



拉闊文化 拉近距離  
Joyful Learning for Inclusive Community

# The Culturally Responsive Education Framework

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# The Culturally Responsive Education Framework

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Centre for Child and Family Science  
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Created and Funded by  
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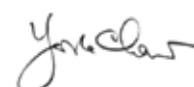


# Foreword

Hong Kong is a multicultural and inclusive society, and school enrolment rates for non-Chinese speaking ethnic minority (NCS EM) children aged 3 to 5 are comparable to those of local children. However, throughout their early development, they often encounter distinct challenges in language transition and cultural adaptation. Teachers may at times feel uncertain how best to address the diverse learning needs within their classrooms. For NCS EM children attending local kindergartens, learning Chinese is often the most immediate challenge. Difficulties in understanding classroom conversations and teachers' instructions can affect their participation, confidence and motivation to attend school. Without timely and adequate support in acquiring Chinese language skills, these challenges may compound and lead to further learning difficulties upon transition to primary school.

In response, the 'C-for-Chinese@JC' Project supports NCS EM children and Chinese-speaking children in learning Chinese during kindergarten years through a collaborative 'home-school-community' model, while also promoting their social-emotional development. The Project has established the 'Culturally Responsive Education Framework' (CREF) to guide the implementation of culturally responsive education in local kindergartens. The CREF draws on key education documents, including the Government's Performance Indicators (Kindergartens) (Education Bureau, 2017) and Kindergarten Education Curriculum Guide (Curriculum Development Council, 2017). It promotes the integration of culturally responsive principles across school development, teacher professional development, learning and teaching, and home-school-community partnerships. As a structured school development tool, CREF enables kindergartens to undertake regular self-reflection and evaluation on measures supporting NCS EM children's Chinese language learning and social-emotional growth, thus continuously strengthening school-based practices.

I extend my heartfelt gratitude to all colleagues in the field who have contributed valuable insights and steadfast support. May this shared foundation continue to advance culturally responsive education, enabling every child to learn with joy and thrive in an environment where they are understood, respected and valued.



Dr. York CHOW  
Chairman of the Advisory Committee, 'C-for-Chinese@JC' Project

# Foreword

Over the years, the Equal Opportunities Commission (EOC) has been promoting racial equality and inclusion in areas such as education through a multi-pronged approach that includes law enforcement, research, policy advocacy and public education. As children are the future of our society, the EOC is deeply concerned about the challenges non-Chinese speaking children in Hong Kong face when learning Chinese. Accordingly, we have been working with stakeholders from various sectors to foster equal educational opportunities for children of different backgrounds, building a strong foundation for their integration into society and the full realisation of their potential in the future.

Through an innovative ‘home-school-community’ collaborative model, the ‘C-for-Chinese@JC’ Project has supported young children in overcoming language barriers and addressing racial inequalities at the roots. The ‘Culturally Responsive Education Framework’ (CREF) developed by the team provides valuable direction for educational practice. By embedding cultural responsiveness into the core of school development, the CREF guides educators to identify and address implicit biases, deepen their understanding of students’ diverse backgrounds, and cultivate inclusive and supportive learning environments grounded in respect and understanding – so that every child can realise their potential.

We look forward to continuing to work hand in hand with the education sector to foster a growth environment where every child in Hong Kong enjoys equal opportunities to learn, grow and thrive.



Dr. Ferrick CHU  
Executive Director (Operations)  
Equal Opportunities Commission

# Preface

In recent years, the number of non-Chinese-speaking ethnic minority (NCS EM) children has continued to rise. Many of these children face challenges in learning Chinese and integrating into the culture. At the same time, schools and teachers work diligently to address the diverse learning needs of both Chinese-speaking and non-Chinese-speaking children. We are impressed by the professionalism and dedication of frontline educators.

To strengthen Chinese language proficiency among NCS EM and Chinese-speaking children in early childhood, the Project is committed to providing training and support to kindergarten teachers, developing the ‘Culturally Responsive Education Framework’ (CREF), nurturing multicultural teaching assistants, and designing Chinese storybooks to advance culturally responsive education. The CREF references two important kindergarten education documents from the Education Bureau — Performance Indicators (Kindergartens) (2017) and Kindergarten Education Curriculum Guide (2017) — and translates the principles of cultural responsiveness into concrete, practical tools that enable schools to systematically review and enhance school-based strategies supporting NCS EM children. The CREF also serves as a reference for teachers in professional development, curriculum design, and home-community collaboration.

We hope that this report will support kindergarten principals and teachers in promoting inclusive school environments, enhancing the effectiveness of Chinese learning and teaching, and establishing child-centered support measures. We also look forward to the continued growth of the sector and ongoing shared learning to better support children’s holistic development. With collective effort, we are confident that all children will have the opportunity to thrive in inclusive and nurturing educational settings.

*Kevin Chung*

Prof. CHUNG Kevin Kien Hoa  
Chair Professor of Child Development and Special Education  
Director, Centre for Child and Family Science  
The Education University of Hong Kong  
Project Director and Principal Investigator, ‘C-for-Chinese@JC’ Project

# Project Overview

'C-for-Chinese@JC' Project is created and funded by The Hong Kong Jockey Club Charities Trust, and co-created by three local universities and two non-governmental organisations, including The Education University of Hong Kong, The Hong Kong Polytechnic University, The University of Hong Kong, Hong Kong Christian Service, and Hong Kong Sheng Kung Hui Lady MacLehose Centre. Since its launch in 2016, the project has adopted a 'home-school-community' collaborative and evidence-based model to foster culturally responsive teaching for kindergartens. Culturally responsive teaching values students' cultural backgrounds by incorporating their cultural knowledge, traditions, and characteristics into teaching and learning activities. By creating a culturally meaningful learning environment, this approach strengthens the sense of belonging and motivation to learn among non-Chinese-speaking (NCS) ethnic minority (EM) students. Not only does culturally responsive teaching enhance the Chinese language proficiency of NCS EM students, but it also nurtures the social competence of Chinese-speaking students.

Building on past learnings, Phase II of the project bids to support kindergarten with a set of 'Culturally Responsive Education Framework'. This practical framework aims to enhance the Chinese learning and social-emotional competence of both NCS EM and Chinese students; as well as their transitions to primary education. By 2026, the Project targets to support 42,000 kindergarten students, including 5,100 NCS EM students and their families.

# Executive Summary

Cultural responsiveness aims to enhance people's competency in adapting to different cultures and embracing cultural diversity. Cultural responsiveness emphasises equity and inclusion. The concept has been promoted in education as an underlying principle in learning and teaching, supporting services to culturally and linguistically diverse learners.

Culturally responsive education (CRE) covers all aspects of learning and teaching. It goes beyond classroom teaching and integrates with a whole-school approach. In addition to classroom practice, teachers' professional training, organisational structure, administrative arrangements, such as, resource management, organisational culture, mission and vision, leadership strategies, school policies, parent engagement, and community involvement are incorporated into CRE.

In Hong Kong, around 58,000 non-Chinese speaking ethnic minority (NCS EM) students studied in local kindergartens, primary, and secondary schools in 2021 (Census and Statistics Department, 2022a). Research revealed that many of them began experiencing difficulties in adapting to school life, particularly in Chinese learning, when they were in kindergartens. Enabling kindergartens to deliver CRE for NCS EM children becomes indispensable.

In response to the educational challenges faced by NCS EM children in Hong Kong, the 'Culturally Responsive Education Framework' (CREF) and the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) are established with the support of 'C-for-Chinese@JC' Project. The Project is created and funded by The Hong Kong Jockey Club Charities Trust and co-created by The Education University of Hong Kong, The Hong Kong Polytechnic University, The University of Hong Kong, Hong Kong Christian Service, and H.K.S.K.H. Lady MacLehose Centre.

The CREF is a systematic and evidence-based framework that integrates cultural responsiveness with a home-school-community collaborative model to foster NCS EM children's competence in Chinese language and social-emotional skills since kindergarten. It also serves as a school development tool to address the diverse learning needs of NCS EM children through a whole-school approach.

The CREF consists of four domains: leadership and organisation, learning and teaching, school culture and home-community collaboration, and child development. Every domain has its respective tiered categorisation including areas, performance indicators, and aspects. To facilitate schools in conducting self-evaluation and self-reflection, guiding questions with corresponding evidence of performance are tabulated in the first three domains, whereas children's developmental characteristics are listed in the last domain. Actions for improvement are supplemented for each domain to strengthen the support for NCS EM children's learning and development.

The 'C-for-Chinese@JC' Project launches the 'Culturally Responsive Education Framework' (CREF). For more information on the Project, please refer to the official website of 'C-for-Chinese@JC' Project.

<https://cforchinese-jc.hk>



Specifically designed for NCS EM children in kindergartens to promote their Chinese learning and social-emotional development, this framework was aligned with the Performance Indicators (Kindergartens) (Education Bureau, 2017) and the Kindergarten Education Curriculum Guide (Curriculum Development Council, 2017). Kindergartens can adopt this framework to conduct self-evaluation and self-reflection to continue optimising relevant support measures. Kindergartens are encouraged to refer to the Performance Indicators (Kindergartens) proactively to enhance the care for NCS EM children's learning and development.

For more information on the Performance Indicators (Kindergartens), please refer to the official website of the Education Bureau

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/performance-indicators-kindergartens/index.html>



Additionally, the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme is specifically designed to train Multicultural Teaching Assistants (MTAs) for the kindergarten sector to promote the competence and effectiveness of NCS EM children in learning Chinese as a second language. We hope that the Practical Guide on Multicultural Teaching Assistants in the annex can provide the sector with more information on MTAs and practical operational guidelines.

The Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme offered by The Education University of Hong Kong is an important component of the 'C-for-Chinese@JC' Project.

<https://cforchinese-jc.hk/en/multicultural-teaching-assistant>



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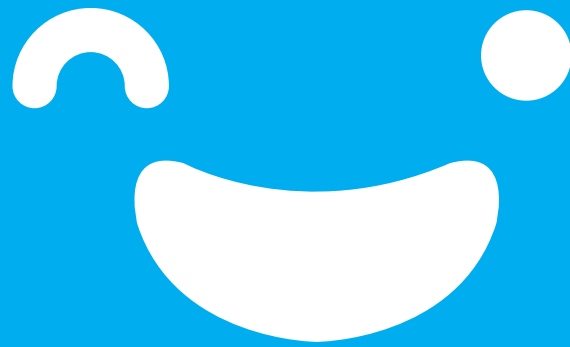
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# 1. Background

# 1. Background

## 1.1 Current Situation of NCS EM Children

NCS EM residents, excluding foreign domestic helpers, increased significantly from 3.6% in 2016 to 4.1% in 2021 of the total population in Hong Kong (Census and Statistics Department, 2022a). The number of Southeast Asians, including Filipino, Indonesian, Indian, Nepalese, Pakistani, Sri-Lankan, Bangladeshi, and Thai kept rising from 1.1% of the total population in 2016 to 2% in 2021 (Census and Statistics Department, 2018 and 2022a). In terms of education, school attendance rate for NCS EM children aged 3–5 stood at 86.8% in 2021 (Census and Statistics Department, 2022b). This figure was slightly below the overall rate of the same age group in Hong Kong (88.4%). Yet, it underscored the pressing demand for quality pre-primary education among NCS EM children.

A persistent gap remained in the admission rates of NCS EM students to post-secondary programmes funded by the University Grants Committee (UGC) through the Joint University Programmes Admissions System (JUPAS) compared to the overall student population (Legislative Council Secretariat, 2020). Research indicated that this disparity arose from challenges that NCS EM students encountered across all levels of schooling. Language barriers were the primary obstacle to their employability and community integration (Oxfam Hong Kong & The University of Hong Kong, 2019; Hong Kong Unison, 2021). Furthermore, in 2021, the median monthly household income for certain ethnic groups of the NCS EM population was substantially lower than the overall median in Hong Kong (Census and Statistics Department, 2022b), reflecting a relatively low socioeconomic status (SES) among these families. Children from low SES families were found to be less able to receive parental guidance in language learning (Fung & Chung, 2020; Chung et al., 2017), thus affecting their academic performance.

Various studies indicated that NCS EM children in kindergartens had difficulty learning Chinese due to a lack of support from schools. In the study of NCS EM kindergarten children learning Chinese by Oxfam Hong Kong and another organisation (Oxfam Hong Kong & The University of Hong Kong, 2019), a lack of Chinese language environments for NCS EM children made it difficult for them to learn the language. Even, NCS EM children were not given support for learning Chinese in some kindergartens (Equal Opportunity Commission, 2019). It was claimed that there was 'de facto racial segregation in local kindergartens' in a report, where the learning needs of NCS EM children were overlooked at some schools (Hong Kong Unison, 2019). The different learning needs of NCS EM children and Chinese-speaking children also posed challenges for kindergarten teachers. Most kindergarten teachers reported not receiving any professional development training related to teaching NCS EM children (Oxfam Hong Kong & The University of Hong Kong, 2019). Lone et al. (2021) also identified that limited access to specialist teachers for NCS EM children was one of the major issues at kindergartens, while learning Chinese remained a challenge for NCS EM children.

## 1.2 Culturally Responsive Teaching

In Hong Kong, teaching NCS EM students was a culturally responsive experience in schools. Hue and Kennedy (2012 and 2013) examined how secondary school teachers in Hong Kong developed a sense of intercultural sensitivity and incorporated it into diverse learning needs of students, by managing cultural diversity in classrooms. Teachers' multicultural attitudes and their self-evaluation and perspective-taking abilities also facilitated culturally responsive teaching (Abacioglu et al., 2020). Furthermore, support provided by teachers must be positively correlated to outgroup acceptance in schools (Lam et al., 2021). If the cross-cultural acceptance in schools was strong, NCS EM children would be more able to adapt to school life (Shum et al., 2021).

