

Reference Guide on Promoting National Education in Kindergartens through Home-school Co-operation

Parents play a pivotal role in fostering children’s whole-person development and facilitating their learning. To effectively implement national education in kindergarten (KG) stage, KGs should arrange relevant parent education or parent-child activities to equip parents with the necessary knowledge, skills and proper attitudes, and engage them to instil in young children a sense of belonging to our country, an affection for the Chinese people, a sense of national identity and a sense of responsibility as Chinese nationals through home-school co-operation.

Recommendations for Activity Content and Delivery Modes

2. When designing school-based activities, KGs can refer to the recommended activity content and modes of delivery listed below:

	Recommendation
Activity Content	<p>The Kindergarten Education Curriculum includes elements of national education. KGs are advised to communicate thoroughly with parents about the circumstances in promoting national education in KGs, so that parents can help consolidate and extend their children’s learning in daily life. Parent education or parent-child activities in KGs should address topics that enhance parents’ understanding of Chinese culture, lifestyles and customs, arts, and the developments and achievements of our country, and promote correct values. These activities should help parents develop the confidence and competence necessary to cultivate in their children a sense of national identity, belonging to our country, and pride in being Chinese through home-school co-operation. Topics may include:</p> <ul style="list-style-type: none">✧ Traditional festivals (e.g. Chinese New Year, Ching Ming Festival, Dragon Boat Festival and the Mid-Autumn Festival)✧ Traditional Chinese arts (e.g. dance, Cantonese opera masks, ink wash painting, papercutting and shadow play)✧ Lifestyles and customs (e.g. food and clothing from different parts of our nation and festival celebrations)

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	<ul style="list-style-type: none"> ✧ The great inventions of ancient China (e.g. the compass and papermaking) ✧ Stories of prominent Chinese figures (e.g. Confucius and Hua Tuo) ✧ National symbols (e.g. giant pandas and the Great Wall) ✧ Recent achievements of our country (e.g. aerospace endeavours and accomplishments of Chinese athletes at the Olympic Games) ✧ Knowledge of and proper attitude towards the national flag, national emblem, national anthem, regional flag and regional emblem, including the requisite solemnity and respect during the national flag raising ceremony and the national anthem
Activity Example	<p>Parents should acquaint themselves with young children’s modes and habits of learning in order to complement with KGs effectively to make the most of different topics to foster among children an affection for the country and a sense of national identity. KGs may organise the following parent education or parent-child activities:</p> <ul style="list-style-type: none"> ✧ Parent-child paired reading: Reading is beneficial to children. KGs can encourage parents to explore Chinese culture and traditional festivals with their children through parent-child paired reading. For example, when reading picture books about the Winter Solstice with their children, parents may help them grasp the content through appropriate questioning, making it easier for the children to recognise and appreciate the significance of family togetherness in Chinese tradition. KGs can also form Chinese culture-themed parent-child paired reading groups and provide picture books to encourage parents and children to explore traditional virtues and stories of prominent Chinese figures. Through paired reading, parents can guide their children to connect learning with real life and put into practice virtues such as benevolence, filial piety, propriety and integrity in daily life. ✧ Extended activities: Alongside the use of picture books on Winter Solstice, KGs may arrange for parents to make glutinous rice balls with their children to allow children to gain hands-on practices and enrich their learning experience and strengthen the parent-child bond. Likewise, beyond simply appreciating paper-cutting or cultural mask-making, parents and children could engage in these

