

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 20/2022

From : Secretary for Education
Ref. : EDB SBSK/1-50/1
Date : 20 April 2022

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

School-based Support Services (2022/23) 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 2022/23 school year (s.y.).

Details

2. The SBSS are designed to align with the latest development in education and address the needs of kindergartens in order to promote the development of quality education. Through organised and frequent interactions amongst the school support officers, teachers and kindergarten heads as well as exchange and 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 kindergartens. In order to foster whole-person development of children, promotion of reading and catering for learner diversity have been the essential foci in all SBSS. Learning elements of Chinese culture are also included with a view to developing children’s understanding of the country and fostering in them a sense of national identity.

3. The support foci of SBSS and services for the 2022/23 s.y. are listed below. Please refer to Annexes I to IV 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 develop children's understanding of the country and Chinese culture
- 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

Annex	Support Service	Area
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">• Enhancing Children's Understanding of Chinese Culture
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 Arts and Creativity Activities

IV	Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T)	<ul style="list-style-type: none"> • “Play, Learn, Grow” in Hong Kong Kindergartens • Gearing Up Schools and Parents – Supporting Non-Chinese Speaking Kindergarten Students in Learning Chinese • Growth Made Easy: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students
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4. The duration of SBSS normally lasts for one year. Each kindergarten may apply for a maximum of two SBSS based on its genuine needs. 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 ones.

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

Annex	Support Service	Area
V	Quality Education Fund Thematic Networks (QTNs)	<ul style="list-style-type: none"> • Positive Education for Whole Child Development • Promoting Wellness in School

6. Details of the above support services will be uploaded to the EDB website for kindergartens’ reference (<http://www.edb.gov.hk/sbss>) during the period from **28 April to 27 May 2022**.

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 in Annexes I to IV via the Online Application System (OAS) for SBSS (revamped version), which can be accessed through the Common Log-on System (CLO) (<https://clo.edb.gov.hk>) starting

from **29 April to 27 May 2022**¹. For applications for the QTNs, please refer to Annex V for details. Late applications will not be processed. Allocation results will be announced on **8 July 2022**. Kindergartens may check and download the results from the OAS (revamped version) between 8 July and 31 December 2022.

Enquiries

8. For enquiries about the school-based support services, please contact Mr IP Hon-pong at 2152 3137 of the School-based Support (Kindergarten) Section or the officers of the respective sections as set out in Annexes IV and V. For technical support on the OAS (revamped version), please contact Mr Sam LAI of the School-based Professional Support Section at 2152 3604. For enquiries about the CLO, please contact the CLO Helpdesk at 3464 0592 or by email at clo@edb.gov.hk.

Y C HUNG
for Secretary for Education

c.c. Heads of Sections – for information

¹ Schools may log on to the CLO using their Master School Administrator (MSA) or CLO School Administrator (CSA) username and password. Details of the OAS (revamped version) are available on the EDB website at <http://www.edb.gov.hk/sbss>.

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

The curriculum support 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 Application²: 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 for becoming good citizens
- To develop children's understanding of self, family, school, society and country and also their roles and responsibilities in different aspects of life, and introduce the Chinese culture with the aim to foster a sense of national identity among children
- 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 Application²: W2)

- To promote teaching strategies for reading picture books and design diversified language activities to enhance children's interest and ability in reading
- To encourage teachers to create opportunities for meaningful writing supplemented with drawing so that children may freely express their thoughts and ideas
- To create an authentic and interactive language environment for enriching children's language learning experiences and facilitating their language development with due emphasis on transition to primary schooling
- To help kindergartens strengthen the learning content of Chinese culture to

² For details of the school-based support services, please visit the EDB website at <http://www.edb.gov.hk/sbss>.

