



Parents'  
Pamphlet



## Knowing More About Children's Learning

Joyful Learning through Play  
Balanced Development All the Way



Curriculum Development Institute, Education Bureau  
The Government of the Hong Kong Special Administrative Region

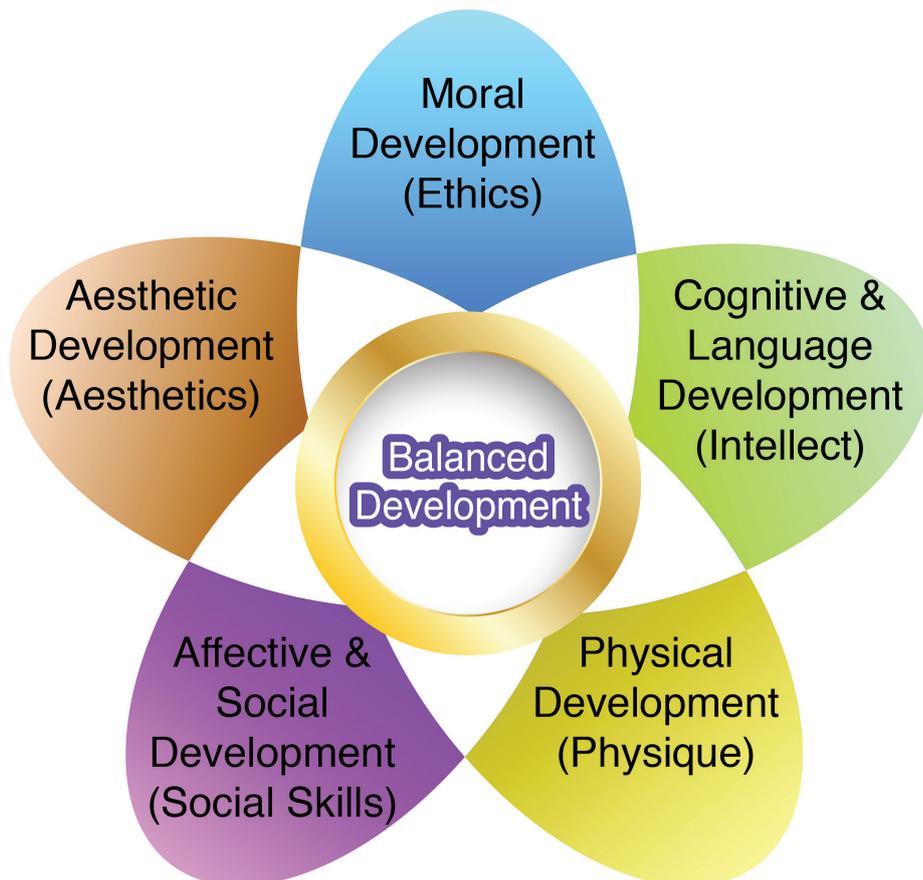
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# What are the characteristics of children?

- Children are **unique individuals** whose personalities, abilities, interests and paces of development are different.
- Children are **full of curiosity** and enjoy using senses to learn new things.
- Children use different modes of learning **based on their prior experiences and skills**.
- Children **love to play** and take an active role in exploration through playing, co-operating and imitating with their friends.

# What is the direction for the development of the Kindergarten Education curriculum?

“**Child-centredness**” is the core value of the Kindergarten Education curriculum. It promotes an age-appropriate and balanced development in children in the domains of **ethics, intellect, physique, social skills and aesthetics**.



# What are the aims of the Kindergarten Education curriculum?

- To foster children's
  - ❖ **balanced development** in the domains of **ethics, intellect, physique, social skills and aesthetics**
  - ❖ **good living habits** and development of **a strong and healthy body**
  - ❖ **interest** in learning, **inquisitive mind** and **eagerness to explore**
  - ❖ **positive values** and **attitudes**



# What are the personal qualities we expect of our children?

- Upon completion of kindergarten education, our children will be **healthy, happy, proactive, inquisitive, imaginative and willing to communicate with others.**

Kindergartens joining the “Kindergarten Education Scheme” should make reference to the relevant Curriculum Guide prepared by the Curriculum Development Council in **planning a school-based curriculum that suits children’s development, and deploy appropriate learning and teaching strategies** to nurture children and achieve the curriculum aims mentioned above.

