To enhance the professional capability of teachers in the teaching of the Chinese language for Non-Chinese Speaking (NCS) students with a view to improving the Chinese language learning effectiveness of NCS students in kindergarten and lower primary (P1 - P3) classes in Hong Kong
- To nurture teachers as curriculum leaders

4. Foci of Support

- To develop effective transition strategies in the teaching of Chinese to NCS students and to support the design of transition activities for helping NCS students to enhance their ability of using Chinese as well as to get familiar with primary school and adapt to a new school life
- To support primary teachers in the optimisation of the Chinese school-based curriculum (P1 - P3) with reference to Chinese Language Curriculum Second Language Learning Framework (NLF) and related theories

5. Modes of Support

The programme will offer intensive on-site support services and professional development programmes through Seed Schools and Network Schools:

University-School Support Programmes

Seed Schools	Network Schools
<ul style="list-style-type: none"> • Offering intensive on-site support to schools in developing and optimising their school-based curriculum through collaborative lesson planning meetings (about once every two weeks), classroom observations, and post-observation discussions with teachers. • Providing training on social skills and stress management for NCS students to help them integrate into school life. • Providing a comprehensive Chinese learning experience for NCS students through activities that connect primary, secondary, and post-secondary students, and helping parents understand the learning of P1 students. • Utilising effective assessment tools to know more about students' language learning issues and their learning progress. 	<ul style="list-style-type: none"> • To offer non-intensive consultancy services to schools on a need basis. • To establish professional learning communities for curriculum leaders and teachers with themes according to participants' needs, for example: <ol style="list-style-type: none"> (1) Picture book teaching for growth and adjustment (2) Stress management for teachers and students (3) Social skills training for students
<ul style="list-style-type: none"> • To establish a platform for inter-school professional exchange among curriculum leaders and core teachers in kindergartens and primary schools • To organise seminars, provide information about primary education, and establish topical discussion groups for the parents of NCS students in order to better support their children's adjustment to primary school life 	

6. 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 to 3 teachers and appoint a coordinator (e.g. a member from the managerial team, PSMCD or teacher-in-charge) to collaborate with the university programme team and to coordinate programme-related matters;
- facilitate the arrangement of collaborative lesson planning meetings, lesson observations, post-observation discussions, and inter-school knowledge exchange sessions for participating teachers (on a need basis for network schools);

University-School Support Programmes

- assist in data collection to facilitate the analysis of students' learning effectiveness (Information to be collected may include students' assignments etc.);
- appoint teachers to attend professional development programmes held on weekdays or Saturdays and to apply theories to classroom practice;
- attend professional exchange activities, such as joint-school activities or conferences, and be willing to disseminate effective school-based experiences; and
- observe strictly their legal obligations and, in all cases, comply with Copyright Ordinance, and to use school-based curriculum materials for educational purposes only.

7. Points to Note

- Since the Education Development Fund will expire at the end of August 2019, this last batch of the USP will provide support services to successful school applicants for 1 year and 7 months (i.e. from August 2017 to February 2019). For the 2018/19 school year, kindergartens allocated with the following services may still apply for a maximum of two SBSS (irrespective of any additional NCS-related support service) in light of schools' needs. EDB will continue to utilise different existing funds to provide the SBSS to meet the needs of kindergartens.
- Teaching and learning materials developed in the programme will be used for professional exchange purposes.

8. Enquiries

Programme person-in-charge: Dr CHEUNG Wai-ming

Contact person: Ms Elaine WONG

Telephone number: 3917 4147

E-mail: ewyl@hku.hk

University-School Support Programmes

Programme Title: Play-Learn-Grow in Hong Kong Kindergartens

1. Support Service Coordinator

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

To provide professional support to the pre-primary education sector for strengthening their professional leadership and enhancing teachers' professional capacity in designing and implementing play-based curriculum for fostering whole-child development

4. Foci of Support

- To enhance the principals and senior teachers' capabilities to act as curriculum leaders so that they can set school directions and curriculum in play-based learning for fostering whole-child development
- To provide professional support to teachers for development and implementation of play-based curriculum so that children's potential can be stretched
- To promote school-family partnership for facilitating whole-child development through play-based learning
- To facilitate experience sharing for building professional learning communities within and outside schools

5. Modes of Support

- Workshops for school leaders and teachers conducted by university professors, school development team and external frontline consultants
- Regular on-site visits by school development team (about 18 visits within 19 months of support)
 - Understanding and giving advice on school-based curriculum development and the design of learning and teaching
 - Leading collegial module planning and post-observation discussions
 - Training senior teachers/curriculum leaders to lead collegial module planning

University-School Support Programmes

- and post-observation discussions for schools' sustainable development
- Organising workshops for parents so that they can work with the teachers in facilitating play-based learning for whole-child development
- Forming professional learning communities through clustered professional sharing activities for schools

6. 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 to 3 teachers** and assign one teacher-in-charge to liaise with the university programme team;
- be open and receptive to external professional support;
- have very strong commitment to promoting play-based curriculum for whole-child development;
- provide administrative facilitation such as arranging time for discussion, collegial module planning and peer classroom observations;
- upload the instructional design to the programme website for sharing with partner schools;
- establish a school portfolio showing programme progress and reflections for knowledge management and experience sharing;
- be willing to share with teachers within and outside schools for building professional learning community; and
- observe strictly their legal obligations, in all cases, comply with Copyright Ordinance in developing school-based learning and teaching materials.

