

Tsuen Wan Trade Association Yau Kin Fung Kindergarten

2020-2021 Support Services for Non-Chinese Speaking Students

Committed to enhancing the teaching for non-Chinese speaking (NCS) students, we have joined the five-year “C-for-Chinese@JC” Project” to equip our teachers with the necessary knowledge and skills in teaching NCS students. We have also joined the “Teaching of Chinese Language for Non-Chinese Speaking Children” programme launched by the Education University of Hong Kong and the “Catering for the Learning Needs of Non-Chinese Speaking Children” programme provided by the Education Bureau, in which our teachers conducted collaborative lesson planning and school-based curriculum review with the school development officer Ms. Yu. To encourage our teachers to pursue continuous professional development, we regularly arrange a variety of programmes and talks for our teachers and organize experience sharing sessions to allow teachers to share what they have learnt with others.

We put great efforts in creating a learning environment that enhances NCS students’ interests in learning Chinese. The “Chinese Character Component Corner” and “Fun Learning Corner” are set up in each classroom. At these learning corners, NCS students and Chinese-speaking students can work with each other while playing the manipulative and interesting games at these learning corners. At the “Chinese Character Component Corner”, children can learn Chinese characters through the component learning method instead of the radical learning method. The “Learn Chinese Characters Quickly - Component Literacy Game” designed by Prof. Tse Shek Kam, “Chinese Character Radicals Picture Cards” and other learning resources are available at the corner, allowing children to participate in a range of activities during the corner activity period for building up their repertoire of Chinese words and thus realizing the idea of scaffolding. Moreover, students’ artworks are put on display with their own words to describe what they made to create an “immersive” learning

environment for increasing NCS students' motivation in learning Chinese and enhancing their Chinese-speaking skills.

Elements that promote an inclusive culture are incorporated into each grade level's curriculum. For example, the K3 theme-based storybook "New Life of Bart's Family" (literal translation) teaches children to respect people of different races and treat them with kindness; the K2 storybook "Healthy Cook" (literal translation) introduces food from around the world to children; the K1 storybook "Siu Bo's New Clothes" teaches children about different ethnic groups. Mixed-age games for NCS students and storybook read-aloud activities are also included in the lesson plan. We even engage K3 students in drama activities related to cultural inclusion, in which they can create their own narratives and NCS students can play the main characters, to enhance NCS students' speaking skills and create an inclusive culture at school. Mixed-age sharing sessions that invite students to read aloud stories written by themselves are organized to allow students from different grade levels to learn from each other. The sharing sessions are recorded so that students can refer back to their past performances for improving their reading aloud skills, e.g. pronunciation, tone, accuracy, fluency and emotion.

When teaching nursery rhymes about environmental protection and picture books, read-aloud sessions and Chinese character component recognition activities are incorporated. This not only strengthens children's read-aloud skills, such as rhythm, tone, facial expression and pronunciation but also enhance NCS students' ability to recognize Chinese character components. Drama and read-aloud elements are added to project learning. We integrate drama skills into reading aloud and use environment stimulation to enhance NCS students' learning motivation and allow them to carry out project studies from different angles. On the other hand, we make reading aloud an integral part of every student's school day by giving regular instructions in Cantonese. We provide NCS students

with regular training at the beginning of the school year. For example, we give instructions of stand up, sit down, queue and others in Cantonese with hand gestures, and provide NCS students with picture-and-word cards in the classroom to enable them to express their everyday needs effectively even if they are not familiar with Cantonese yet. When most of the students can understand the language of instruction or can expressive themselves in Cantonese, these picture-and-word cards are no longer needed.

A lesson preparation activity named “Fun Reading Aloud for NCS students” is organized for K3 students every Tuesday and Friday from 9:30-9:45 this school year to enhance NCS students’ verbal expression skills, equip them with the ability to express themselves orally and teach them Chinese vocabulary and character components. The activity provides NCS students with more opportunities to learn Chinese and engage them in Cantonese conversations, thereby enhancing the effectiveness of Chinese language learning of NCS students.

We regularly organize slogan writing competition that promotes cultural inclusion. Each class is invited to read aloud their slogan to the school. The activity is effective in fostering NCS students’ Chinese listening and speaking skills, boosting their confidence in speaking Chinese, enhancing local students’ understanding of the culture of NCS students, and encouraging students to show respect and love towards people from other cultures. Moreover, drawing activities encouraging collaborative artwork are organized. Each class is given a specific cultural theme for creating their artwork. The theme for K3 is cultural food, K2 cultural games and K1 cultural costumes. The artworks are put on display in the school hall for parents and children to see and to promote an inclusive campus environment.

