

# **T.W.T.A. Yau Kin Fung Kindergarten**

## **Support Measures for Non-Chinese Speaking (NCS) Students (21-22)**

### **Support Measures for NCS Students**

With the increasing amount of NCS students in recent years, the school is dedicated to enhance both knowledge and teaching skills in teachers. All teachers have been joining the 5-year “C-for-Chinese@JC” to attain comprehensive knowledge on teaching NCS students. The school has arranged teachers to attend programme “Certificate in PDP on the Teaching of Chinese Language for Non-Chinese Speaking Children” by the Education University of Hong Kong and make reviews on related school-based curriculum and conduct collaborative lesson planning with Ms. Yu, the officer from the Education Bureau to meet the goal of “catering for diverse needs of NCS children”.

Moreover, the school has been joining the “Start from the Beginning – Chinese Supporting Scheme for Non-Chinese Speaking Students in Kindergarten” co-organized by Faculty of Education of The University of Hong Kong, The Education University of Hong Kong, The Hong Kong Council of Social Service and Oxfam Hong Kong with aims to provide Chinese enhancement programme and strengthen the Chinese proficiency of NCS students supported by dynamic enhancement learning mode. Meanwhile, the school has provided support for kindergarten-primary transition to help parents of NCS students from choosing suitable primary schools.

Furthermore, the school has arranged teachers to study the professional course “Learning and Teaching for Non-Chinese Speaking Students – Professional Development Programme for Kindergarten Teachers (2021/22)” to equip our teachers with the necessary skills and knowledge and include theoretical concepts and practices in the planning of class curriculum for NCS students.

## **Enriched Language Learning Environment**

To arouse the interest and motivation of NCS students in learning Chinese, different Chinese learning elements are included within the school learning environment, such as teaching materials, wall games and books. A “Chinese Radical Area” has also been set up in each classroom to encourage collaboration among local and NCS students through functional and interesting games. Supported by the “Chinese Radical Game Book” written by Professor Tse Shek Kam and teaching materials of “Chinese Radical Picture Card”, NCS students are able to read a great amount of Chinese during various class activities. Teachers will also attach the “Words from the Child” to the children’s works to explain the ideas and content of their artworks. Certain works will also be displayed in the “Pictures Area” to immerse NCS students in a Chinese learning environment and enhance their Chinese speaking ability.

## **Cultural Integration**

To develop both the listening and speaking skills of NCS students and promote caring concepts to the local students towards the culture of NCS students, the school has implemented cultural integrated elements in the curriculum of each grade. Having the theme book “The New Life of Barth’s Family” selected, for example, it helps to teach children to accept people from different races and help each other when necessary. Local students of the nursery (K1) and lower-grade (K2) classes can also appreciate foods from different countries and identify different races through cultural activities. Moreover, the school has arranged various age-mixing games, book reading sessions and drama performances (K3) for NCS students of each grade to experience and participate in performances related to cultural integration. NCS students can also watch performances of past years to improve self-performance in aspects of articulation, pitch, accuracy, smoothness and emotional expression when reading Chinese.

In addition, the school will provide regular training to the NCS students started from the beginning of the school year by asking them to stand, sit or line up in line with hand gestures to equip them with the basic concept of certain actions. A variety of “Picture and Text Card” to be used in daily circumstances will also be prepared and displayed in the classroom to allow NCS students to point at the cards if they have difficulties in saying particular words or phrases. The related cards will be removed once students can understand teachers’ sayings or speak to the teachers. Different reading elements will also be included when teaching rhyme, environmental rhyme and story book to provide more learning opportunities for NCS students in identifying Chinese radical parts.