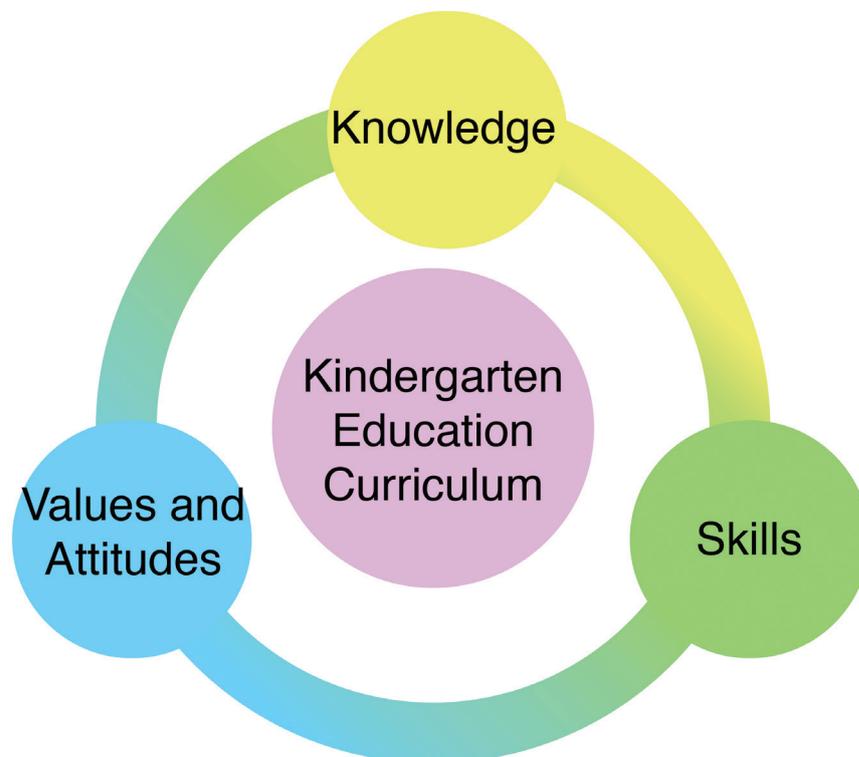


## What makes an environment conducive to children's learning?

- Children should learn in an **accepting, encouraging and supportive environment**.
- To non-Chinese speaking (NCS) or newly-arrived children, gradual understanding and adapting to local lifestyle and culture can help them integrate into kindergarten and community life at an early stage.

## What do children learn in kindergartens?

The Kindergarten Education curriculum framework is comprised of three interconnected components, namely “**Values and Attitudes**”, “**Skills**” and “**Knowledge**”, and covers six learning areas including “**Self and Society**”, “**Nature and Living**”, “**Physical Fitness and Health**”, “**Arts and Creativity**”, “**Early Childhood Mathematics**” and “**Language**”.



# How do children learn in kindergartens?

## Integrated approach and real-life themes

- Unlike primary and secondary schools, **the curriculum in kindergartens does not include the teaching of subjects**. Instead, it takes into consideration children's interests, paces of development, abilities and prior knowledge. Through using **real-life themes** such as topics related to children's lives, integrating and connecting the contents of different learning areas, and incorporating life experiences, children's interest in learning is gradually enhanced and learning becomes meaningful as children can put into practice what they have learned.

## Learning through play

- Designing appropriate and diversified play in the classroom is the main learning and teaching strategy and can enhance children's learning motivation and interest, **facilitate their cognitive, physiological and psychological development in various aspects** such as communication skills, problem-solving skills, creative thinking, physical development, and foster positive values and attitudes.

## Interesting language activities

- **Taking into account children's developmental needs and language ability**, kindergartens can make use of resources from daily life and provide a language-rich environment. Through interesting listening and speaking activities such as singing children's songs, listening to stories and daily conversation, kindergartens can also help **children develop confidence in using language and communication with others**. For the development of children's fine motor skills, it is only appropriate for children to learn to hold a pencil and write from K2. Therefore, **parents should not require their children attending K1 to hold a pencil and write**.