K3 students can use the “Learning Chinese is Fun” e-learning platform for learning Chinese. The platform provides theme-based learning content related to children’s everyday experiences to build

up their repertoire of useful Chinese words and enhance their Chinese listening, speaking, reading and writing skills. The variety of interactive games enable NCS students to acquire Chinese language knowledge and skills and trigger their interest in learning Chinese through a playful learning experience. The interactive games for learning Chinese characters teach NCS students about Chinese characters' structures, stroke orders and radicals.

Students from each grade level can read short Chinese stories and watch school-based story videos on EVI Children's Education Information Network and Educational Television. These platforms provide NCS students with supplementary learning materials for extended reading, while the e-reading platform with a "read aloud" feature allows NCS students to learn Chinese characters at home.

In terms of evaluation and assessment of children's learning, we have added identification components and unified the components of three grade levels. On the other hand, our teachers have joined the "Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong" organized by the Faculty of Education of the University of Hong Kong and funded by the Quality Education Fund. The Framework serves as a reference for our teachers to make appropriate adjustments to the assessment criteria for NCS students' learning. To better evaluate NCS students' Chinese learning progress, criteria for assessing NCS students' Chinese abilities has been applied in the assessment framework this school year.

School-based support for NCS students

Family-Family support

- Orientation talk for parents of new students
- English version of worksheet games, school notices, assessment reports and attendance sheets
- “C-for-Chinese” Chinese learning class for parents and programmes for promoting an inclusive network among parents
- Non-Chinese speaking teaching assistant to foster the communication between the school and parents
- Parents’ talk on primary one admission to help NCS parents with the selection of primary school
- School social worker to care for the needs of NCS families

School-Curriculum activities

- Chinese character component learning
- Teaching resources for different levels
- Learning content related to cultural diversity
- “Fun Reading Aloud for NCS students” lesson preparation activity held in the morning
- Read aloud session where students read aloud stories on their own to enhance students’ reading aloud skills, confidence, pronunciation and performance skills
- One-on-one in-depth support services
- EVI Children's Education Information Network
- Mixed-age activities for NCS students (Storybook reading and NCS games)
- NCS culture activity day
- C-for-Chinese@JC Program
- Adjust assessment criteria for NCS students’ learning

Community-Community activities

- Community visits, e.g. bakery, On Yam Estate, supermarket, park, etc. as a form of culturally responsive teaching to develop a sense of belongingness in NCS students
- NCS cultural games at CNY and Mid-Autumn Festival fun fairs to promote cultural inclusion
- Slogan writing activity that celebrates cultural inclusion

"C-for- Chinese@JC" Project

Background and Objectives

"C-for-Chinese@JC" is created and funded by The Hong Kong Jockey Club Charities Trust, co-created by three local universities and two non-governmental organizations. Through pioneering a home-school-community evidence-based model, this five-year Project aims to foster a culturally responsive and pleasurable learning environment and to facilitate effective teaching, with a view to enhancing the Chinese proficiency of culturally diverse kindergarten children for their better transition to primary education and early integration.

This five-year project was launched in July 2016. With the collaboration among "Home, Community and School", we hope to achieve the following objectives:

- Expand Chinese learning opportunities for Non-Chinese kindergarten students.
- Explore internal resource in the NCS families to support their children in learning Chinese and enhance children's proficiency.
- Promote cross-cultural sharing among different ethnic groups, enhance mutual understanding and achieve social integration ultimately.

Service Content

School Level

- Provide differentiated story books to cater for learning differences among students
- Provide professional training for principals and teachers
- Multicultural Teaching Assistants to assist in classroom teaching.

Family Level

- Provide training to parents for parent-led Chinese Learning at home
- Family support

Community Level

- Chinese Learning Centre
- Community learning activities
- Individual student support
- Cross-cultural activities

Service Target

Non-Chinese kindergarten students and their families who are studying at the networked kindergartens of the project.