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	<p>activities together to enhance children’s understanding of and appreciation for the richness of traditional Chinese culture and arts.</p> <ul style="list-style-type: none"> ✧ Experiential learning: KGs may organise parent-child local cultural tours, such as: <ul style="list-style-type: none"> ○ visiting the Golden Bauhinia Square, the Spiral Lookout Tower, the Hong Kong Museum of the War of Resistance and Coastal Defence, the National Security Exhibition Gallery; explaining to them on-site about Hong Kong’s return to the Motherland and that Hong Kong has been a part of China throughout history, thereby allowing them to acknowledge the importance of national identity and national security; ○ visiting scenic spots and historical monuments, as well as attending cultural performances or exhibitions, through which parents and children can explore different facets of Chinese culture together, thereby enhancing children’s understanding of traditional culture and cultivating their affection for our country preliminarily; ○ visiting exhibitions on space explorations of our nation, and convey to parents the perseverance displayed by Chinese space science practitioners and their contributions to our country’s scientific and technological development, thereby helping parents understand how they can nurture in children a sense of responsibility to serve the country and the people, as well as a sense of pride in being Chinese through these success stories. ✧ Setting a good example: If parents could set the example, it would have significantly influences on children’s behaviour and habits. Through home-school co-operation, KGs can provide suitable educational and parent-child learning opportunities that reinforce positive behaviours in young children. For example, a parent’s respectful attitude during the national anthem can subtly influence children, helping them internalise respect for the national flag and anthem.

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Delivery Modes	<ul style="list-style-type: none"> ✧ KGs can promote national education through home-school co-operation and by organising parent education activities in various ways, such as arranging thematic seminars, workshops and visits. KGs may strengthen parent-child interactions in these activities to motivate parents' participation. Concise textual or multi-media information can be provided to parents in advance, so that they can familiarise themselves with or make reference to the topics before participating with their children in school or on-site. For example: <ul style="list-style-type: none"> ○ KGs may invite parents to read information about the etiquette for the national anthem and the strenuous training of Chinese divers, then arranging parents and students to watch the Olympic footage highlighting the outstanding performance of Chinese divers in school, and the raising of the national flag as well as the playing of the national anthem at the presentation ceremonies featuring Chinese medalists. ○ Parents may ask questions during the activity to guide their children in expressing their pride in being Chinese, and demonstrate how to show respect during the national anthem. ○ KGs can also arrange for parents and students to visit exhibitions, with parents serving as guides. ✧ KGs can flexibly integrate various learning areas into one parent education activity to fulfil multiple objectives, for example: <ul style="list-style-type: none"> ○ In a parent education activity on paired-reading skills, which aims to foster children's interest in reading and language development, KGs can select picture books on traditional Chinese festivals, thereby promoting national education simultaneously. ✧ KGs can arrange external organisations to implement parent education activities in collaboration with teachers according to their needs. Although these organisations may have a higher level of expertise in relevant topics, they might lack an understanding of the specific needs of students and parents, or the expected learning outcomes of KGs. Therefore, it is essential for KGs to assess the background of the external organisations and the needs of parents,

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	<p>set clear learning objectives and expected outcomes for parent education activities, and actively communicate with external organisations to ensure that the expected outcomes are achieved when designing and implementing relevant activities. In addition, teachers should participate in these activities as facilitators, and collaborate with external organisations to enhance teacher professional capacity and the effectiveness of parent education activities.</p>

Parents should be encouraged to extend the above learning experiences to home and everyday life contexts, nurturing in their children a sense of belonging, pride and affection for our country through parent-child interactions.

Planning, Implementation and Evaluation of Parent Education Activities

3. Good planning and evaluation (including the content and delivery mode of parent education activities) is very important for effective delivery. KGs should work out their school-based annual plans for implementing parent education, and conduct proper evaluation of these activities and make use of the evaluation results for future improvements so as to implement national education through parent-child and parent education activities continuously. KGs can understand the effectiveness of the activities and make ongoing refinement by analysing the number of participants in the parent education activities, parents' satisfaction, teachers' observations and children's performance.

References

4. The Education Bureau provides diversified resources to support KGs in implementing national education. Based on the reference materials listed below and the principles laid down in the above paragraphs, KGs may plan parent education activities that facilitate national education.

- “Promoting Chinese Culture – Shared Experiences of Teachers from the Mainland and Hong Kong” (2023)
<https://cd1.edb.hkedcity.net/cd/sbsk/attachment/publications/2021-2022/Promotion%20of%20Chinese%20Culture.pdf>
 (Chinese version only)

- Learning and Teaching at Kindergarten Level – Information Sheet on National Education and National Security Education (including Understanding our Country, National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem as well as Chinese Culture). (2024)
https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/curriculum-resources/en_InfoSheet_2024.pdf