On-site Professional Support Services
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foster a sense of national identity among children

- To cater for learner diversity among NCS children (if applicable)

Promoting Learning through Free Play

(Code Number for On-line Application²: W3)

- To help kindergartens implement free play and increase the opportunities for children to participate in free exploration in accordance with the curriculum aims
- To strengthen teachers' roles in facilitating children's learning through free play, so as to help children cultivate positive values and attitudes as well as apply their knowledge and develop skills in related activities
- To help teachers observe and analyse children's performance during free play so as to inform the school-based curriculum development
- To promote reading and use other diversified teaching strategies to create favourable contexts with Chinese cultural elements for cultivating a sense of national identity among children
- To cater for learner diversity among NCS children (if applicable)

Cultivating Children's Exploratory Spirit (Nature and Living)

(Code Number for On-line Application²: W4)

- To help kindergartens organise appropriate activities with exploratory elements with the aim to sustain children's curiosity and exploratory spirit through the school-based curriculum
- To facilitate children to explore surroundings 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 develop problem solving skills
- To enhance children's understanding of the country by introducing its ancient inventions as well as innovation and technology; to instill in them the values and attitudes to respect, appreciate and cherish the environment and nature; and to guide them to learn self-discipline, obey rules and take good care of public property
- To cater for learner diversity among NCS children (if applicable)

2. Modes of Support

On-site Professional Support Services
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Curriculum support 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 experience.

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 (at least one member is the school curriculum leader);
- make necessary administrative arrangement for core group members to attend all related professional development activities, including meetings, interschool exchange activities, etc.;
- participate in interschool exchange activities 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 curriculum support officers to collect video clips and photos of learning activities, teachers' reflections, children's work, etc., for the purposes of internal discussion;
- encourage core group members to share with their fellow teachers their experience and resources (The copyright of these materials will be co-owned by the EDB and the kindergartens concerned. The EDB also 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, experience 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

Enhancing Children's Understanding of Chinese Culture

(Code Number for On-line Application²: X1)

- To help teachers strengthen the learning elements of the curriculum relating to the understanding of the country and Chinese culture
- To promote reading and use diversified teaching strategies to help children understand, appreciate and respect the country and Chinese culture, as well as cultivate in them a sense of national identity
- To develop children's reading interest and habit

2. Modes of Study

During the project period, kindergartens will participate in school-based professional development activities on respective learning and teaching skills to be conducted by the Mainland expert teachers (METs). The METs will station at schools regularly to co-develop diversified learning 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 MET's main working partner and act as a bridge between the school and the MET;
- nominate a teacher to work closely with the EDB curriculum support officer to lead and coordinate 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;
- make necessary administrative arrangement for core group members to attend all related professional development activities, including meetings, interschool exchange activities etc.;
- participate in interschool exchange activities 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 curriculum support officers/METs to collect video clips and photos of learning activities, teachers' reflections, children's work, etc., for

<p style="text-align: center;">Mainland-Hong Kong Teachers Exchange & Collaboration Programme</p>
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the purposes of internal discussion;

- encourage core group members to share with their fellow teachers their experience and resources (The copyright of these materials will be co-owned by the EDB and the kindergartens concerned. The EDB also 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, experience and resources.

4. Points to Note

- The METs are not responsible for taking up any teaching duties in school.
- The 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 curriculum support 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 ² : Y1)
Study Focus	<ul style="list-style-type: none"> • To cultivate an inclusive learning atmosphere through diversified activities for the promotion of joyful learning of NCS children so as to foster whole-person development • To create an authentic language environment for enhancing NCS children's interest and confidence in using Chinese with a view to facilitating their transition to primary schooling • To strengthen the Chinese cultural elements of the learning content and promote inclusiveness among Chinese speaking and NCS children with the aim of cultivating values and attitudes of respect and appreciation
Support Officers	EDB curriculum support officers

Learning Community 2

Study Area	Implementing Free Play to Promote Children's Learning through Exploration (Code Number for On-line Application ² : Y2)
Study Focus	<ul style="list-style-type: none"> • To foster children's exploratory spirit and creativity by enhancing teachers' skills in designing, leading and giving feedback on free play, as well as designing diversified activities in accordance with the curriculum aims and content

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	<ul style="list-style-type: none"> • To engage children's active participation in free play, and guide them to learn self-discipline, obey rules, take good care of public property, respect and appreciate others in the process for becoming good citizens • To promote reading and use other diversified teaching strategies to create favourable contexts for fostering whole-person development of children
Support Officers	EDB curriculum support officers