The goal of culturally responsive pedagogy was to empower students in intellectual, social, emotional, and political aspects. When practising culturally responsive teaching, teachers should hold high expectations for all students and guide them to develop cultural competence and critical thinking (Ladson-Billings, 1994). Culturally responsive teaching embraced cultural diversity and did not resist ethnic and cultural differences. It emphasised mutual exchange between cultures rather than assimilation (Ng et al., 2020). Students' cultural knowledge was regarded as an essential element that helped them acquire new knowledge in schools. Leveraging culturally responsive teaching could enhance students' intellectual capacity and cultivate their social-emotional skills as they feel included and valued at school (Hammond, 2015). The role of cultural influences was particularly significant when it comes to children's early learning and development (Chung et al., 2020; Liew et al., 2022). Therefore, during the process of learning and teaching, cultural characteristics, such as, cultural differences should be regarded as valuable assets rather than deficits by focusing on the strengths (Gay, 2018).

Studies suggested that teachers could conduct culturally responsive teaching on their own after receiving relevant professional development training (Ng et al., 2020; Ng et al., 2022; Lin et al., 2024). While teachers demonstrated greater knowledge of culturally responsive teaching, they also exhibited higher levels of empathy towards NCS EM children and a stronger willingness to understand NCS EM children and their families, being better equipped to implement appropriate teaching strategies (Ng et al., 2020; Lin et al., 2023; Lin and Chung, 2024).

Numerous studies provided valuable insights for practising culturally responsive education in classrooms, including curriculum planning, professional development, and classroom management (Gay, 2018; Gunn et al., 2020; Rivera et al., 2020; Nguyen & Huynh, 2021). Culturally responsive education was comprehensive, extending beyond classroom teaching and becoming integral to a whole-school approach. In other words, in addition to classroom practice and teachers' professional training, the school structure, administrative arrangements, such as, resource management, organisational culture, mission and vision, leadership strategies, and school policies should all be consistent with culturally responsive education. A relevant framework to support culturally responsive education was thus imperative.

## 1.3 Framework for Quality Education – Experiences from Other Countries

To ensure the quality of early childhood education, different countries set up their own national frameworks. These frameworks served the purpose of evaluation and monitoring, and guided schools in reaching standards. In Australia, the National Quality Standard (Australian Children's Education and Care Quality Authority, 2018) and Educators' Guide to Early Years Learning Framework (Department of Education, Employment and Workplace Relations, 2010) outlined five key principles guiding children's learning and early childhood pedagogy. One of these principles was respect for diversity, where educators were encouraged to value diversity and viewed it as a contribution to promoting effective learning and teaching.

Different cultures, traditions, child-rearing practices, and family lifestyles were honored and adopted by educators to motivate children in learning another language. Children's cultural competence was then developed, as they became more aware of different cultures and cultivated positive attitudes towards cultural diversity.

Family involvement is crucial for enhancing children's learning abilities. South Korea expanded educational support for children of multicultural families (Seoul Metropolitan Government, 2022). These supports were not limited to schools but also for families. For example, visiting educational services aimed to assist children in adapting to new school life and improving their learning ability.

The significance of family involvement in early childhood education was also highlighted in Japanese education policies as well as the curriculum in Hong Kong. National Curriculum Standards for Kindergartens (Ministry for Education, Culture, Sports, Science and Technology 2017), and Course of Study for Kindergarten (Ministry for Education, Culture, Sports, Science and Technology, 2008) in Japan presented the crucial importance of home-school-community collaboration when planning educational activities for children. In Hong Kong, families and communities remained important partners of kindergartens. In the Performance Indicators (Kindergartens) (Education Bureau, 2017), kindergarten management should keep a close partnership with parents and the community to provide appropriate services for children with diverse learning needs. Since the government encouraged NCS EM parents to arrange for their children to attend local kindergartens, additional funding has been provided to kindergartens which admit NCS EM children under the Kindergarten Education Scheme, starting from the 2017/18 school year. However, the extent to which the government's support can prompt schools to address the learning needs of NCS EM children remains to be evaluated (The Government of the Hong Kong Special Administrative Region, 2021).

## 1.4 Funds of Knowledge and Home-School-Community Collaboration

Drawing from the experiences of other countries, recognising children's 'Funds of Knowledge' was prominent in developing culturally responsive education. 'Funds of Knowledge' include children's cultural backgrounds, knowledge, skills, and life experiences, which are valuable resources to support their learning. Therefore, teachers should get to know children's life backgrounds in order to have a deeper understanding (Hogg, 2011). This is especially applicable in supporting NCS EM children and equally applies to all children.

The 'Funds of Knowledge' approach was closely associated with inclusion in education. Incorporating children's life experiences into the curriculum was a process of recognition (Llopart & Esteban-Guitart, 2018). Regardless of the social and cultural background of the children, their life experiences and prior knowledge should not be seen as a deficiency but as a strength in learning. Instead, these qualities should be viewed as strengths to support their learning. Therefore, 'Funds of Knowledge' help create a positive atmosphere in the classroom where children have the opportunities to get to know and understand their classmates, thus respecting each other. In addition, studies also indicated that as interactions among children from different backgrounds increased, they were more engaged in learning (Volman & Gilde, 2021).

Curriculum contextualisation proposed by Llopart & Esteban-Guitart (2018) demonstrated the importance of 'Funds of Knowledge' in learning and teaching. This principle emphasised the importance of integrating the curriculum with children's prior learning experiences from home, community, and school. The skills and knowledge that children acquired from home and community supported their in-school learning, thus further collaboration among home, community, and school was indispensable.

## 1.5 The CREF in Hong Kong

Created and funded by The Hong Kong Jockey Club Charities Trust, the 'C-for-Chinese@JC' Project is co-created by The Education University of Hong Kong, The Hong Kong Polytechnic University, The University of Hong Kong, Hong Kong Christian Service, and H.K.S.K.H. Lady MacLehose Centre to provide support for developing the CREF. Formulated by The Education University of Hong Kong, this framework aims to promote culturally responsive education from policy to practice in local kindergartens. The framework is aligned with the government's Performance Indicators (Kindergartens) (Education Bureau, 2017), advocating the integration of culturally responsive education into school development, teacher professionalism, learning and teaching, and home-school-community partnerships.

The CREF serves as a developmental tool for schools to conduct periodic self-reflection and self-evaluation on work related to NCS EM children. The framework provides guidelines for local kindergartens to accommodate the learning needs of NCS EM children in developing Chinese language abilities and social-emotional skills. It also promotes teacher professionalism owing to the rising number of NCS EM children, and advocates collaboration among different stakeholders, such as, families, communities, and schools in promoting culturally responsive education in kindergartens.

## 1.6 Participating Schools

The 'C-for-Chinese@JC' Project provides multifaceted support to 125 local kindergartens (i.e., schools participating in the Kindergarten Education Scheme) in the second phase (2022-2026), including curricula and materials designed for K2 and K3 classes, teacher professional training activities, and training programme for MTAs, aiming to support NCS EM children's Chinese learning and social-emotional development. For the feedback provided by the principals and teachers of participating schools on the support, please refer to Section 2.3.

During the project implementation period, participating schools generally found that the project strengthened the learning and teaching practices and student development. Ms. CHOW, Wai Ying, Principal of Shin Yat Tong Yat Tung Kindergarten, pointed out that the project helped teachers “select suitable stories based on children’s familiar cultural backgrounds and life experiences, and integrate a picture-book teaching approach into the school-based curriculum, thereby stimulating children’s interest in learning Chinese and enhancing their Chinese proficiency.” This demonstrates that the teaching materials developed under the project can be effectively integrated into the school-based curriculum and daily teaching, thereby improving young children’s motivation to learn Chinese and learning outcomes. Ms. CHEUNG, Kwei Ying Josephine, Principal of Tsz Ching Estate Bodhi Siksa Kindergarten, noted, “The project provides room for adapting the curriculum flexibly, enabling teachers to adjust the teaching content according to children’s characteristics and learning progress.” This design allows schools to flexibly select content from the project curriculum in response to actual needs and integrate it appropriately into the school-based curriculum. This teaching practice will be sustained in the future. (Excerpted from the ‘C-for-Chinese@JC’ Project Best School Practice Booklet compiled by the project team from The Education University of Hong Kong.)

In addition, the project team invited participating schools to conduct self-evaluations using the CREF and encouraged them to refer to the examples of excellent performance and the strategy recommendations listed in the framework, thereby strengthening care for and support of NCS EM children by teachers and school leadership teams. For details on how to apply the CREF, please refer to Section 2.5.



## 2.About the CREF

# About the CREF

## 2.1 Missions of the CREF

- Embrace cultural diversity and inclusion to promote quality education with a whole-school approach;
- Treat cultural diversity as a 'strength' for both Chinese-speaking children and NCS EM children;
- Meet the needs of children's backgrounds, identities and abilities; and
- Empower educators, professionals, and families to support child development.

## 2.2 Objectives of the CREF

- To build capacity in kindergartens for developing culturally responsive education;
- To facilitate kindergartens in conducting self-evaluation and self-reflection on the work related to culturally responsive education;
- To promote learning and teaching of Chinese as a second language; and
- To promote children's social-emotional learning

## 2.3 Methodology

The CREF is a systematic, evidence-based and self-sustainable framework. It is developed with the support of a wide range of literature review, school interviews, professional review and pilot.

### Literature Review

Existing local guides for kindergarten education, including Performance Indicators (Kindergartens) (Education Bureau, 2017) and Kindergarten Education Curriculum Guide (Curriculum Development Council, 2017) were reviewed. These references provided essential frameworks and guidelines that informed the development of the CREF. Overseas literature — such as, The Oracy Benchmarks (Voice 21, 2019) and various guides on multicultural education and kindergarten practices from other countries referenced in Section 1.3 — served as valuable references during the design of the CREF.

The Kindergarten Education Curriculum Guide proposes 'child-centredness' as the core value of the curriculum, catering for learner diversity of children. For more information on the Kindergarten Education Curriculum Guide, please refer to the Education Bureau website

<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/curr-doc.html>



### Interviews

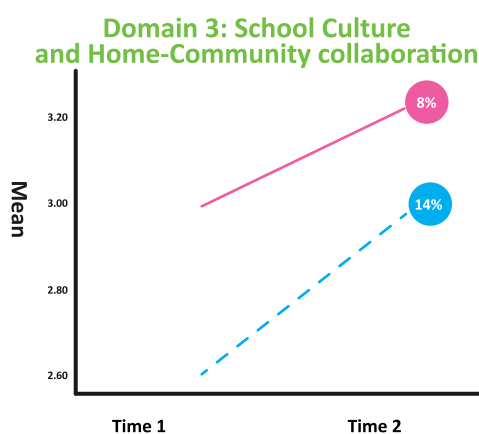
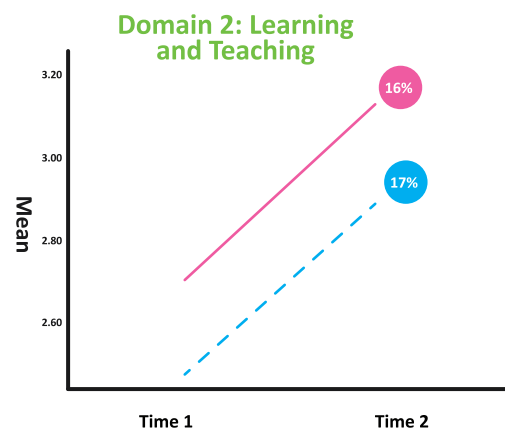
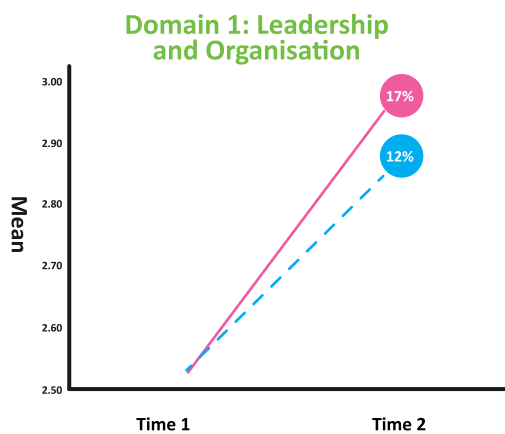
To collect opinions of kindergarten principals and teachers, semi-structured interviews were conducted. In-depth interviews and focus group interviews were adopted, and in total 4 principals/vice-principals and 11 teachers were interviewed. They came from three local kindergartens participating in the Kindergarten Education Scheme, with different concentrations of NCS EM children in school, and an international kindergarten where all children are NCS EM. All interviewees expressed interest in the 'C-for-Chinese@JC' Project and returned informed consent forms respectively. The interview questions covered the four domains of the CREF, as well as the challenges they encountered when supporting NCS EM children in school. All interview content was transcribed as verbatim.

## Professional Review

Experts and local scholars in multicultural education reviewed the first draft of the CREF. The first draft was revised in response to the reviewers' substantive feedback.

## Pilot

During the pilot and validation phase of the project (i.e. 2022–2024), the project team invited 14 kindergartens with project support and 12 kindergartens without project support to conduct self-evaluations using the CREF at the beginning and end of the school year. The evaluation forms were completed by the principals, for a total of 26 principals participating in the study. The project team analysed the data using Mixed-group Repeated Measures ANOVA. The results indicated that kindergartens with project support showed improvements across the three major domains of the CREF — 'leadership and organisation', 'learning and teaching', and 'school culture and home-community collaboration'. Notably, the improvement in the 'leadership and organisation' domain was significantly greater than that observed in kindergartens without project support (see the charts below).



Note :

Time 1: September to October 2023; Time 2: May to June 2024

— Kindergartens with Project Support  
- - - Kindergartens without Project Support

In addition to adopting the CREF for self-evaluation, the project team encouraged kindergartens to reflect qualitatively on their support for NCS EM children. To this end, principals and teachers from kindergartens<sup>1</sup> with high, medium, and low concentrations of NCS EM students were invited for interviews. The following feedbacks from interviewees highlighted the support provided by the project:

**Principal of low-concentration school:**

'After teachers participated in professional development courses of the project, they began promoting and organising school activities that incorporated culturally responsive education elements. This helped parents experience a sense of cultural inclusion at the school and the wider community.'

**Teacher of low-concentration school:**

'Teachers often have to create their own teaching aids, and the design and planning process can be time-consuming and mentally exhausting. The project provided a wide variety of beautifully crafted materials, such as, Chinese character component games that were easy for children to play. As a result, children's capacity for word recognition improved significantly, greatly enriching the content of our language teaching.'