Programme Model

School-Culturally responsive environment

- Care for different cultures
- Culturally responsive
- Learning content that promotes cultural diversity
- Training for local and ethnic minority teaching assistants
- Individual learning support

Community-Efficient teaching

- Learning resources for different levels
- Teacher Professional development programmes
- Nurture multicultural teaching assistants
- Design evidence-based teaching strategies and curriculum
- Support parents in the learning of Chinese

Family-Happy and meaningful learning

- Systematic and structural play, games and the use of multimedia interactive equipment to make learning more fun
- Meaningful lessons designed by knowledgeable teachers
- Hands-on activities
- Extra-curricular activities linked to children's everyday experience and with meaningful exploratory elements

Enquiry Telephone Number and Email Address for Parents of NCS Children Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER)

website : <http://www.hkcs.org/tc/services/cheer>

Contact Us

Interpretation and Translation Services

Tel : 3106 3104

Fax : 3106 0454

E-mail : tis-cheer@hkcs.org

Youth Service Consultation Hotline

Tel : 5222 0554

General Enquiry

Address : 4/F, South Asia Commercial Centre, 64 Tsun Yip Street, Kwun Tong, Kowloon, Hong Kong

Tel : 3106 3104

Fax : 3106 0454

E-mail : cheer@hkcs.org

Website : www.hkcscheer.net (Multi-Languages Information Websites)

Background and Objectives

Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER) has been funded by the Home Affairs Department (HAD) since 2009 for providing accessible services to ethnic minorities in Hong Kong. Through the provision of interpretation service and multi-dimensional programmes, CHEER aims at achieving the following objectives:

1. To assist the ethnic minorities in knowing and accessing essential public services and resources.
2. To enhance the ethnic minorities' proficiencies in Chinese and English.
3. To enhance the ethnic minorities' capacity in problem-solving and adjustment in Hong Kong.
4. To promote social inclusion and integration in Hong Kong.

Service Targets

- All ethnic minorities in Hong Kong, and all organizations serving ethnic minority persons.

Service Application

- All ethnic minorities' persons can call the TELIS Hotlines, WhatsApp or visit our Centre to enroll to use our services for free. Our services include interpretation service, language and integration programmes, and counselling, guidance and referral services.
- All organizations serving ethnic minority persons can call the TELIS Hotlines, email or fax requests to the Centre during operation hours. Our services include interpretation and translation services (Fees are waived for NGOs and all non-profit-making kindergartens, primary and secondary schools, colleges as listed in the EDB), free briefing sessions about interpretation & translation services and cultural awareness.

(2)Home Affairs Department Race Relations Unit

Support Service Centers for Ethnic Minorities

Introduction

To facilitate the integration of ethnic minorities into the community, and enhance their access to public services, Government is funding non-profit-making organizations (NPOs) to operate six support service centers and two sub-centers for ethnic minorities.

Operators and addresses:

Address : 4/F, South Asia Commercial Centre,64 Tsun Yip Street, Kwun Tong, Kowloon

Tel : 3106 3104

New Home Association

HOME Centre (Yau Tsim Mong Centre)

Address : Shop B, G/F & 1/F, Sun Wah Building, 73 Battery Street, Yau Ma Tei, Kowloon

Tel : 3610 4418

Email address : homeym@nha.org.hk / homeym@nhahome.hk

HOME Sub-Centre (Sham Shui Po)

Address : Shop A, G/F, South Ocean Building, 130 Kiu Kiang Street, Sham Shui Po, Kowloon

Tel : 3610 4428

Email address : homessp@nha.org.hk / homessp@nhahome.hk

International Social Service - Hong Kong BranchHOPE Centre

Address : 3/F Tak Lee Commercial Building, 113-117 Wanchai Road, Wan Chai, Hong Kong

Tel : 5188 8044 / 2836 3598

Email address : ethnic_centre@isshk.org

Hong Kong Community Network LINK Centre

Address : Shop B-E, G/F, Cheong Nin Building, 1013-1033 Kwai Chung Road, Kwai Chung, N.T.

Tel : 3955 1555

Email address : link@hkcn.org.hk

Christian Action

SHINE Centre Christian Action

Address: Floor B2, Tuen Mun Central Square, 22 Hoi Wing Road

Tel : 3188 4555

Email address : shine@christian-action.org.hk

Yuen Long Town Hall Support Service Centre for Ethnic Minorities

Address: 3/F, Yuen Long District Community Services Building, 4 Yuen Long Tai Yuk Road, Yuen Long, N.T.

Tel : 2479 9757

Email address : info@sscem.org