## **Chinese Learning Group**

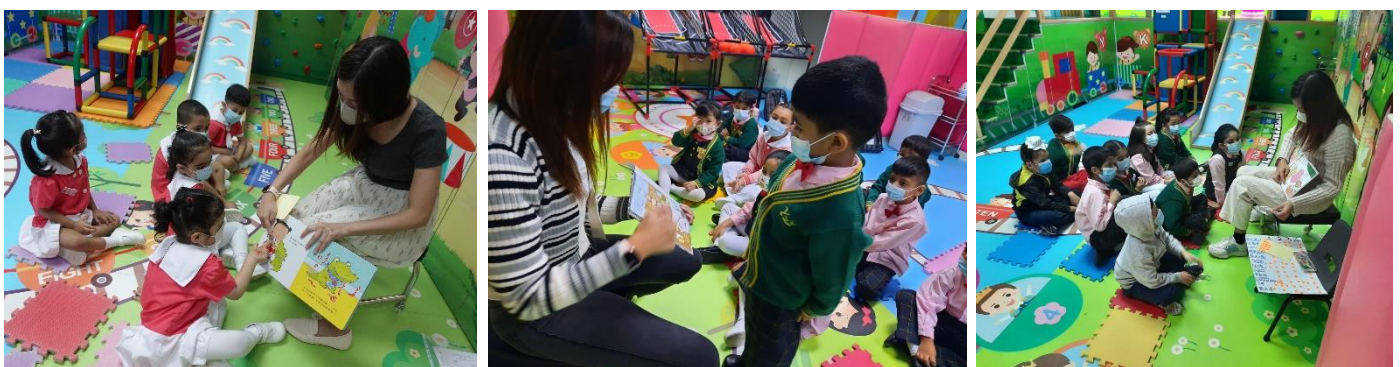
### **(1) NCS Enhancement Programme**

In this academic year, students of upper-grade (K3) and lower-grade (K2) classes have attended the NCS enhancement programme every Monday and Friday and Wednesday respectively from 8:25 a.m. to 8:55 a.m. The programme is designed with reference to the learning framework for early childhood NCS students and the teaching materials included in the “Start from the Beginning – Chinese Supporting Scheme for Non-Chinese Speaking Students in Kindergarten”. During the first phase of the scheme (i.e. from September to October), it mainly serves as arousing the learning interests and building confidence in NCS students in speaking Chinese. In November and December, they are able to obtain knowledge of word structure and radical recognition to identify the rules of Chinese word structure. Both students of K2 and K3 will have the same learning goal while content will be adjusted according to their level, which helps build them a good path in Chinese learning and they can hence try to express themselves through speaking more Cantonese and identify more words and radicals.



(2) Hong Kong Children & Youth Services – Guardian Friends – Social Work Service for Pre-Primary Institute

Taking NCS students into account, the school’s social worker, Ms. Luo and Ms. Siu, have been leading and holding an emotional social group for NCS students of each grade through the facilitation of picture books. Through sharing and discussing emotional stories, NCS students are allowed to identify and express emotions under different circumstances since they may encounter obstacles in expressing themselves due to language differences. With stable emotions, it will be beneficial for NCS students to develop positive peer relationships and build positive development in moral, intellectual, community, physical and career aspects.



(3) “Start from the Beginning – Chinese Supporting Scheme for Non-Chines Speaking Students in Kindergarten”

The scheme aims to develop a subject-based curriculum, teaching materials, teaching

modes and related evaluation tools to achieve the objective of “Learning Chinese as the second language”. A total of three professional exchanges, one on-school professional exchange with the program instructors (with feedback and reflection), teachers’ professional development workshops (1, 2), inter-school class observation and exchanges (1, 2, 3) and Chinese Language Test (1<sup>st</sup> phrase) in October have been organized. The Curriculum Development Officer will arrange different curricula, talks and sharing to allow teachers to share their knowledge. Concerning the epidemic development, there are no picture book learning activities in the 1<sup>st</sup> semester. Meanwhile, teachers have to finish teaching on two themes (with each theme consists of six sessions and twelve sessions for both themes to fulfill the required teaching hours), discuss teaching time and schedule in May, June and July (at least 2 sessions in each week to finish teaching as soon as possible after class resumption) and conduct the Chinese Language Test (2<sup>nd</sup> phrase) in July together with two class observations by the program instructor.



