

## **EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 32/2020**

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	: 25 March 2020		

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### **School-based Support Services (2020/21) 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 the Education Bureau (EDB) in the 2020/21 school year.

#### ***Details***

2. The school-based support services (SBSS) are designed to align with the latest development in education and address the needs of the schools 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. Support services will be provided under diversified modes, e.g., through professional learning communities, thematic networks, etc., and under different funds/resources to sustain school development.
3. The support foci of SBSS and services for the 2020/21 s.y. are listed below. Please refer to Annexes I to V for details.

#### **Support foci**

- To address learner diversity (including non-Chinese speaking (NCS) children)
- To enhance the interface between kindergarten and primary education
- To promote reading and learning through play

- To develop curriculum leadership and effective pedagogical strategies
- To cultivate a caring and supportive learning environment
- To nurture positive values and attitudes in children

### **Support services**

Annexes	Support Services	Areas
I	On-site Professional Support Services	<ul style="list-style-type: none"> <li>• Fostering Children's Moral Development</li> <li>• Promoting the Language Development of Children through Reading</li> <li>• Promoting Learning through Free Play</li> <li>• Cultivating Children's Exploratory Spirit (Nature and Living)</li> </ul>
II	Mainland-Hong Kong Teachers Exchange and Collaboration Programme	<ul style="list-style-type: none"> <li>• Implementing Diversified Visual Arts Activities</li> <li>• Implementing Diversified Music Activities</li> </ul>
III	Professional Learning Communities	<ul style="list-style-type: none"> <li>• Catering for Learner Diversity among NCS Children</li> <li>• Implementing Free Play to Promote Children's Learning through Exploration</li> <li>• Implementing Diversified Physical Activities</li> </ul>
IV	Supporting Non-Chinese Speaking (NCS) Students in Learning Chinese <sup>1</sup>	<ul style="list-style-type: none"> <li>• Growth with Ease: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students</li> <li>• Gearing Up Schools and Parents - Supporting Non-Chinese Speaking Kindergarten Students in Learning Chinese</li> </ul>

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<sup>1</sup> This programme is arisen from the initiatives on strengthening support for ethnic minorities announced in the 2018 Policy Address. It aims at providing school-based professional support services to schools on enhancing the professional capacity of teachers for helping NCS students learn Chinese.

V	Quality Education Fund Thematic Network – Tertiary Institutes <sup>2</sup>	<ul style="list-style-type: none"> <li>• Play-Learn-Grow in Hong Kong Kindergartens</li> </ul>
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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-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 schools 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"> <li>• Promoting Wellness in School</li> <li>• Positive Education for Whole Child Development</li> </ul>

6. In view of the novel coronavirus 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. Schools can visit the EDB website (<http://www.edb.gov.hk/sbss>) during the period from **1 April 2020 to 3 May 2020** 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. Interested kindergartens may apply for the support services (Annexes I to V) via the EDB website starting from **3 April 2020 to 3 May 2020**. 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 **12 June 2020**.

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<sup>2</sup> 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 institute will provide schools with diversified professional support services to cater for different schools' development needs.

***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

<b>On-site Professional Support Services</b>
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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:

Fostering Children's Moral Development (Code Number for On-line Application<sup>3</sup>: 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 to respect and appreciate others
- To develop children's understanding of family, school, society and country and help them understand their roles and responsibilities in different aspects of life
- To cater for learner diversity among NCS children (if applicable)

Promoting the Language Development of Children through Reading

(Code Number for On-line Application<sup>3</sup>: 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 Application<sup>3</sup>: W3)

- To help kindergartens implement free play for children to construct knowledge, acquire skills and cultivate positive values and attitudes, taking into consideration the curriculum aims
- To strengthen teachers' roles in facilitating children's learning through free play

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<sup>3</sup> 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**

- To help teachers observe and analyse children's performance during play so as to inform the school-based curriculum development
- To cater for learner diversity among NCS children (if applicable)

**Cultivating Children's Exploratory Spirit (Nature and Living)**

(Code Number for On-line Application<sup>3</sup>: W4)

- To help kindergartens organise activities with exploratory elements and 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 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 Kindergartens**

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 all related professional development activities, including meetings, interschool visits, etc.;
- participate in interschool visits actively, and open classrooms for lesson observations 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

<b>On-site Professional Support Services</b>
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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.