**Teacher of medium-concentration school:**

'The project has encouraged teachers to be more attentive to the needs of NCS EM children during classroom teaching. For example, when introducing the Chinese New Year, teachers also presented foods and traditional clothing from the home countries of NCS EM children.'

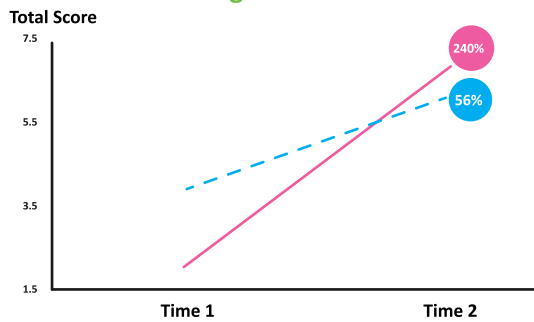
**Teacher of high-concentration school:**

'Storybooks of the project featured a layered structure, offering versions of different levels for each story so that teachers can select materials according to children's abilities. In addition, the project curriculum and its corresponding games and teaching aids can promote children's motivation to express themselves verbally.'

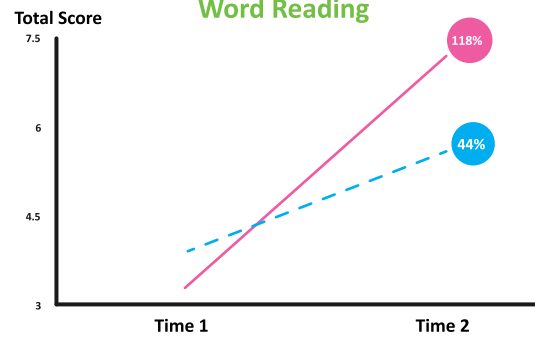
Moreover, during the pilot and validation phases of the project, the project team conducted research across 32 participating kindergartens. 16 of them received curriculum support from the project team in the same year, while the other 16 received the support in the subsequent year. A total of 827 children participated in the study, including 347 NCS EM children. Data analysis using Mixed-group Repeated Measures ANOVA revealed that in kindergartens which received project curriculum support, both Chinese-speaking children and NCS EM children demonstrated significant progress in Chinese listening, speaking, reading, and writing skills. The degree of progress was notably greater than that observed among children in kindergartens that had not yet received project curriculum support. The charts below present the pre- and post-intervention results for NCS EM children's abilities in Chinese listening, speaking, reading, and writing in the curriculum support group, compared with the waitlist control group (i.e., NCS EM children who had not received project curriculum support).

<sup>1</sup>The high, medium, and low concentrations are determined based on the number of NCS EM children in the kindergartens. With reference to Education Bureau Circular No. 14/2019, 'Enhanced Support for Non-Chinese Speaking Students', which provides a five-tier funding structure for schools participating in the Kindergarten Education Scheme, the project team developed a classification of the concentration of NCS EM children applicable to this project. A low-concentration kindergarten refers to a kindergarten with 1 to 7 NCS EM children; a medium-concentration kindergarten refers to a kindergarten with 8 to 30 NCS EM children; a high-concentration kindergarten refers to a kindergarten with 31 or more NCS EM children.

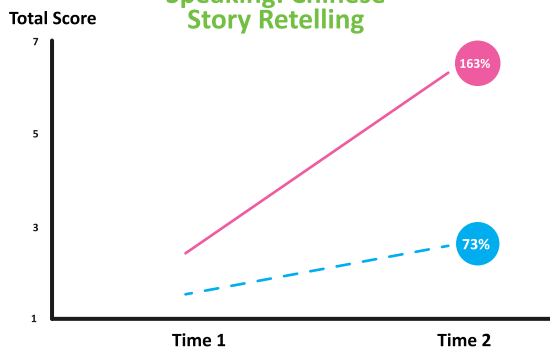
### Listening: Chinese Phonological Awareness



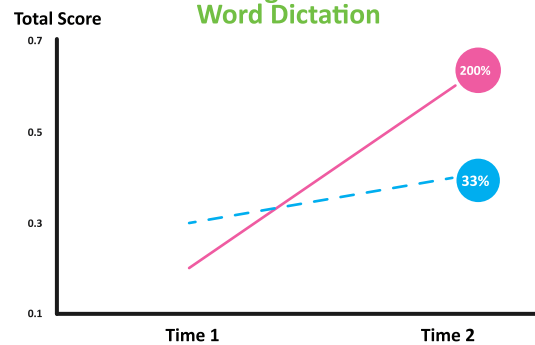
### Reading: Chinese Word Reading



### Speaking: Chinese Story Retelling



### Writing: Chinese Word Dictation

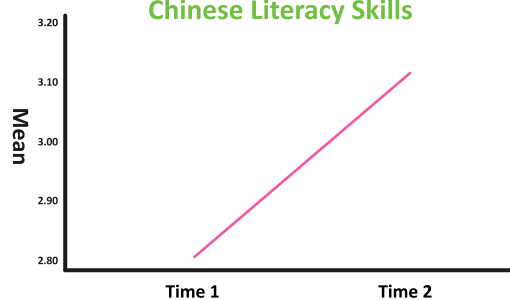


Note :  
Time 1: September to November 2022; Time 2: April to July 2023

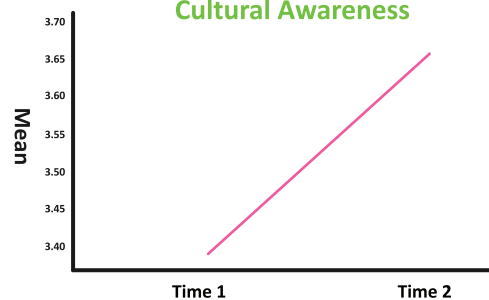
— The Curriculum Support Group  
- - - The Waitlist Control Group

Additionally, from 2024 to 2025, the project team provided in-school support services to 49 participating kindergartens and invited the class teachers to complete questionnaires for the NCS EM children in their classes at the beginning and end of the school year. In the end, the questionnaires were completed for 455 NCS EM children. One-way Repeated Measures ANOVA was adopted as the statistical method for data analysis. The analysis revealed that after receiving in-school support services from the project team, NCS EM children's Chinese literacy skills, cultural awareness, school readiness, and school liking have all improved (see the charts below).

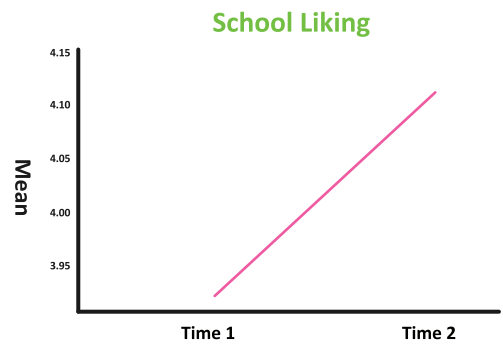
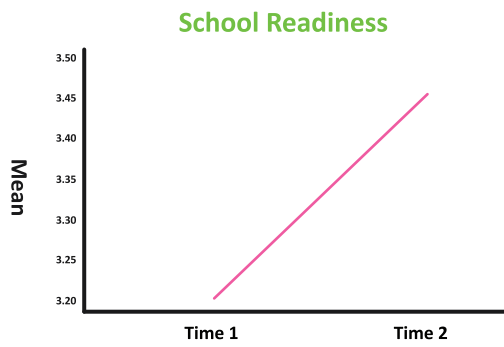
### Chinese Literacy Skills



### Cultural Awareness



Note :  
Time 1 : September to October 2024; Time 2: May to June 2025



Note :  
Time 1 : September to October 2024; Time 2: May to June 2025

## 2.4 Target Users

The CREF aims to empower teachers and school leadership to support their care for NCS EM children enrolled in local kindergartens. Teachers and school leadership can make good use of the framework to reflect on the current measures adopted in each domain and collaborate to drive improvement continuously.

## 2.5 How to Apply

Teachers and school leadership are encouraged to adopt the CREF (i.e., Sections 4.1 – 4.4) to evaluate the school's current measures at the beginning and end of the school year. The following suggestions will help teachers and school leadership apply the CREF to assess the current care measures provided by local kindergartens for NCS EM children.

### Teachers

- Reflect on the performance of classroom teaching and preparations made in response to the learning situations of NCS EM children;
- Observe NCS EM children in school;
- Observe the relevant teaching strategies adopted by the teaching team for the care of NCS EM children; and
- Use the CREF to collect opinions from the teaching team.

## School Leadership

- Reflect on the approaches adopted for the care of NCS EM children;
- Observe interactions among school stakeholders;
- Collect different opinions from the teaching team, children, and parents;
- Adopt the CREF to discuss school operations and current teaching strategies with the teaching team; and
- The leadership reviews NCS EM children's learning progress in Chinese language learning and social-emotional development, using this information as an evidence to support School Self-evaluation and inform the Education Bureau's Quality Review.

All kindergartens participating in the Kindergarten Education Scheme must conduct School Self-evaluation and Quality Review to optimise school education. For information on the Quality Assurance Framework for kindergarten education, please refer to the official website of the Education Bureau

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/index.html>



## 2.6 Guiding Principles

The CREF covers the following guiding principles:

### Leadership and Organisation

- a. Developing school policies to promote children's learning through a whole-school approach; and
- b. Using culturally responsive leadership strategies to appreciate and respect cultural diversity and individual differences.

You can refer to the Equal Opportunities Commission's Race Discrimination Ordinance (Chapter 602), which protects any person from discrimination, harassment, and vilification on the grounds of their race. For more information on the Race Discrimination Ordinance (Chapter 602), please refer to the Equal Opportunities Commission website

<https://www.eoc.org.hk/en/discrimination-laws/race-discrimination>



### School Culture

- a. Building a positive culture;
- b. Promoting children's Chinese language and social-emotional learning; and
- c. Fostering positive relationships between children and teachers.

The Equal Opportunities Commission has implemented the 'Racially Friendly Campus Recognition Scheme' since the school year of 2022, to raise awareness of racial diversity and inclusion among students as well as school staff members, and encourage schools to implement multicultural activities. For details of the scheme, please refer to the Equal Opportunities Commission website

<https://www.eoc.org.hk/en/Racial-Equality/Racial-Inclusion-in-Schools>



## Learning and Teaching of Chinese Language

- a. Designing a culturally responsive school-based curriculum and using culturally responsive pedagogy;
- b. Supporting child-centred learning;
- c. Setting high expectations for all students; and
- d. Promoting interdisciplinary collaboration between teachers and teaching assistants (such as, MTAs).

## Learning and Teaching of Social-emotional Skills

Promoting children's social-emotional learning, such as, self-management and expression of feelings, self-image, social skills, and sense of responsibility and social morality.

## Student Support

Providing support for NCS EM children in learning Chinese, children with social-emotional needs, and children transitioning from kindergarten to primary school.

## Parent Engagement

Promoting participation of NCS EM parents.

## Teacher Professionalism

Providing teachers with opportunities for continuous professional development.

## 2.7 Framework Overview

The CREF consists of 4 domains, 8 areas, 11 performance indicators, and 21 aspects. The four domains are listed as below:

Domain 1: Leadership and Organisation

Domain 2: Learning and Teaching

Domain 3: School Culture and Home-Community Collaboration

Domain 4: Child Development

The four domains are built upon multiple guiding principles (Diagram 1).

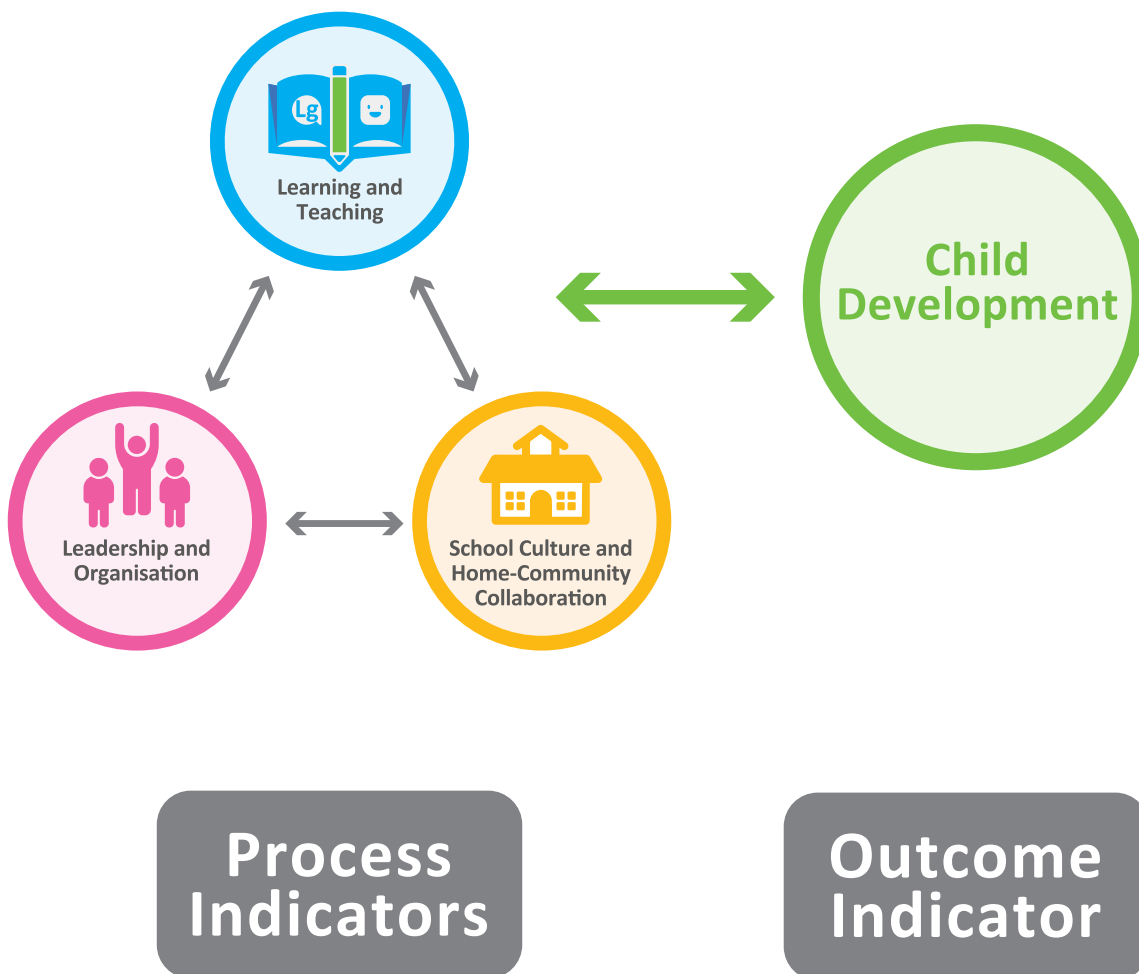
## Diagram 1: Alignment of Four Domains with Guiding Principles

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The domains are interconnected. Domains 1 to 3 are process indicators, reflecting the kindergarten's capacity to implement culturally responsive education. Domain 4 is the outcome indicator, reflecting the effectiveness of domains 1 to 3 (Diagram 2).

