

Title of School-Based Support Service (Learning Community) (2024/25)

**Online
Application
Code**

K3 Using Differentiated Instruction to Cater for Children’s Diversity

K4 Strengthening the Elements of Free Exploration through Curriculum Planning

K5 Developing Children's Interest in Learning Mathematics and Thinking Ability

K3

K4

K5

1. Objectives

The school-based support service aims to:

- support curriculum leaders, taking catering for children’s diversity, free exploration and mathematics learning as entry points, to improve their school-based curriculum through exchanges and collaboration, with a view to enhancing children’s interest in learning and self-confidence, as well as achieving the goal of whole-person education

2. Foci of Support

Professional Learning Community for Curriculum Leaders 1

Study Area	Using Differentiated Instruction to Cater for Children’s Diversity (code number for online application: K3)
Study Focus	<ul style="list-style-type: none"> • To assist curriculum leaders in planning an appropriate school curriculum in light of the different learning needs and pace of development among children, thereby enhancing the interface between kindergarten and primary education • To deepen curriculum leaders’ understanding of children’s diversity, including NCS children and children with special learning needs, and enhance their ability to use differentiated instruction so as to allow children with different abilities to develop their strengths and unleash their potential • To make good use of picture book teaching strategies, organise diversified and interesting curriculum content which develops children’s interest in learning Chinese and their foundation for language use; to help children understand and appreciate the country and its splendid traditional culture; to cultivate in children the values of respect, observing rules and caring for public property, etc., and nurture good citizens

Professional Learning Community for Curriculum Leaders 2

Study Area	Strengthening the Elements of Free Exploration through Curriculum Planning (code number for online application: K4)
Study Focus	<ul style="list-style-type: none"> • To construct curriculum leaders’ concepts of using free play as a teaching strategy, in order to enhance their skills in designing, leading and giving feedback on free play, and providing the opportunity for children to learn

	<p>through free exploration, so as to foster their exploratory spirit and creativity</p> <ul style="list-style-type: none"> • To create favorable play contexts by making good use of picture books, enrich children’s play ideas, enhance their motivation to actively participate in free play, and allow children to put learning into practice in play that in turn enhance their learning effectiveness • To assist curriculum leaders in designing play which related to Chinese culture in accordance with themes and festivals, so as to enhance children’s understanding, exploration and experience of Chinese culture, and guide them to learn self-discipline, take good care of public property, and respect and appreciate others through play, thereby cultivating children’s national identity and nurturing them to become good citizens • To cater for learner diversity among NCS children (if applicable)
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Professional Learning Community for Curriculum Leaders 3

Study Area	Developing Children's Interest in Learning Mathematics and Thinking Ability (code number for online application: K5)
Study Focus	<ul style="list-style-type: none"> • To further enhance the objectives, learning content and strategies of Early Childhood Mathematics by making reference to the experience of different countries in implementing mathematics learning activities, for the continuing development of the school-based curriculum • To arrange diversified and interesting learning activities in light of the developmental needs of children and learning progression for mathematics, so as to develop children’s thinking ability and ability in applying mathematics to solve practical problems in everyday life • To assist curriculum leaders in using reading strategies to create real-life learning contexts for children to apply mathematical knowledge, so that children will be able to perceive the significance of mathematics in daily life as well as develop their interest in learning mathematics • To cater for learner diversity among NCS children (if applicable)

3. Enquiries

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