**Mainland-Hong Kong Teachers Exchange & Collaboration Programme****1. Areas and Foci of Study**Implementing Diversified Visual Arts Activities

(Code Number for On-line Application<sup>3</sup>: X1)

- To strengthen teachers' understanding of children's aesthetic development and make good use of children's works of art 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

Implementing Diversified Music Activities (Code Number for On-line Application<sup>3</sup>: X2)

- To strengthen teachers' understanding of children's aesthetic development and implement activities such as singing, rhythm with movement, music appreciation, etc.
- To enhance teachers' professional capacities in the learning area of Arts and Creativity so as to design diversified music activities for children to express their feelings, imagination and creativity

**2. Modes of Study**

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

**3. Expectations on Participating Kindergartens**

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 project;
- provide the MET with adequate resources and support, including IT facilities, work space, stationery, etc.;



<p><b>Mainland-Hong Kong Teachers Exchange &amp; Collaboration Programme</b></p>
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- nominate appropriate teachers to form a core group;
- 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 observations to provide a platform for professional sharing among teachers and broaden their horizons in teaching;
- give consent to support officer/MET 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.

<b>Professional Learning Communities</b>
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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/Mainland teachers (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 to enhance the quality of education. The details of the learning communities are as follows:

**Learning Community 1**

Study Area	Catering for Learner Diversity among Non-Chinese Speaking Children (Code Number for On-line Application <sup>3</sup> : Y1)
Study Focus	To cultivate an inclusive learning environment through diversified activities for the promotion of joyful learning of non-Chinese speaking children
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 <sup>3</sup> : Y2)
Study Focus	<ul style="list-style-type: none"> <li>To facilitate children's exploration and their development of creativity by creating a learning environment that is conducive to free play</li> <li>To cater for learner diversity among non-Chinese speaking children (if applicable)</li> </ul>
Support Officers	EDB school development officers

**Learning Community 3**

Study Area	Implementing Diversified Physical Activities (Code Number for On-line Application <sup>3</sup> : Y3)
Study Focus	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
Support Officers	METs and EDB school development officers ( <i>activities will mainly be conducted in Putonghua</i> )

<b>Professional Learning Communities</b>
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**2. Modes of Study**

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 Kindergartens**

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.

<p align="center"><b>Supporting Non-Chinese Speaking (NCS) Students in Learning Chinese</b></p>
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### 1. Areas of Support

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

### 2. Modes of Support

The project will offer intensive on-site support services and consultancy services to Seed Schools and Network 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
- 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 learning Chinese, according to the needs of the schools

### 3. Expectations on Participating Schools

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

<b>Supporting Non-Chinese Speaking (NCS) Students in Learning Chinese</b>
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- form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the school leadership, 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, workshops, etc., organised by 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, and to use the school-based learning and teaching materials of the project for educational purposes only.

#### **4. Points to Note**

- The duration of support services normally lasts for one year
- Please visit the EDB web page (<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)*

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

Contact person: Ms Elaine WONG

Telephone number: 3917 4147

E-mail: [ewyl@hku.hk](mailto:ewyl@hku.hk)

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

*(HKU School of Professional and Continuing Education)*

Programme person-in-charge: Dr TSE CHAN Po-wah

Contact person: Mr PAN Chi-chuen Ken

Telephone number: 3762 0972

E-mail: [ken.pang@hkuspace.hku.hk](mailto:ken.pang@hkuspace.hku.hk)