**Diagram 2:  
Interrelationships of Four Domains**





## **3. Overview of Four Domains**

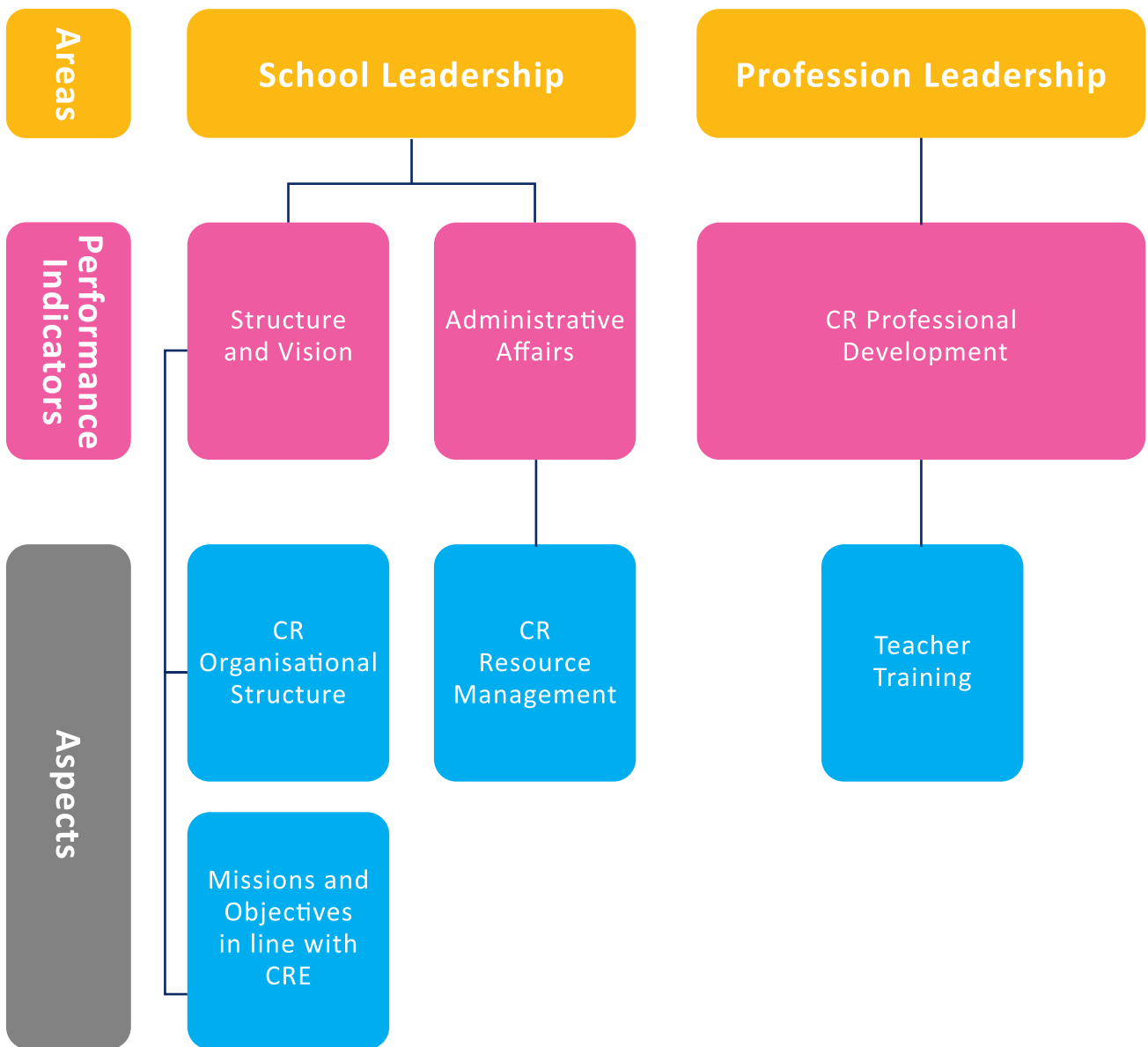
# Overview of Four Domains

Each domain has its respective tiered categorisation: areas, performance indicators, and aspects (Diagrams 3 to 6). To facilitate kindergartens to conduct self-reflection and self-evaluation, guiding questions with corresponding evidence of performance are provided to various aspects across domains 1 to 3. Each evidence of performance is divided into four levels, namely excellent, good, acceptable, and improvement needed, defined as follows:

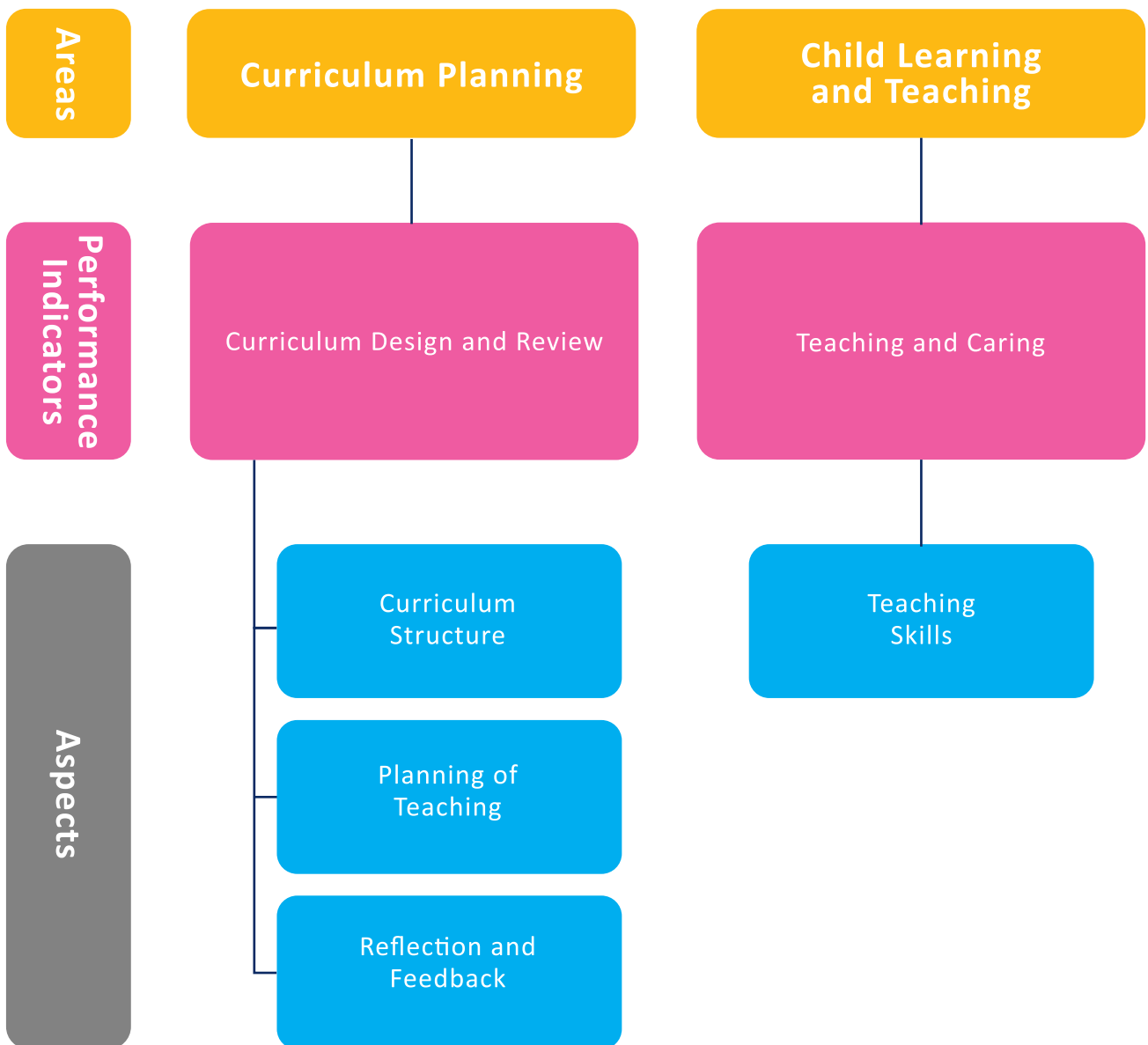
<b>Excellent</b>	The school achieves all indicators listed in the 'excellent' level.
<b>Good</b>	The school does not achieve all indicators listed in the 'excellent' level, but its performance exceeds the indicators listed in 'acceptable'.
<b>Acceptable</b>	The school's performance only meets all indicators listed in the 'acceptable' level.
<b>Improvement Needed</b>	The school's performance does not meet all indicators listed in the 'acceptable' level.

In domain 4, the framework focuses on describing children's developmental characteristics. Children's development can be observed by teachers, who help the school reflect themselves and make improvements accordingly. Several suggested strategies are also provided for each domain.

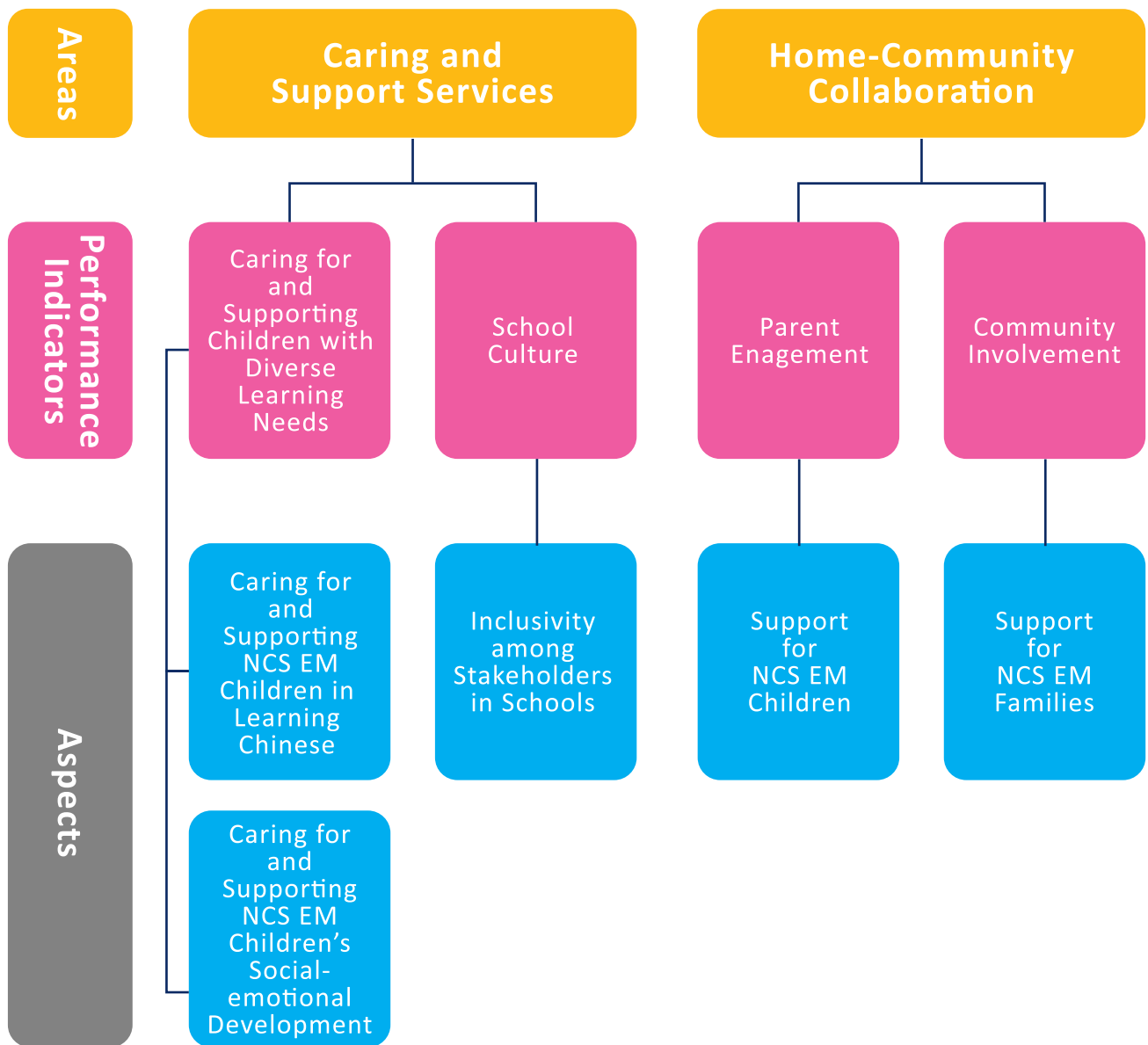
**Diagram 3 :  
Domain 1 – Leadership and Organisation**