The EDB website provides information on services related to Kindergarten Education. Path: EDB Website ([www.edb.gov.hk](http://www.edb.gov.hk)) > Education System and Policy > Kindergarten Education > About Kindergarten Education

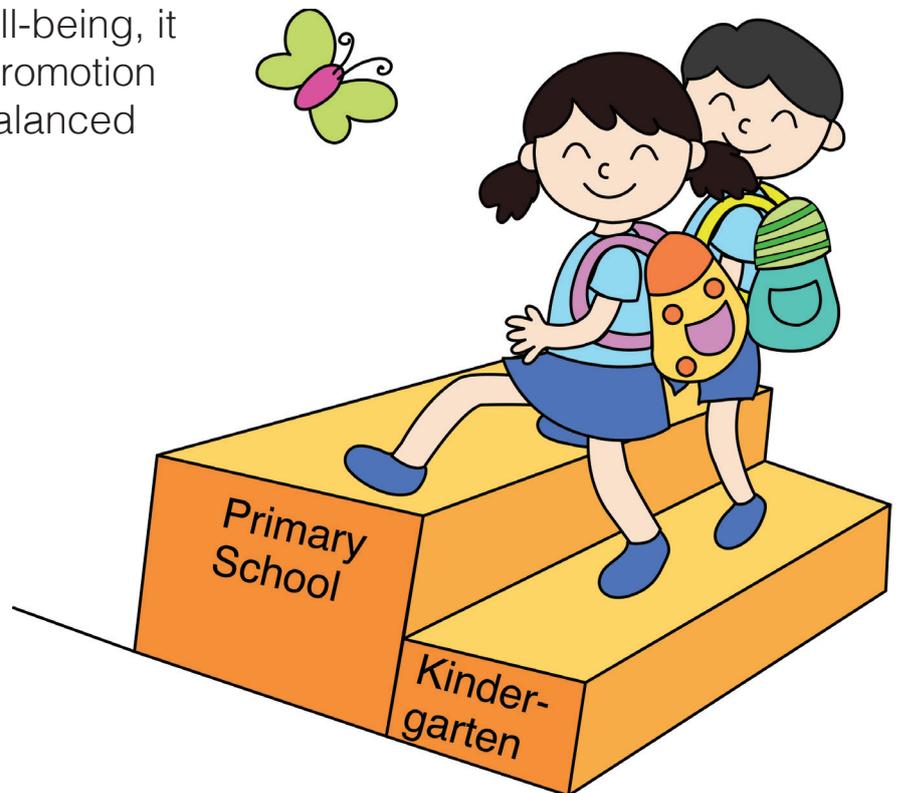


# How can parents collaborate with kindergartens and help children grow up healthily and love learning?

- Parents' **expectations on children, parenting styles, daily communication and arrangement for leisure activities** will all have profound impact on children's learning and development.
- In daily life, parents can foster children's **self-care abilities, living habit and healthy lifestyle** step by step. For example, parents may teach their children to pack their schoolbags and clean up their toys, tidy up and put on clothes and shoes, not to be picky eating, develop an interest in reading and a habit of exercising, and have regular routines for sleep and work.



- Before children are admitted to Primary One, parents can participate in activities related to the interface between kindergarten and primary education held by related kindergartens and primary schools to understand the life and modes of learning at Primary One. They can also tell the schools if they have any worries. Parents **should not require kindergarten children** to learn the curriculum for primary schools, **dictate difficult words in advance, recite or rote learn contents** or **have mechanical copying** as it may undermine children’s learning interest and affect their physiological and psychological development. It is also not desirable for parents to arrange their children to attend “interview class” or “tutorial class” in preparation for promotion to Primary One as children will feel the pressure and lose interest in sustainable learning.
- If parents **agree with the aims of the Kindergarten Education curriculum**, participate actively in talks and workshops for parents as well as parent-child activities organised by schools or community, and work closely with teachers and pay close attention to children’s well-being, it will be beneficial to the promotion of comprehensive and balanced development of children.



For measures related to the interface between kindergarten and primary education, please visit the EDB website ([www.edb.gov.hk](http://www.edb.gov.hk)) and download the booklet “A Quick Guide to Interface between Kindergarten and Primary Education” (English version to be provided) for reference.