**Quality Education Fund Thematic Network – Tertiary Institutes  
(QTN-T)**

**Project Title: Play-Learn-Grow in Hong Kong Kindergartens** (Code Number for On-line Application<sup>3</sup>: 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 programme aims to provide professional support to the kindergarten education sector for strengthening their leadership development and enhancing teachers' professional capacity for designing and implementing play-based curriculum to foster whole-child development.
- 4. Foci of Support**
  - To enhance the capability of principals and teachers to act as curriculum leaders so that they can set curriculum directions in play-based learning to foster whole-child development
  - To provide professional support to teachers on the design and implementation of play-based curriculum so that children's potential can be stretched
  - To strengthen home-school partnership so as to facilitate whole-child development through play-based learning
  - 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, school development team and frontline consultants
  - Regular on-site visits are provided by school development team within 12-months of support:
    - Project Schools – approximately 14 visits to provide support on two cycles of design and implementation of teaching and learning, and training for senior teachers/ curriculum leaders to lead collegial module planning and post-observation discussions for schools' sustainable development

**Quality Education Fund Thematic Network – Tertiary Institutes  
(QTN-T)**

- Associate Schools – approximately 10 visits to provide support on one cycle of design and implementation of teaching and learning
- 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 play-based curriculum promoted by the school for whole-child development
- Professional learning communities through disseminating experiences and professional cluster sharing activities among schools will be formed

**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 university project team;
- participate in interschool visits actively, and be open and receptive to external professional support;
- have very strong commitment to promoting play-based curriculum for whole-child development;
- make necessary administrative arrangement such as arranging time for discussions, collegial module planning and peer classroom observations;
- give consent to the university project 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;
- observe strictly their legal obligations, in all cases, comply with the Copyright Ordinance; and
- share with the kindergarten sector the outcomes, experiences and resources.

**7. Points to Note**

- The duration of the support service normally lasts for one year
- Representatives of the participating schools must attend at least two quality



**Quality Education Fund Thematic Network – Tertiary Institutes  
(QTN-T)**

assurance meetings held in the school year with the Network Co-ordinating School and other participating schools on formulating strategies and work plans, etc.

- Participating schools should send representatives to attend the Territory-wide Dissemination session organised by the Quality Education Fund Thematic Network – Tertiary Institutes
- Please visit the EDB website (<http://www.edb.gov.hk/sbss>) for other points to note

**8. Enquiries**

- Programme person-in-charge: LI Mi Ying, Natalia (Dr.)
- Contact person: Ms FUNG Lai Kwan Quianne
- Telephone number: 3943 9404 (Dr. LI Mi Ying, Natalia), 3943 9409 (Ms. FUNG Lai Kwan, Quianne), 3943 9402 (Ms. LAW Hau Wai)
- E-mail: [nmyli@cuhk.edu.hk](mailto:nmyli@cuhk.edu.hk) (Dr. LI Mi Ying, Natalia)  
[lcfung@cuhk.edu.hk](mailto:lcfung@cuhk.edu.hk) (Ms. FUNG Lai Kwan, Quianne)  
[hwlaw@cuhk.edu.hk](mailto:hwlaw@cuhk.edu.hk) (Ms. LAW Hau Wai)

**9. Programme Website:** <http://play.fed.cuhk.edu.hk/>

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

<b>1. Promoting Wellness in School</b>  <i>(The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)</i>	This QTN aims at helping all participating schools develop into well-being-first schools where the well-being of children will be marked as a top priority. There is a 3-stage framework to initiate, build and nurture wellness education in schools through a holistic approach including biological, psychological and social aspects.
<b>2. Positive Education for Whole Child Development</b>  <i>(Centre for University &amp; School Partnership, Faculty of Education, The Chinese University of Hong Kong)</i>	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.

**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 web page (<https://qcrc.qef.org.hk/QTN?lang=en>)
- The support services under the QTNs are provided by the respective QTN Co-ordinators and the mode of support varies. The support services for the 2020/21 school year have not been finalised. Invitation will be sent direct

<b>Quality Education Fund Thematic Networks (QTNs)</b>
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to schools by the QTN Co-ordinators

- For enquiries, please contact Miss Allison WONG of the QEF Secretariat at 2123 6039