## Diagram 4 : Domain 2 – Learning and Teaching

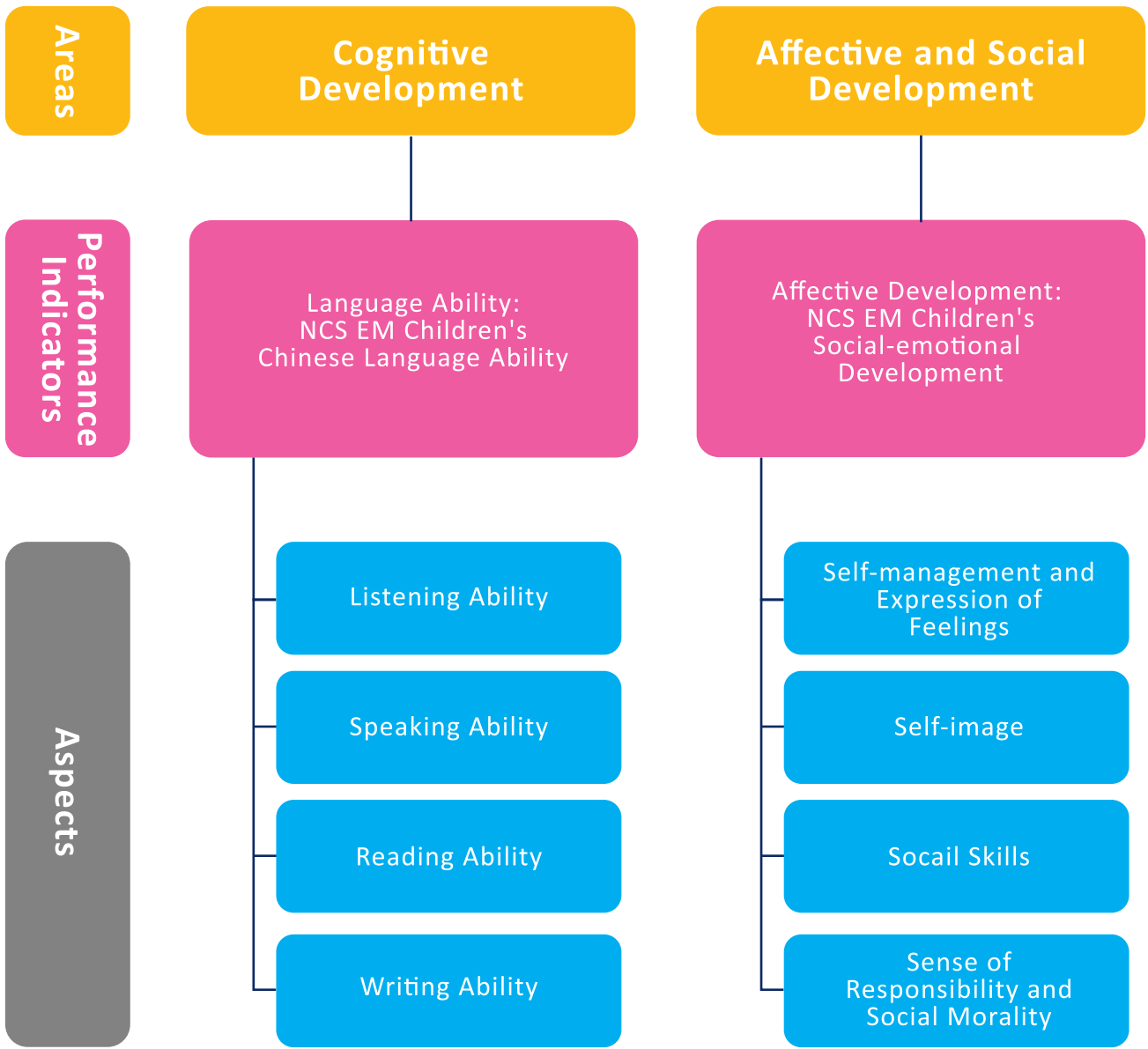


**Diagram 5 :  
Domain 3 – School Culture and Home-Community Collaboration**



**Diagram 6 :  
Domain 4 – Child Development**

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# 4.Details of Four Domains

# Details of Four Domains

## 4.1 Domain 1: Leadership and Organisation

### What to cover:

To evaluate the implementation of culturally responsive education in schools, the effectiveness of school leadership and professional leadership should be appraised. In this domain, the area of 'school leadership' covers several aspects, including the school's vision, mission, objectives, organisational structure, and resource management. How well these aspects align with culturally responsive education should be evaluated. In the area of 'professional leadership', evaluation should be placed on how well the school promotes culturally responsive professional development for principals and teachers, equipping them with relevant knowledge and skills for practising culturally responsive education.

### Strategy suggestions:

- Lead staff members to recognise the significance of cultural diversity in the school and the need to incorporate it into the school development plan; and
- Equip teachers, expert teachers, and school leadership with skills for practising culturally responsive education through professional training courses recognised by the Education Bureau. Such recognised courses include those organised by the 'C-for-Chinese@JC' Project, with relevant course information listed on the Education Bureau's official website.

For more information on courses supporting NCS children recognised by the Education Bureau, please refer to Education Bureau Circular No. 8/2018, 1: Recognised Courses on Catering for Students with Developmental Needs and on Supporting NCS Students (Revised September 2025)

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/index.html>



## Domain 1: Leadership and Organisation

**Area:** School Leadership

**Performance Indicator:** Structure and Vision

**Aspect:** CR Organisational Structure

### Guiding Questions

1. How is culturally responsive education embedded in the school's vision?
2. How does the school's organisational structure respond to culturally responsive education?
3. How does the school conduct self-evaluation related to culturally responsive education?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's vision in light of cultural diversity is clearly set.</li> <li><input type="checkbox"/> The school's organisational structure in response to the plans that promote culturally responsive education is established. Teachers who have received training courses for teaching NCS EM children recognised by the Education Bureau are assigned to specific positions, such as, qualified NCS coordinators or MTAs.</li> <li><input type="checkbox"/> There is a school self-evaluation mechanism for culturally responsive education. The school reviews the organisational structure and evaluates its relevant policies and activities of NCS EM children at least three times a year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a plan to set vision in light of cultural diversity clearly.</li> <li><input type="checkbox"/> The school has a plan to establish an organisational structure in response to the plans that promote culturally responsive education. At least one teacher who has received relevant training is assigned to teach NCS EM children.</li> <li><input type="checkbox"/> There is a school self-evaluation mechanism for culturally responsive education. The school reviews the organisational structure and evaluates its relevant policies and activities of NCS EM children at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of cultural diversity were embedded into the school's vision, and all staff members of the school are well informed of them.</li> <li><input type="checkbox"/> The school does not have a plan to establish an organisational structure in response to the plans that promote culturally responsive education. However, at least one teacher who has received relevant training is assigned to teach NCS EM children.</li> <li><input type="checkbox"/> There is a school self-evaluation mechanism for culturally responsive education. The school reviews the organisational structure and evaluates its relevant policies and activities once a year.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of cultural diversity have yet to be embedded into the school's vision.</li> <li><input type="checkbox"/> The school does not have a plan to establish an organisational structure in response to the plans that promote culturally responsive education. Teachers assigned to teach NCS EM children did not receive corresponding training.</li> <li><input type="checkbox"/> There is no school self-evaluation mechanism for culturally responsive education.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school deploys a holistic CREF to assess and monitor the performance and effectiveness of caring for NCS EM students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school plans to deploy a holistic CREF to assess and monitor the performance and effectiveness of caring for NCS EM students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school plans to deploy the CREF partially to assess and monitor the performance and effectiveness of caring for NCS EM students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no plan to deploy the CREF to assess and monitor the performance and effectiveness of caring for NCS EM students.</li> </ul>

## Domain 1: Leadership and Organisation

**Area:** School Leadership

**Performance Indicator:** Structure and Vision

**Aspect:** Missions and Objectives in line with CRE

### Guiding Questions

1. Are the school's objectives and mission in line with culturally responsive education?
2. How does the school leadership guide the staff members (teaching staff and non-teaching staff) to implement culturally responsive education within the school?
3. How does the school explain to parents and staff members its mission and objectives?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school sets clear objectives and a mission for culturally responsive education.</li> <li><input type="checkbox"/> The school leadership, including principals, possesses relevant knowledge of culturally responsive education and can lead staff members to implement it within the school. For example, the school provides clear guidelines to teachers, leading them to integrate CRE into the curriculum and related pedagogy. The school leadership, including principals, possesses relevant knowledge of culturally responsive education and has a plan to implement it within the school.</li> <li><input type="checkbox"/> The school explains its objectives and mission to parents and newly recruited staff members, and provides more than one channel for them to express their views.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a plan to set clear objectives and a mission for culturally responsive education.</li> <li><input type="checkbox"/> The school leadership, including principals, possesses relevant knowledge of culturally responsive education and has a plan to implement it within the school.</li> <li><input type="checkbox"/> The school explains its objectives and mission to parents and newly recruited staff members. The school plans to provide more than one channel for them to express their views.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Although not explicitly stated, culturally responsive education can still be integrated into school goals and a mission.</li> <li><input type="checkbox"/> The school leadership, including principals, possesses relevant knowledge of culturally responsive education. However, they have yet to consider implementing it within the school.</li> <li><input type="checkbox"/> The school explains its objectives and mission to parents and newly recruited staff members. However, the school only provides a single channel for them to express their views.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not have a plan to set clear goals and a mission for culturally responsive education.</li> <li><input type="checkbox"/> The school leadership, including principals, does not possess relevant knowledge of culturally responsive education.</li> <li><input type="checkbox"/> The school explains its objectives and mission to parents and newly recruited staff members. However, the school does not provide a channel for them to express their views.</li> </ul>

## Domain 1: Leadership and Organisation

**Area:** School Leadership

**Performance Indicator:** Administrative Affairs

**Aspect:** CR Resource Management

### Guiding Questions

1. How does the school manage CR learning and teaching resources?
2. How does the school monitor the funding for NCS EM children?
3. How does the school make use of resources to meet the needs of NCS EM children?
4. How does the school prepare for primary school?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has established mechanisms and utilises evidence-based learning and teaching resources to conduct culturally responsive teaching. Utilisation of the resources is systematically recorded and reviewed at least twice a year.</li> <li><input type="checkbox"/> The school has an internal control and reporting mechanism to monitor funding used to support NCS EM children, and conducts a review at least twice a year.</li> <li><input type="checkbox"/> In light of the abilities, interests, and needs of NCS EM children, the school has adopted more than one type of culturally responsive teaching resources, such as multicultural and play-based learning and teaching resources for learning Chinese, songs, enrichment activities, and storybooks appropriate to NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has established mechanisms and utilises evidence-based learning and teaching resources to conduct culturally responsive teaching. Utilisation of the resources is systematically recorded and reviewed once a year.</li> <li><input type="checkbox"/> The school has an internal control and reporting mechanism to monitor funding used to support NCS EM children, and conducts a review once a year.</li> <li><input type="checkbox"/> In light of the abilities, interests, and needs of NCS EM children, the school has added one type of culturally responsive teaching resource.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school plans to establish mechanisms and utilise evidence-based learning and teaching resources to conduct culturally responsive teaching.</li> <li><input type="checkbox"/> The school plans to have an internal control and reporting mechanism to monitor funding used to support NCS EM children.</li> <li><input type="checkbox"/> In light of the abilities, interests, and needs of NCS EM children, the school plans to consider using culturally responsive teaching resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no plan to establish mechanisms, nor to utilise evidence-based learning and teaching resources to conduct culturally responsive teaching.</li> <li><input type="checkbox"/> The school has no plan to have an internal control and reporting mechanism to monitor funding used to support NCS EM children.</li> <li><input type="checkbox"/> The school has learning and teaching resources, such as, Chinese teaching materials and storybooks, but most of them do not meet the needs of NCS EM children.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li>□ The school is able to take care of the daily needs of NCS EM children, such as, their different dietary and clothing preferences compared to other children.</li> <li>□ The school maintains contact with primary schools (particularly those suitable for NCS EM children) and provides parents of NCS EM children with the latest information on the primary schools and other useful materials (in ethnic minority languages).</li> </ul>	<ul style="list-style-type: none"> <li>□ The school is aware of the daily needs of NCS EM children, such as, their dietary and clothing preferences, and plans to implement corresponding arrangements this school year.</li> <li>□ The school maintains contact with primary schools (particularly those suitable for NCS EM children) and provides parents of NCS EM children with the latest information on the primary schools and other useful materials (in English).</li> </ul>	<ul style="list-style-type: none"> <li>□ The school is aware of the daily needs of NCS EM children, such as, their dietary and clothing preferences, and plans to implement corresponding arrangements in the following school year.</li> <li>□ The school plans to maintain contact with primary schools (particularly those suitable for NCS EM children) and considers providing parents of NCS EM children with the latest information on the primary schools and other useful materials (in English).</li> </ul>	<ul style="list-style-type: none"> <li>□ The school is aware of the daily needs of NCS EM children, such as, their dietary and clothing preferences, but has yet to plan to implement corresponding arrangements.</li> <li>□ The school maintains contact with primary schools, but does not make special arrangements for NCS EM children to maintain close contact with the relevant primary schools, and provides all parents (including Chinese-speaking and NCS parents) with the same bilingual (Chinese-English) information about all primary schools.</li> </ul>
<p>Note: <sup>2</sup> Evidence-based learning and teaching resources have been tested, and their effectiveness has been supported by empirical research.</p>			

## Domain 1: Leadership and Organisation

**Area:** Professional Leadership

**Performance Indicator:** CR Professional Development

**Aspect:** Teacher Training

### Guiding Questions

1. How does the school support the staff members (teaching staff and non-teaching staff) in professional development related to culturally responsive education?
2. Does the school provide the staff members with school-based training related to culturally responsive education? How does the school evaluate the effectiveness of its training plans related to culturally responsive education?
3. How does the school assess teachers' attitudes, knowledge, and skills when teaching NCS EM children?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement
<ul style="list-style-type: none"> <li><input type="checkbox"/> More than one staff members at the school received professional training courses recognised by the Education Bureau in culturally responsive education and teaching Chinese to NCS EM children.</li> <li><input type="checkbox"/> The school conducts at least two school-based training courses on culturally responsive education for its staff members each year. The school will evaluate the effectiveness of the training courses and take follow-up measures timely.</li> <li><input type="checkbox"/> In addition to government requirements, the school has an additional school-based mechanism to assess teachers' attitudes, knowledge, and skills when teaching NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> More than one staff members at the school received professional training courses in culturally responsive education or teaching Chinese to NCS EM children.</li> <li><input type="checkbox"/> The school conducts at least one school-based training course on culturally responsive education for its staff members each year. The school will evaluate the effectiveness of the training courses and take follow-up measures timely.</li> <li><input type="checkbox"/> In addition to government requirements, the school has a plan to establish a school-based mechanism to assess teachers' attitudes, knowledge, and skills when teaching NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only one staff members at the school received professional training courses in culturally responsive education or teaching Chinese to NCS EM children.</li> <li><input type="checkbox"/> The school plans to conduct school-based training courses for its staff members on culturally responsive education. The school will evaluate the effectiveness of the training courses and take follow-up measures timely.</li> <li><input type="checkbox"/> The school assesses teachers' attitudes, knowledge, and skills when teaching NCS EM children to meet government requirements only, and has no plan to establish an additional school-based assessment mechanism.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No staff members at the school received any professional training courses in culturally responsive education or teaching Chinese to NCS EM children.</li> <li><input type="checkbox"/> The school has no plan to conduct school-based training courses for its staff members on culturally responsive education.</li> <li><input type="checkbox"/> The school assesses teachers' attitudes, knowledge, and skills when teaching children to meet government requirements only, and has not established any specific evaluation of these aspects in relation to teaching NCS EM children.</li> </ul>

## 4.2 Domain 2: Learning and Teaching

### What to cover:

This domain works on how cultural responsiveness is embedded in learning and teaching, which covers the area of 'curriculum planning' and of 'child learning and teaching'. The area of 'curriculum planning' is to review how CRE is put into practice. Schools will reflect on whether the curriculum structure is aligned with CRE, how the schools incorporate cultural responsiveness in learning activities and the learning environment, and how the schools review the curriculum. In the area of 'child learning and teaching', teachers' practice in CRE and their caring for NCS EM children will be appraised.