7. Point to Note

Since the Education Development Fund will expire at the end of August 2019, this last batch of the USP will provide support services to successful school applicants for 1 year and 7 months (i.e. from August 2017 to February 2019). For the 2018/19 school year, kindergartens allocated with the following services may still apply for a maximum of two SBSS (irrespective of any additional NCS-related support service) in light of schools' needs. EDB will continue to utilise different existing funds to provide the SBSS to meet the needs of kindergartens.

8. Enquiries

Contact person: Ms WONG Nga-chi, Lesley

Telephone number: 3943 9420

E-mail: lesleywong@cuhk.edu.hk

University-School Support Programmes

Programme Title: Starting Strong from Early Years: Learning through Play

1. Support Service Coordinator

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

2. Support Service Provider

Early Childhood and Elementary Education Division, School of Continuing Education, Hong Kong Baptist University (HKBU-SCE-ECEED)

3. Areas of Support

To provide professional support to the pre-primary education sector for enhancing the professional capacity of teachers in developing play-based learning activities

4. Foci of Support

- To provide professional support on adopting learning through play as recommended in the “Kindergarten Education Curriculum Guide (2017)”
- To equip frontline kindergarten teachers with play-based learning strategies
- To encourage schools to help parents understand and support the importance of play-based learning through parent education

5. Modes of Support

- On-site school-based support
 - needs analysis
 - observation and evaluation of play activities
 - programme review
- Professional development activities
 - seminars on play-based learning
 - sharing sessions

6. 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 to 3 teachers** and assign one teacher-in-charge to liaise with the university programme team;

University-School Support Programmes

- work closely with the university programme team in the programme activities including needs analysis, professional development, observation and evaluation of play activities, programme review and sharing of support experience;
- organise workshop(s) for parents of their own schools after the completion of the play-based support programme;
- share their activity plan samples for discussion during and after the programme; and
- observe strictly their legal obligations, in all cases, comply with Copyright Ordinance in developing school-based learning and teaching materials.

7. Points to Note

- Since the Education Development Fund will expire at the end of August 2019, this last batch of the USP will provide support services to successful school applicants for 1 year and 7 months (i.e. from August 2017 to February 2019). For the 2018/19 school year, kindergartens allocated with the following services may still apply for a maximum of two SBSS (irrespective of any additional NCS-related support service) in light of schools' needs. EDB will continue to utilise different existing funds to provide the SBSS to meet the needs of kindergartens.
- The programme activities shall be conducted mainly in Cantonese. The teaching materials shall be in Chinese, supplemented with English where necessary.
- Video samples will be collected from each participating school for activity evaluation.

8. Enquiries

Programme person-in-charge: Dr Amelia LEE

Contact person: Ms Karen NG

Telephone number: 3411 1992

E-mail: sceceed@hkbu.edu.hk

Quality Education Fund Thematic Networks

1. Areas and Foci of Support

Theme and Coordinator	Foci of Support Service
<p>(1) Utilising “Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergarten in Hong Kong” for Effective Chinese Learning</p> <p><i>Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong</i></p>	<p>Through school-based on-site support, learning community activities and teacher training workshops, this QTN aims at enhancing teachers’ professional capacity in planning assessment, learning and teaching, and adapting or developing school-based curriculum by making reference to the developed “Chinese Language Learning Progression Framework for Non-Chinese Speaking (NCS) Children in Kindergartens in Hong Kong” so as to enhance NCS children’s learning of the Chinese Language.</p>
<p>(2) Parent Education: Healthy Start @ School Programme (HSS)</p> <p><i>Tung Wah Group of Hospitals - Youth and Family Services Section</i></p>	<p>This QTN aims at empowering teachers and parents to promote holistic healthy life styles for their pre-primary children, including physical, cognitive and psychosocial aspects. In addition to teacher training, the main feature of the QTN is the training of parents to become the family ambassadors to conduct home visit programme and work in collaboration with the kindergartens to facilitate healthy life styles for their children.</p>

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<p>(3) 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>
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2. Points to Note

- The Quality Education Fund Thematic Networks (QTNs) aim at disseminating good educational practices derived from Quality Education Fund (QEF) projects and promoting professional sharing through networking different kindergartens and educational bodies for sustainable development and capacity building of kindergartens. Starting from 2017/18 school year, the scope of QTN will be expanded to cover (i) initiatives not necessarily funded by QEF and/or outstanding/award-winning schools/organisations; and (ii) built-on projects run by the QTN coordinators with promising track record to meet the prevailing needs of the education sector. For details of the QTNs, please refer to the QEF Cyber Resource Centre (<http://qcrc.qef.org.hk/>).
- The support services under the three QTNs (either currently in operation or to be commenced in the 2017/18 s.y.) are provided by the respective Coordinators and the mode of support varies. The support services for the 2017/18 s.y. have not been finalised. Invitation to join the QTNs will be sent to schools direct by the QTN Coordinators.
- For enquiries, please contact Ms Yvonne TANG of the QEF Secretariat at 2123 6039.