

Title of School-based Support Service (On-site Support) (2025/26):
Quality Education Fund Thematic Networks – Designated
Themes: Growth Made Easy: Effective Learning and Teaching of
Chinese and Smooth Transition

<p>Online Application Code B2</p>
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1. Objectives

The support service aims to:

- Enhance curriculum leadership and the professional level of the teaching team of participating schools through a train-the-trainer approach with a focus on curriculum leadership
- Support the **learning and teaching of Chinese in kindergartens and primary schools** and facilitate **smooth transition between various levels**; encourage schools to promote the latest curriculum initiatives, including the promotion of **Chinese culture** and the cultivation of **priority values and attitudes**, and to implement and consolidate various teaching strategies
- Enhance the effectiveness of curriculum leadership in schools and promote collaboration and reflection among the teaching team

2. Foci of Support

- To assist participating schools in making school-based adjustments to the central curriculum set by the Education Bureau
- To strengthen the transition support in Chinese learning for students in various levels in participating schools
- To enhance the professional capabilities of teachers through on-site support and teacher training provided to participating schools
- To promote joint-school professional exchanges through professional network activities, such as teacher learning communities

3. Support Activities

- The core teaching team will participate in joint-school professional development activities to share and promote effective practices and resources to facilitate professional exchanges among schools
- **School-based curriculum development:** the support team will collaborate with the core teaching team through collaborative lesson planning meetings, lesson observations and post-observation discussions to develop a school-based curriculum that (i) is conducive to smooth transition between various levels (e.g. using effective methods for learning Chinese characters and picture book teaching), and (ii) aligns with the latest curriculum initiatives (e.g. reinforcing the elements of Chinese culture, priority values and attitudes, reading across the curriculum and blended learning), and to encourage schools to implement and consolidate various teaching strategies
- **Teachers' learning community:** the support team will establish a platform to promote professional exchanges among participating schools including in-depth discussions on topics related to Chinese language learning, kindergarten-primary transition, and training for curriculum leaders
- **Joint-school professional development activities:** the support team will organise joint-school professional development activities, including (i) professional talks; (ii) practical workshops; and (iii) experience sharing from participating schools in applying effective teaching strategies. The support team will assist the core teaching team in applying the teaching strategies in the classroom

- **Collaborative research:** the support team will conduct collaborative action research or lesson studies will be conducted to explore effective ways to help students learn Chinese
- Participating schools will 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

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating schools should:
 - appoint a curriculum leader to lead the core teaching team’s participation in this professional support service; to be responsible for liaising with the relevant support personnel and making specific arrangements for the support service
 - arrange for teachers to participate in school-based and joint-school activities organised by the support team
 - arrange a fixed venue and time slot (around 90 minutes) for collaborative lesson planning meetings to create a space for teachers to develop curriculum, encourage innovation, actively participate in discussions on curriculum development, collaborative lesson planning, classroom observations, lesson evaluations, and review students’ learning outcomes, etc., with the goal of strengthening the collaboration and communication among teachers. Support personnel will participate in the various phases and provide suggestions to promote teachers’ professional development
 - allow support personnel to collect materials including video clips and photographs of learning activities, teachers’ reflections, and student work during the support period for professional discussion
 - encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools. (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials
- **This support service is a “recommended service”.** Kindergartens and schools may apply for a maximum of two school-based support services, and they can also **additionally apply for this “recommended service”.**

5. Enquiries

Contact person:	Ms. WONG Yi-ling, Elaine
Support service coordinating unit:	Faculty of Education, The University of Hong Kong
Telephone number:	3917 4147
E-mail:	ewyl@hku.hk