### Strategy suggestions:

- Draw on K2 and K3 curricula and enrichment activities designed by the 'C-for-Chinese@JC' Project for NCS EM children in Chinese language learning and social-emotional development;
- Implement and review the curriculum specifically designed for NCS EM children;
- Employ evidence-based culturally responsive learning and teaching materials, such as, the teaching materials designed by the 'C-for-Chinese@JC' Project, to create a suitable learning environment;
- Promote collaboration among staff members in planning and implementing the curriculum designed for NCS EM children; and
- Adopt the evidence-based curriculum that allows teachers to maintain high expectations for all Chinese-speaking and NCS EM children.

## Domain 2: Learning and Teaching

**Area:** Curriculum Planning

**Performance Indicator:** Curriculum Design and Review

**Aspect:** Curriculum Structure

### Guiding Questions

1. Does the school establish its curriculum of Chinese language and social-emotional learning that is culturally responsive?
2. How is the curriculum incorporating learning and teaching strategies designed for NCS EM children?
3. How does the school's schedule of daily activities enhance NCS EM children's competency in Chinese language and social-emotional skills?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<p><input type="checkbox"/> All courses in the Chinese language and social-emotional learning established by the school are well in line with culturally responsive education. The school recognises the diversity of Chinese ability among NCS EM children, and thus provides differentiated learning and teaching materials — such as, storybooks, and enrichment activities — tailored to their abilities.</p> <p><input type="checkbox"/> The curriculum offered by the school is designed specifically for NCS EM children to learn through real-life themes. The curriculum extensively incorporates 'funds of knowledge'<sup>3</sup> of children.</p>	<p><input type="checkbox"/> At least half of the Chinese language and social-emotional learning courses offered by the school are in line with culturally responsive education. The school recognises the diversity of Chinese ability among NCS EM children, but most of the learning and teaching materials of the same grade, such as, storybooks, are not tiered according to their abilities.</p> <p><input type="checkbox"/> The curriculum offered by the school aims to enable children to learn through real-life themes, but only a small portion of the curriculum incorporates the 'funds of knowledge' of NCS EM children.</p>	<p><input type="checkbox"/> The school plans to offer Chinese language and social-emotional learning courses that are in line with culturally responsive education.</p> <p><input type="checkbox"/> The curriculum offered by the school aims to enable children to learn through real-life themes and plans to incorporate the 'funds of knowledge' of NCS EM children.</p>	<p><input type="checkbox"/> The school has no plan to offer Chinese language and social-emotional learning courses that are in line with culturally responsive education.</p> <p><input type="checkbox"/> The curriculum offered by the school is designed specifically for NCS EM children to learn through real-life themes, but it does not consider incorporating the 'funds of knowledge' of NCS-EM children into the curriculum.</p>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school arranged enrichment classes for NCS EM children to address their diverse needs in learning Chinese.</li> <li><input type="checkbox"/> Teachers can adjust the school's schedule of daily activities for giving NCS EM children sufficient time to engage in activities.</li> </ul> <p>Note <sup>3</sup>: 'Funds of knowledge' includes children's cultural backgrounds, knowledge, skills, and lived experiences. Culturally responsive education encourages the integration of knowledge and skills acquired by NCS EM children from their families and community experiences into the curriculum.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has planned to arrange enrichment classes for NCS EM children this school year to address their diverse needs in learning Chinese.</li> <li><input type="checkbox"/> Teachers generally follow the school's schedule of daily activities, making adjustments only when NCS EM children engage in activities related to Chinese language and social-emotional learning for giving them sufficient time to engage in activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school is considering setting up enrichment classes for NCS EM children to address their diverse needs in learning Chinese, but no specific plan has been developed yet.</li> <li><input type="checkbox"/> Teachers generally follow the school's schedule of daily activities and only make minor adjustments for NCS EM children engaging in activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no plan to arrange enrichment classes for NCS EM children to address their diverse needs in learning Chinese.</li> <li><input type="checkbox"/> Teachers follow the school's schedule of daily activities and rarely make adjustments for NCS EM children.</li> </ul>

## Domain 2: Learning and Teaching

**Area:** Curriculum Planning

**Performance Indicator:** Curriculum Design and Review

**Aspect:** Planning of Teaching

### Guiding Questions

1. How does the school develop and review teaching plans related to culturally responsive education?
2. How does the school encourage collaboration among teachers in implementing culturally responsive education?
3. How do teachers design activities of Chinese language and socio-emotional learning to meet the needs of NCS EM children?
4. How do teachers create an environment that helps NCS EM children learn Chinese language and acquire social-emotional skills?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li>□ All teaching plans are developed with the concerns of the learning needs of NCS EM children. The teaching focuses, learning and teaching activities and assessment are all interconnected, aligning with culturally responsive education. Teaching plans and design of activities are reviewed every semester.</li> <li>□ The school encourages collaboration among teachers in teaching NCS EM children. Principals, teachers, expert teachers, and MTAs participate in classroom planning for implementing culturally responsive education and hold at least two meetings of lesson planning every semester.</li> </ul>	<ul style="list-style-type: none"> <li>□ At least half of the teaching plans are developed with the concerns of the learning needs of NCS EM children. The teaching objectives, learning focuses, and teaching activities, and assessment are all interconnected. Teaching plans and design of activities are reviewed every semester.</li> <li>□ The school encourages collaboration among teachers in teaching NCS EM children. Principals, teachers, expert teachers, and MTAs participate in classroom planning for implementing culturally responsive education and hold at least one meeting of lesson planning every semester.</li> </ul>	<ul style="list-style-type: none"> <li>□ Less than half of the teaching plans are developed with the concerns of the learning needs of NCS EM children. The teaching objectives, learning focuses, learning and teaching activities, and assessment are all interconnected. Teaching plans and design of activities are reviewed every semester.</li> <li>□ The school plans to implement collaboration among teachers in teaching NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li>□ The teaching plan is yet to be considered with the concerns of the learning needs of NCS EM children.</li> <li>□ The school has no plan to implement collaboration among teachers in teaching NCS EM children.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li>□ Teachers utilise the 'Funds of Knowledge' of NCS EM children in all learning activities.</li> <li>□ An interest corner is set up in the classroom, and different cultural characteristics are incorporated into the toys, games and decorations related to Chinese language and social-emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teachers utilise the 'Funds of Knowledge' of NCS EM children in at least half of the learning activities.</li> <li>□ An interest corner is set up in the classroom and is being planned to incorporate different cultural characteristics into the toys, games and decorations related to Chinese language and social-emotional learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teachers utilise the 'Funds of Knowledge' of NCS EM children in less than half of the learning activities.</li> <li>□ An interest corner is set up in the classroom, and it is under consideration to incorporate different cultural characteristics into toys, games and decorations related to Chinese language and social-emotional learning. However, no specific plan has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>□ Teachers do not utilise the 'Funds of Knowledge' of NCS EM children in the learning activities.</li> <li>□ An interest corner is set up in the classroom. Still, there is no consideration of incorporating different cultural characteristics into the toys, games, and decorations related to Chinese language and social-emotional learning.</li> </ul>

## Domain 2: Learning and Teaching

**Area:** Curriculum Planning

**Performance Indicator:** Curriculum Design and Review

**Aspect:** Reflection and Feedback

### Guiding Questions

1. How does the school review their curricula to cater to the learning needs of NCS EM children?
2. How does the school use the learning experiences of NCS EM children to review their curriculum planning?
3. How do teachers evaluate their teaching effectiveness and make adjustments when necessary?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li>□ The school has a curriculum review mechanism, including peer observations, and reviews the design and implementation of relevant learning assignments for NCS EM children at least twice a year.</li> <li>□ The school conducts a review twice a year to evaluate policies related to the learning of Chinese language and social-emotional skills for NCS EM children. The school will adjust and modify the curriculum based on the performance of NCS EM children, parental feedback, and teacher reflections.</li> </ul>	<ul style="list-style-type: none"> <li>□ The school has a curriculum review mechanism, including peer observations, and reviews the design and implementation of relevant learning assignments for NCS EM children at least once a year.</li> <li>□ The school conducts an annual review to evaluate policies related to the learning of Chinese language and social-emotional skills for NCS EM children. The school will adjust and modify the curriculum based on the performance of NCS EM children, parental feedback, and teacher reflections.</li> </ul>	<ul style="list-style-type: none"> <li>□ The school has a curriculum review mechanism, including peer observations, and plans to review the design and implementation of relevant learning assignments for NCS EM children annually.</li> <li>□ The school plans to review and evaluate its policies annually regarding the experiences of NCS EM children in learning Chinese and related social-emotional skills.</li> </ul>	<ul style="list-style-type: none"> <li>□ The school has a curriculum review mechanism, including peer observations, but has no plan to review the design and implementation of relevant learning assignments for NCS EM children.</li> <li>□ The school has no plan to review and evaluate its policies regarding the experiences of NCS EM children in learning Chinese and related social-emotional skills.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<p>□ School leaders, such as, principals or expert teachers, use mechanisms to monitor the performance of teachers and NCS EM children, and hold at least two discussion sessions with teachers each year to review the effectiveness of teaching NCS EM children. The school will make necessary adjustments to the teaching content and methods.</p>	<p>□ School leaders, such as, principals or expert teachers, use mechanisms to monitor the performance of teachers and NCS EM children, and hold at least one discussion session with teachers each year to review the effectiveness of teaching NCS EM children. The school will make necessary adjustments to the teaching content and methods..</p>	<p>□ The school plans to evaluate the effectiveness of teachers in teaching NCS EM children annually, and will only observe the performance of NCS EM children. The school will make necessary adjustments to the teaching content and methods.</p>	<p>□ When the school assesses teachers' teaching effectiveness, they do not focus on the effectiveness of teachers in teaching NCS EM children.</p>

## Domain 2: Learning and Teaching

**Area:** Child Learning and Teaching

**Performance Indicator:** Teaching and Caring

**Aspect:** Teaching Skills

### Guiding Questions

1. What are teachers' attitudes towards culturally responsive teaching?
2. How do teachers explain and give instructions to NCS EM children?
3. How do teachers handle the opinions, thoughts, and feelings of NCS EM children?

### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"><li><input type="checkbox"/> All teachers at the school show a positive and serious attitude towards culturally responsive teaching. Teachers continuously evaluate their teaching performance and also value opportunities for professional development.</li><li><input type="checkbox"/> When teachers explain and give instructions to NCS EM children, they use both verbal and non-verbal communication skills. It was discovered that children were able to understand the teacher's instructions.</li><li><input type="checkbox"/> All teachers at the school are willing to interact with NCS EM children and always allow ample time for the children to share their experiences, perspectives, and feelings.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> At least half of the school's teachers show a positive and serious attitude towards culturally responsive teaching. Teachers continuously evaluate their teaching performance and also value opportunities for professional development.</li><li><input type="checkbox"/> When teachers explain and give instructions to NCS EM children, they use both verbal and non-verbal communication skills. It was found that at least half of the children could understand the teacher's instructions.</li><li><input type="checkbox"/> At least half of the school's teachers are willing to interact with NCS EM children and always allow ample time for the children to share their experiences, perspectives, and feelings.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Less than half of the school's teachers show a positive and serious attitude towards culturally responsive teaching. Teachers continuously evaluate their teaching performance and also value opportunities for professional development.</li><li><input type="checkbox"/> When teachers explain and give instructions to NCS EM children, they use a variety of verbal and non-verbal communication skills. It was found that less than half of the children could understand the teacher's instructions.</li><li><input type="checkbox"/> Less than half of the school's teachers are willing to interact with NCS EM children, but they always allow ample time for the children to share their experiences, perspectives, and feelings.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> No teacher in the school shows a positive attitude towards culturally responsive teaching.</li><li><input type="checkbox"/> When teachers explain and give instructions to NCS EM children, they find that the children have difficulty understanding the teachers' instructions.</li><li><input type="checkbox"/> Teachers at the school are reluctant to interact with NCS EM children.</li></ul>

### 4.3 Domain 3: School Culture and Home-Community Collaboration

#### What to cover:

Culturally responsive education is built upon equity and inclusion. Jacob and Holsinger (2008) defined educational equity as 'Equity considers the social justice ramifications of education in relation to the fairness, justness, and impartiality of its distribution at all levels or educational subsectors' (p. 4). Culturally responsive education is advocating for 'providing a level playing field for children'. Through CRE, children from different cultural backgrounds will receive appropriate support to improve their learning opportunities. It enables them to realise their potential and integrate into society more smoothly. If cultural responsiveness is in place, NCS EM children can receive care and appropriate support to learn Chinese and social-emotional skills. Meanwhile, good relationships among the school's stakeholders can be maintained. Schools may also work in partnerships with parents and community organisations, such as, non-governmental organisations (NGOs).