#### (4)NCS Group Activity

In this school year, the school has invited one multicultural teaching assistant to be involved in various group activities and provide one-hour assistance, including 30

minutes group learning activities, for NCS students to consolidate knowledge taught on the day and learn Chinese in a more effective way by supporting in-class Chinese learning activities and providing one-on-one meeting sessions.



## Chinese Online Learning Platform

NCS students of K3 classes can make use of the Chinese online learning platform “Learning Chinese is Fun” to build a useful Chinese words bank through real-life experience and enhance listening, speaking, reading and writing skills at the same time. They can also acquire language knowledge and skills which helps them to understand the structure, stroke order and Chinese radicals through various interactive games.

Moreover, NCS students of each grade can conduct extended readings with short Chinese stories and school-based thematic stories provided by the EVI Children Learning Resources Platform and ETV Educational TV Series. Supported by the real-time pronunciation App, NCS students can also learn and study Chinese words at home.

## Assessment Method

Regarding the Assessment Chart and Assessment Criteria, the school has integrated the Chinese Radical curriculum and added the Chinese Radical teaching part in each grade.

Teachers have also enrolled in the talk “Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong” organized by the Quality Education Fund of the Faculty of Education of The University of Hong Kong and make suitable adjustments and evaluation of the Chinese learning progress afterward.

## **Support for NCS Parents**

A majority of parents of the NCS students are not familiar with either Cantonese or English. Therefore, the school has recruited a multicultural teaching assistant to serve as the communication bridge between the school and parents and foster strong parent-school communication. At the same time, the school has provided teachers with great support and resources when preparing teaching materials or organizing activities related to the minor ethnical cultures and festivals. The school will also provide translation services such as offering notices, school information and evaluation information in English to facilitate parents in understanding the learning progress and school conditions of their children.

During the schooling and class suspension period, class teachers will be accompanied by the multicultural teaching assistant when talking to parents of NCS students to provide immediate translation support and encourage interactions between class teachers and parents. After an in-depth discussion and analysis of NCS families, it may be hard for the school to have a direct conversation with parents due to their lack of understanding of Hong Kong society. Recruiting the multicultural teaching assistant can hence provide support to both parents and teachers in attaining effective communication.

## **Enquiry Phone Numbers and Email Address for Parents of NCS Students**

### **(1) Support and Resources for the Parents of NCS Students (EDB)**

Website for NCS Student Educational Services

<https://www.edb.gov.hk/tc/student-parents/ncs-students/about-ncs-students/index.html>

“Ways to Support Your Kindergarten Children” Parent’s Booklet

<https://www.edb.gov.hk/attachment/tc/student-parents/parents-related/parent-info/parent%20booklet.pdf>

Support Website for Parents of NCS Students and NCS Students

<https://www.edb.gov.hk/tc/student-parents/ncs-students/support-to-parents-and-students/index.html>

Website for Admission Arrangement of Nursery (K1) Classes

<https://www.edb.gov.hk/tc/edu-system/preprimary-kindergarten/kindergarten-k1-admission-arrangements/front.html>

### **(2) Useful Links of NCS Learning**

“Learning Chinese is Fun” App

<https://openknowledge.wixsite.com/openknowledge/ncs>

Website for C-for-Chinese@JC

<https://jccc.hk/zh-hk/author/cforchinese>



**(3) Centre for Harmony and Enhancement of Ethnic Minority Residents  
(CHEER)**

Website: <https://www.hkcs.org/tc/services/cheer>

Contact Us

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Youth Service Consultation Hotline

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General Enquiry

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Kowloon, Hong Kong

Tel: 3106 3104

Fax: 3106 0454

E-mail: [cheer@hkcs.org](mailto:cheer@hkcs.org)

Website: [www.hkcscheer.net](http://www.hkcscheer.net) (Multi-Language 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.

**(4) Home Affairs Department – Race Relations Unit**

Operators and addresses

Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER)

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