Learning Community 3

Study Area	Implementing Diversified Arts and Creativity Activities (Code Number for On-line Application ² : Y3)
Study Focus	<ul style="list-style-type: none"> • To strengthen teachers' understanding of children's aesthetic development and enhance their ability to organise diversified art and music activities • To nurture children's imagination and creativity, and enable children to express feelings through creating, presenting and appreciating arts • To enhance children's understanding and appreciation of the Chinese culture, as well as develop an interest in reading
Support Officers	METs and EDB curriculum support officers (<i>activities will mainly be conducted in Putonghua</i>)

2. Modes of Study

The EDB curriculum support officers/METs will conduct regular learning community activities for the participating kindergartens to explore effective learning and teaching strategies and share experience 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 (at least one representative is the school curriculum leader) to serve as core group members, and to participate in the learning community activities;
- make necessary administrative arrangement for core group members to attend

Professional Learning Communities
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all professional learning community activities;

- give consent to curriculum support officers/METs to collect video clips and photos of learning activities, teachers' reflections, children's work, etc., for the purposes of discussion in the learning communities;
- encourage core group members to share with their fellow teachers their experience 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 also 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, experience and resources.

4. Points to Note

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

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

1. Areas of Support

Project Title and Coordinating Organisation	Objective	Code Number for On-line Application ²
<p>“Play, Learn, Grow” in Hong Kong Kindergartens</p> <p><i>(Centre for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong)</i></p>	<ul style="list-style-type: none"> • To strengthen teachers’ professional capacity for designing and implementing learning through play to foster whole-person development • To encourage kindergartens to integrate reading into play to nurture children’s reading habits 	Z1
<p>Gearing Up Schools and Parents – Supporting Non-Chinese Speaking Kindergarten Students in Learning Chinese</p> <p><i>(HKU School of Professional and Continuing Education)</i></p>	<ul style="list-style-type: none"> • To enhance teachers’ professional capacity for teaching NCS children learn Chinese • To raise NCS parents’ awareness of the importance of their children in learning Chinese 	Z2
<p>Growth Made Easy: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students</p> <p><i>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)</i></p>	<ul style="list-style-type: none"> • To enhance teachers’ professional capacity for teaching NCS children learn Chinese • To facilitate NCS children’s smooth transition from kindergarten to primary education 	C2

2. Modes of Support

- On-site support including collaborative development of school-based curriculum and learning and teaching materials, collaborative lesson planning, lesson

<p>Quality Education Fund Thematic Networks – Tertiary Institutes (QTN-T)</p>
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observations and post-lesson discussions, workshops, professional exchange activities, etc. will be provided

- Cross-school professional development activities will be organised for teachers and learning communities will be formed to facilitate professional exchange through network activities

3. Expectations on Participating Schools

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

- have a strong desire and readiness to collaborate with the support team and other participating kindergartens with an aim to enhance learning and teaching effectiveness and facilitate child development
- nominate a core group or teacher-in-charge to closely collaborate with the support team and to make appropriate arrangement to facilitate teachers in participating in related collaborative and professional development activities
- attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and child work (The copyright of these materials will be owned by the Quality Education Fund.)
- 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 the support services normally lasts for one year
- Please visit the EDB website (<http://www.edb.gov.hk/sbss>) and the QEF website (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>) for details
- For enquiries, please contact Ms Kate WONG at 2152 3215 or Mr Leon LEUNG at 2152 3219 of the School-based Professional Support Section

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

Theme and Coordinating Organisation	Focus of Support
<p>1. 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>	<ul style="list-style-type: none"> • To promote positive education and culture so as to cultivate a positive attitude among children towards learning and life • To assist schools to strengthen home-school co-operation to foster whole child development • To promote professional sharing through networking different schools for enhancing teachers' professional development
<p>2. Promoting Wellness in School</p> <p><i>(The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)</i></p>	<ul style="list-style-type: none"> • To help participating schools develop into well-being-first schools where the well-being of children is the top priority • To incorporate mental wellbeing education into school curriculum so as to nurture and strengthen resilience of students in the biological, psychological and social aspects

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 website (<https://qcrc.gef.org.hk/en/fund/activity.php?cate=4>)
- The support services under the QTNs are provided by the respective QTN Coordinators and the mode of support varies. Invitation will be sent direct to schools by the QTN Coordinators
- For enquiries, please contact Miss Gigi YUEN of the QEF Secretariat at 2123 6039