#### Strategy suggestions:

- Create a caring culture and promote equity and inclusion in the school;
- Facilitate harmonious relationships among stakeholders in the school;
- Strengthen communication between NCS EM parents and the school to promote home-school collaboration; and
- Utilising community resources, such as, the 'Parent Academy' of the 'C-for-Chinese@JC' Project to care for NCS EM children and their parents.

For recommendations on creating a fair and safe environment for NCS EM children in schools, please refer to 'Chapter 3: Child Safeguarding: Risk Assessment and Management', pages 38-39 of the Kindergarten Child Safeguarding Practice Manual, [https://www.plan.org.hk/wp-content/uploads/2023/06/Toolkit-ENG-Version\\_20230614\\_email-version.pdf](https://www.plan.org.hk/wp-content/uploads/2023/06/Toolkit-ENG-Version_20230614_email-version.pdf)



### Domain 3: School Culture and Home-Community Collaboration

**Area:** Caring and Support Services

**Performance Indicator:** Caring for and Supporting Children with Diverse Learning Needs

**Aspect:** Caring for and Supporting NCS EM Children in Learning Chinese

#### Guiding Questions

1. Does the staff members (teaching staff and non-teaching staff) provide care for NCS EM children?
2. How does the school address the Chinese language learning needs of NCS EM children and help them integrate into school life?
3. What kind of support is provided by the school to enhance teachers' capabilities of caring NCS EM children in learning Chinese?

#### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li>□ School staff members showed care for NCS EM children, and all staff members expressed acceptance of their different cultural backgrounds.</li> <li>□ The school has established a mechanism for teachers to follow up on the needs of NCS EM children in learning Chinese through appropriate channels. Their needs are well documented by the school.</li> <li>□ The relevant teachers have participated in professional training courses recognised by the Education Bureau in supporting NCS EM children in learning Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>□ School staff members showed care for NCS EM children, with at least half of the staff members expressing acceptance of their different cultural backgrounds.</li> <li>□ The school plans to establish a mechanism for teachers to follow up on the needs of NCS EM children in learning Chinese through appropriate channels.</li> <li>□ The relevant teachers have participated in professional training courses that support NCS EM children in learning Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>□ School staff members showed care for NCS EM children. Less than half of the staff members expressed acceptance of different cultural backgrounds of NCS EM children.</li> <li>□ Teachers have followed up on the needs of NCS EM children in learning Chinese, but the school has no plan to establish a relevant mechanism.</li> <li>□ The relevant teachers plan to participate in professional training courses that support NCS EM children in learning Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>□ No more than one staff member at the school indicated that he/she accepts the cultural backgrounds of NCS EM children.</li> <li>□ Teachers do not follow up on the needs of NCS EM children in learning Chinese.</li> <li>□ The relevant teachers do not have plans to participate in professional training courses that support NCS EM children in learning Chinese.</li> </ul>

### Domain 3: School Culture and Home-Community Collaboration

**Area:** Caring and Support Services

**Performance Indicator:** Caring for and Supporting Children with Diverse Learning Needs

**Aspect:** Caring for and Supporting NCS EM Children's Social-emotional Development

#### Guiding Questions

1. How does the school support NCS EM children's social-emotional development?
2. How do the teachers embrace NCS EM children who have social-emotional issues?
3. What kind of support is provided by the school to enhance teachers' capabilities to support the social-emotional development of NCS EM children?

#### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has established a mechanism to help teachers grasp the social-emotional development of NCS EM children. The relevant mechanisms help teachers assess and analyse children's development, and provide appropriate care in a timely manner.</li> <li><input type="checkbox"/> When NCS EM children experience social-emotional issues, all teachers are aware of how to care for them.</li> <li><input type="checkbox"/> The relevant teachers have attended professional training courses recognised by the Education Bureau in supporting the social-emotional development of NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school assists teachers in grasping the social-emotional development of NCS EM children, and plans to establish a mechanism to help teachers grasp the social-emotional development of NCS EM children.</li> <li><input type="checkbox"/> When NCS EM children experience social-emotional issues, at least half of the teachers are aware of how to care for them.</li> <li><input type="checkbox"/> The relevant teachers have attended professional training courses in supporting the social-emotional development of NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school assists teachers in grasping the social-emotional development of NCS EM children. However, there are no plan to establish a relevant mechanism.</li> <li><input type="checkbox"/> When NCS EM children experience social-emotional issues, less than half of the teachers are aware of how to care for them.</li> <li><input type="checkbox"/> The relevant teachers plan to attend professional training courses in supporting the social-emotional development of NCS EM children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers rely solely on their own efforts to understand the social-emotional development of NCS EM children.</li> <li><input type="checkbox"/> When NCS EM children experience social-emotional issues, not more than one teacher is aware of how to care for them.</li> <li><input type="checkbox"/> The relevant teachers do not plan to attend professional training courses in supporting the social-emotional development of NCS EM children.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<p><input type="checkbox"/> The school invites relevant professional groups and associations at least three times a year to provide teachers with practical workshops, teaching materials and the latest information on early childhood social-emotional learning.</p>	<p><input type="checkbox"/> The school invites relevant professional groups and associations at least twice a year to provide teachers with practical workshops, teaching materials and the latest information on early childhood social-emotional learning.</p>	<p><input type="checkbox"/> The school invites relevant professional groups and associations at least once a year to provide teachers with practical workshops, teaching materials and the latest information on early childhood social-emotional learning.</p>	<p><input type="checkbox"/> The school does not invite relevant professional groups and associations each year to provide teachers with practical workshops, teaching materials and the latest information on early childhood social-emotional learning.</p>

### Domain 3: School Culture and Home-Community Collaboration

**Area:** Caring and Support Services

**Performance Indicator:** School Culture

**Aspect:** Inclusivity among Stakeholders in Schools

#### Guiding Questions

1. How does the school maintain its relationship with different stakeholders<sup>4</sup>?
2. How do the school create an atmosphere that supports cultural diversity?

#### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> All school staff members are willing to listen to the needs of NCS EM children and their parents, and to follow up accordingly.</li> <li><input type="checkbox"/> The school fosters a positive attitude towards cultural diversity among children and parents. The school holds at least two cultural inclusion activities each year to guide children and parents in viewing 'cultural diversity as a strength for all students'.</li> </ul> <p>Note:<sup>4</sup>Stakeholders include school staff members (teaching staff and non-teaching staff), NCS EM children and their parents, as well as Chinese-speaking children and their parents.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least half of the school staff members are willing to listen to the needs of NCS EM children and their parents, and to follow up accordingly.</li> <li><input type="checkbox"/> The school fosters a positive attitude towards cultural diversity among children and parents. The school holds at least one cultural inclusion activity each year to guide children and parents in viewing 'cultural diversity as a strength for all students'.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than half of the school staff members are willing to listen to the needs of NCS EM children and their parents, and to follow up accordingly.</li> <li><input type="checkbox"/> The school fosters a positive attitude towards cultural diversity among children and parents. The school plans to hold cultural inclusion activities each year to guide children and parents in viewing 'cultural diversity as a strength for all students'.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No more than one school staff member is willing to listen to the needs of NCS EM children and their parents, and to follow up accordingly.</li> <li><input type="checkbox"/> The school has no plan to hold cultural inclusion activities each year.</li> </ul>

### Domain 3: School Culture and Home-Community Collaboration

**Area:** Home-Community Collaboration

**Performance Indicator:** Parent Engagement

**Aspect:** Support for NCS EM Children

#### Guiding Questions

1. How does the school communicate with NCS EM parents?
2. How does the school foster collaboration with NCS EM parents?
3. How does the school support NCS EM parents in assisting their children's learning?
4. How does the school support NCS EM parents in helping their children prepare for primary school?

#### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> All school notices are written in Chinese, English, and at least one ethnic minority language.</li> <li><input type="checkbox"/> The school contacts NCS EM parents at least once per semester to share updates on their children's school life and collect their feedback at least twice a year. NCS EM parents also proactively contact the school when needed.</li> <li><input type="checkbox"/> The school has established mechanisms for home-school co-operation, such as, inviting parents to help organise activities, assisting in designing learning and teaching activities and discussing school policies, in order to strengthen the partnership with NCS EM parents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All school notices are written in Chinese and English. The school will provide interpretation services to parents in need.</li> <li><input type="checkbox"/> The school contacts NCS EM parents at least once per semester to share updates on their children's school life and collect their feedback at least once a year. NCS EM parents also proactively contact the school when needed.</li> <li><input type="checkbox"/> The school plans to establish mechanisms for home-school co-operation, such as, inviting parents to help organise activities, assist in designing learning and teaching activities, discussing school policies, in order to strengthen the partnership with NCS EM parents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All school notices are written in Chinese and English. The school has plans to provide interpretation services to parents in need.</li> <li><input type="checkbox"/> The school contacts NCS EM parents at least once per semester to share updates on their children's school life and plans to collect their feedback at least once a year. NCS EM parents also proactively contact the school when needed.</li> <li><input type="checkbox"/> The school has no plan to establish mechanisms for home-school co-operation. The school currently drives participation of NCS EM parents through parent-child activities only.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All school notices are written in Chinese and English. The school has no plan to provide interpretation services to parents in need.</li> <li><input type="checkbox"/> The school contacts NCS EM parents at least once per semester to share updates on their children's school life, but it has no plan to collect their feedback. NCS EM parents also proactively contact the school when needed.</li> <li><input type="checkbox"/> The school does not have plans to establish mechanisms for home-school co-operation. The school is considering to organizing parent-child activities to drive participation of NCS EM parents.</li> </ul>

## Evidence of Performance (Cont'd)

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school organises two parent education events each year for NCS EM parents to help them better understand how to improve their children's learning.</li> <li><input type="checkbox"/> The school provides supplementary learning materials to parents, catering to the needs of NCS EM parents to guide their children in learning Chinese and social-emotional skills at home. The school is also following up on their situations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school organises one parent education event each year for NCS EM parents to help them better understand how to improve their children's learning.</li> <li><input type="checkbox"/> The school provides supplementary learning materials to parents, but these materials do not meet the needs of NCS EM parents to guide their children in learning Chinese and social-emotional skills at home. However, the school is following up on their situations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school plans to organise parent education events each year for NCS EM parents.</li> <li><input type="checkbox"/> The school plans to provide supplementary learning materials to parents to guide their children's learning at home.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not have plans to organise parent education events each year for NCS EM parents.</li> <li><input type="checkbox"/> The school has no plan to provide supplementary learning materials to parents.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> During talks and workshops on the transition from kindergarten to primary school, the school mobilises NCS EM parents, or assigns MTAs or teachers, to provide interpretation services in ethnic minority languages for parents in need.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school starts planning to mobilise NCS EM parents, or assign MTAs or teachers, to provide interpretation services in ethnic minority languages for parents in need during talks and workshops on the transition from kindergarten to primary school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During talks and workshops on the transition from kindergarten to primary school, the school provides English interpretation services for parents in need, but has no plan to provide interpretation services in ethnic minority languages.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no plan to provide any interpretation services to parents during talks and workshops on the transition from kindergarten to primary school.</li> </ul>

### Domain 3: School Culture and Home-Community Collaboration

**Area:** Home-Community Collaboration

**Performance Indicator:** Community Involvement

**Aspect:** Support for NCS EM Families

#### Guiding Questions

1. How does the school collaborate with external organisations to provide support and services to NCS EM children and their families?
2. How does the school utilise community resources to cater to the needs of NCS EM children and prepare them for primary school?

#### Evidence of Performance

Excellent	Good	Acceptable	Improvement Needed
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has partnered with at least two external organisations to organise events aimed at supporting NCS EM children and their families.</li> <li><input type="checkbox"/> In terms of the transition from kindergarten to primary school, the school utilises community resources to cater to the needs of NCS EM children and their parents. For example, the school collaborates with some NGOs to hold workshops for NCS-EM children to prepare them for primary school life.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has partnered with only one external organisation to organise events aimed at supporting NCS EM children and their families.</li> <li><input type="checkbox"/> In terms of the transition from kindergarten to primary school, the school currently provides NCS EM parents only with the names of some NGOs that assist with the transition, but plans to cooperate with these organisations concretely.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school plans to partner with external organisations to organise events aimed at supporting NCS EM children and their families.</li> <li><input type="checkbox"/> The school plans to provide NCS EM parents with the names of some NGOs that assist with the transition from kindergarten to primary school, but has no plan to cooperate with these organisations specifically.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no plan to partner with external organisations to organise events aimed at supporting NCS EM children and their families.</li> <li><input type="checkbox"/> The school has no plan to provide NCS EM parents with the names of any NGOs that assist with the transition from kindergarten to primary school, nor does it plan to cooperate with any organisations specifically.</li> </ul>

## 4.4 Domain 4: Child Development

### What to cover:

This domain focuses on two performance indicators: NCS EM children's development in Chinese language ability and in social-emotional skills. Chinese language ability includes the aspects of listening ability, speaking ability, reading ability, and writing ability, while self-management and expression of feelings, self-image, social skills, and sense of responsibility and social morality are highlighted in social-emotional skills. In these aspects, children's developmental characteristics are listed. Teachers keep track of NCS EM children's development with reference to these characteristics. This domain is not for assessing an individual child's learning performance but for the school to reflect on how well culturally responsive education is implemented in the school.

### How to improve:

- The school should review practices with reference to domains 1 to 3 to promote the development of NCS EM children; and
- Formulate actions for improvement if most of the evaluation results fall into 'improvement needed'.

## Domain 4: Child Development

### Area: Cognitive Development

#### Performance Indicator: Language Ability—NCS EM Children’s Chinese Language Ability

##### Aspect: Listening Ability

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children are able to understand the meaning of Chinese words used in conversations.
  - Children can understand simple Chinese conversations in school; for example, they understand simple instructions from teachers and take corresponding actions.
  - Children can understand simple Chinese conversations and give verbal responses to others in school.
- b. NCS EM children can understand more complex Chinese sentences and respond accordingly.
  - Children can understand more complex sentences that contain time, place, and people, and respond appropriately.
  - Children can understand and follow more complicated Chinese instructions.
  - Children can listen to what the teachers say attentively in Chinese and respond with appropriate gestures or words.
- c. NCS EM children listen attentively to stories in Chinese.
  - Children listen attentively to stories in Chinese and respond with gestures or words.
- d. NCS EM children pay attention to other listening materials in Chinese.
  - Children listen attentively to other listening materials in Chinese, such as, television commercials, and respond with gestures or words.
  - Children are able to respond to advanced questions asked in Chinese.

## Domain 4: Child Development

### Area: Cognitive Development

#### Performance Indicator: Language Ability—NCS EM Children’s Chinese Language Ability

##### Aspect: Speaking Ability

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children can name objects in Chinese.
  - Children can identify and name everyday items in Chinese.
- b. NCS EM children can use simple social phrases in Chinese.
  - Children can use simple Chinese social phrases, such as, greetings in Chinese.
  - Children can read aloud Chinese nursery rhymes or sing Chinese songs along with their teachers.
- c. NCS EM children can master basic Chinese speaking skills and express their thoughts using words and simple sentences.
  - Children can name people, animals, and plants in Chinese.
  - Children can repeat simple Chinese sentences.
  - Children are able to continue the conversation in Chinese.
  - When children speak in Chinese, they can make themselves understood by others.
- d. NCS EM children are able to speak in Chinese with confidence.
  - Children are able to express more complex ideas and thoughts in Chinese.
  - Children can describe the characteristics of an object in Chinese.
  - Children are able to share their experiences in Chinese.

## Domain 4: Child Development

### Area: Cognitive Development

#### Performance Indicator: Language Ability—NCS EM Children’s Chinese Language Ability

##### Aspect: Reading Ability

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children enjoy reading Chinese books.
  - Children frequently read Chinese books.
  - Children can recognise Chinese characters and words through illustrations or text and understand the content of the book.
- b. NCS EM children can read the conventional form of text in Chinese.
  - Children can recognise and read their names in Chinese.
  - Children understand the characteristic of ‘one syllable per character’ in Chinese.
  - Children can read according to the Chinese writing style, usually written from left to right and from top to bottom.
- c. NCS EM children can understand the content of Chinese stories.
  - Children can recognise the titles and authors of Chinese storybooks.
  - Children can understand the elements of a Chinese story, such as, characters, time, place, setting, and ending.
  - After reading the Chinese stories, children can connect them to their own life experiences.
  - Children can retell the content of a Chinese story after reading it.
- d. NCS EM children have formed a reading habit like reading Chinese genres.
  - Children have developed the habit of reading Chinese materials, such as, storybooks, menus, and leaflets in Chinese.
  - When children encounter difficulties while reading Chinese materials, they seek assistance from adults.

## Domain 4: Child Development

**Area:** Cognitive Development

**Performance Indicator:** Language Ability—NCS EM Children’s Chinese Language Ability

**Aspect:** Writing Ability

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children enjoy writing Chinese words that relate to their daily lives.
  - Children are interested in writing simple Chinese words by imitation.
  - Children can write their Chinese names correctly.
- b. NCS EM children can master different components of Chinese characters.
  - Children can circle the different components of Chinese characters.
  - Children write Chinese character components by imitation.
- c. NCS EM children are willing to use simple Chinese words to express themselves in writing.
  - Children use Chinese vocabularies to write down what they mean.
  - Children are willing to share their Chinese writing with others.
- d. NCS EM children can write short sentences in Chinese.
  - Children are able to write their experiences in Chinese.

## Domain 4: Child Development

**Area:** Affective and Social Development

**Performance Indicator:** Affective Development—NCS EM Children's Social-emotional Development

**Aspect:** Self-management and Expression of Feelings

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children are able to express their needs and feelings.
  - Children are able and willing to express their likes and dislikes.
  - Children can express their emotions through emotional expressions, such as, laughter and crying.
  - When children participate in activities at school, they can express their feelings, needs, and thoughts
- b. NCS EM children are able to fully express their negative emotions.
  - When children experience negative emotions, such as, sadness, they can express their feelings using language or body language and try to manage their negative emotions.
  - Children are willing to share their emotions with significant others and know how to seek help from adults.
  - When children make mistakes, they understand that making an apology is a way to admit their mistakes and ask for forgiveness from others.
- c. NCS EM children are emotionally stable and able to accept others' criticism.
  - Children are emotionally stable.
  - When children have disputes with their peers, they are able to control their emotions.
  - Children are able to reflect on themselves, exercise self-control, and accept criticism from others.

## Domain 4: Child Development

**Area:** Affective and Social Development

**Performance Indicator:** Affective Development—NCS EM Children's Social-emotional Development

**Aspect:** Self-image

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children recognise their strengths and limitations.
  - Children are aware of their differences from peers.
  - Children accept their own uniqueness.
  - Children appreciate their abilities and are satisfied with them.
  - Children accept others' views.
- b. NCS EM children have confidence to make new attempts.
  - Children have confidence in expressing their personal feelings and thoughts.
  - Children are assertive with reasons.
  - With the help of adults, children are happy to try new activities and enjoy them.
- c. NCS EM children are confident in completing the activity independently.
  - Children often demonstrate initiative and enthusiasm during learning activities.
  - When encountering difficulties, children are able to proactively find solutions

## Domain 4: Child Development

**Area:** Affective and Social Development

**Performance Indicator:** Affective Development—NCS EM Children's Social-emotional Development

**Aspect:** Social Skills

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children are able to express care for others in words or actions.
  - Children know how to comfort and show concern to classmates who are feeling unwell.
  - Children are willing to help their classmates or teachers.
- b. NCS EM children are able to make friends with their classmates and willing to participate in group activities.
  - Children communicate with their classmates and develop friendships.
  - Children are willing to participate in group activities and enjoy playing with their classmates.
  - Children are willing to share their toys with their classmates.
- c. NCS EM children are polite and able to build good interpersonal relationships with teachers.
  - Children are polite to their teachers and get along well with them.
  - Children are polite when communicating with teachers.
  - Children are friendly to their teachers.

## Domain 4: Child Development

**Area:** Affective and Social Development

**Performance Indicator:** Affective Development—NCS EM Children's Social-emotional Development

**Aspect:** Sense of Responsibility and Social Morality

### Developmental Characteristics and Evidence of Performance

- a. NCS EM children are willing to follow the rules and conform to the norms of group life.
  - Children are able to follow school rules in general.
  - Children can play by themselves by the side of their classmates.
  - Children are willing to take turns fairly in activities and wait politely.
  - Children enjoy collaborating with others and sharing the results.
  - Children know that the toys and items at school do not belong to them, so they will share toys with their classmates.
- b. NCS EM children understand their duties in family and at school.
  - Children care about their families and enjoy family life.
  - Children understand their roles and responsibilities in the school.
  - Children take good care of the school environment.
- c. NCS EM children care about the community and nature.
  - Children see themselves as members of the community.
  - Children care for the community environment.
  - Children care for the natural environment, including plants and animals.



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# 6. Annex

Practical Guide on Multicultural  
Teaching Assistants

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# 1. Introduction

Hong Kong is a multicultural and multilingual city. In recent years, the government has placed increasing emphasis on supporting and caring for ethnic minority communities. In education, since the 2019/2020 school year, the Education Bureau has provided funding to kindergartens participating in the Kindergarten Education Scheme in five tiers based on the number of NCS children admitted, to encourage more kindergartens to enrol NCS EM children (Education Bureau, 2019). The funding allows kindergartens to purchase teaching materials and employ additional teachers and teaching staff members, such as, Multicultural Teaching Assistants (MTAs), to strengthen support for the learning of NCS EM children.

The Hong Kong Jockey Club Charities Trust has created and funded the 'C-for-Chinese@JC' Project since 2016, dedicated to supporting the learning of NCS EM children, assisting early childhood education teachers, empowering NCS parents, and nurturing teaching staff members with necessary skills. One of the important components of the Project is the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme, training MTAs for the early childhood education sector. Offered by The Education University of Hong Kong, the programme aims to nurture MTAs with relevant language proficiency, pedagogical knowledge, and attitudes to support kindergarten teachers and school social workers in helping NCS EM children adapt to school life. Simultaneously, it promotes greater understanding and respect for cultural diversity among children, kindergarten staff members, and parents, and enhances cultural inclusion. By 2025, the programme had nurtured 175 graduates and the majority of them aspire to careers in education. Additionally, The programme was included in one of the signature Sustainable Development Goals (SDG) related academic programmes by The Education University of Hong Kong during the 2024/2025 academic year, advocating inclusive, equitable, and quality education.

This practical guide aims to articulate the key roles and values of MTAs in kindergarten education, maximising the expertise of MTAs to raise multicultural awareness and create an inclusive classroom environment. As children's first educational setting, kindergartens play a key role in shaping their inclusion and acceptance of cultural differences. Drawing on their unique linguistic and cultural strengths, MTAs can support kindergarten teachers in facilitating the learning of NCS EM children, while strengthening connections between schools and NCS families.

This guide will systematically explore the following parts:

- 1. Professional role positioning and scope of responsibilities:** Define the professional role of MTAs from the perspectives of school leaders, teachers, and MTAs.
- 2. School preparation work:** Through practical experiences from kindergartens with different concentrations<sup>1</sup> of NCS EM children, this section comprehensively outlines MTAs' recruitment channels, deployment of staff members in planning and preparation, and professional training frameworks, etc.
- 3. Practical resources and continuous development:** Through MTAs' sharing of experience, this section highlights their work, reflections, and relevant useful information.

It is hoped that this guide can facilitate the promotion and ongoing development of MTAs, while providing readers with valuable practical references and insights for building a culturally inclusive educational environment together.

<sup>1</sup> The high, medium, and low concentrations are determined based on the number of NCS EM children in the kindergartens. With reference to Education Bureau Circular No. 14/2019, 'Enhanced Support for Non-Chinese Speaking Students', which provides a five-tier funding structure for schools participating in the Kindergarten Education Scheme, the project team developed a classification of the concentration of NCS EM children applicable to this project. A low-concentration kindergarten refers to a kindergarten with 1 to 7 NCS EM children; a medium-concentration kindergarten refers to a kindergarten with 8 to 30 NCS EM children; a high-concentration kindergarten refers to a kindergarten with 31 or more NCS EM children.

# 2. Exploring the Role of Multicultural Teaching Assistants from Multiple Perspectives

As Hong Kong society becomes increasingly diverse, the number of NCS EM children enrolling in local mainstream kindergartens continues to rise. In this context, MTAs have become an indispensable role in achieving cultural inclusion. Not only do they support NCS EM children in adapting to school life, but also play vital roles in teacher support, home-school co-operation, and other aspects. The following sections will explore the role positioning and scope of responsibilities of MTAs in multicultural educational environments from the perspectives of school leaders, teachers, and MTAs.

## 2.1 From the Perspective of School Leaders

### 2.1.1 Multicultural Education Challenges Faced by Schools

- **Language Barriers in Communication:**
  - Difficulties in Communicating with Parents: Due to differences in cultural backgrounds and languages between local teachers and NCS EM parents, teachers struggle to communicate effectively with parents and understand their needs and challenges. Additionally, language barriers limit parents' opportunities to participate in school activities.
  - Difficulties in Communicating with Children: NCS EM children generally have weaker Chinese language skills, making it difficult for them to communicate fluently with local teachers and classmates. Schools particularly low-concentration kindergartens where the children may be dispersed across different grades need to arrange experienced teachers to address the individual learning needs of NCS EM children. It also encounters challenges in allocating manpower to each grade.
- **Cultural Differences and Adaptation:**
  - Differences in Values: Varying cultural backgrounds may lead to different values between teachers and parents, such as, different requirements and expectations for NCS EM children's learning.
  - Conflicts in Daily Habits: Including dietary restrictions, festival customs, gender role perceptions, etc., where differences exist.
- **Learning Differences and Resource Gaps:**
  - Differences in Learning: Due to the weaker Chinese proficiency of NCS EM children, there is a language gap between them and Chinese-speaking children, making it difficult for them to keep up with the learning progress of Chinese-speaking children.
  - Insufficient Teaching Resources: Kindergartens lack school-based teaching materials and aids to support NCS EM children's learning. Teachers may also have limited relevant professional training, which further complicates the preparation of teaching resources.
  - Lack of Experienced Teachers: Kindergartens currently lack teachers with experience in teaching NCS EM children in general. Traditional early childhood education training programmes provide limited professional training in supporting NCS EM children, making it difficult for schools to recruit suitable staff members.

## 2.1.2 Recruitment and Role Positioning of MTAs

The primary role of MTAs is to assist schools in supporting NCS EM children and their families. Therefore, when recruiting MTAs, schools must consider the following factors to ensure the proper selection of MTAs who can effectively perform relevant duties:

Three Domains	Specific Indicators
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Have completed professional training courses in early childhood education offered by local higher education institutions. For example, the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme operated by The Education University of Hong Kong specifically trains MTAs.</li> <li>• Possess experiences of kindergarten education/internship or participation in multicultural education.</li> <li>• Understand the theory of culturally responsive education.</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Possess fluent Chinese and English.</li> <li>• Proficient in at least one of the ethnic minority languages (such as, Urdu, Nepali, etc.).</li> <li>• Possess good communication skills and can communicate effectively with children, parents, and teachers.</li> </ul>
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• Understand different multicultural backgrounds and respect multicultural values and customs.</li> <li>• Respect and embrace children and families from different cultural backgrounds.</li> <li>• Possess empathy and understand children's difficulties and needs.</li> <li>• Willing to collaborate closely with teachers, parents, and other colleagues.</li> <li>• Willing to learn and receive continuous professional training.</li> </ul>

When hiring MTAs, kindergartens can leverage the following channels:

- Hong Kong Federation of Education Workers Education Recruitment Website (<https://recruit.hkfew.org.hk/>)
- Labour Department Recruitment Website for Ethnic Minority Job Seekers (<http://www.jobs.gov.hk/EM>)
- Common Recruitment Websites in Hong Kong:
  - JobsDB HK ( <https://hk.jobsdb.com/hk> )
  - Indeed HK ( <https://hk.indeed.com> )
  - CTgoodjobs ( <https://www.ctgoodjobs.hk> )
  - Recruit ( <https://www.recruit.com.hk/> )

When recruiting MTAs, schools have to clearly define their role positioning to ensure duties and responsibilities that are clearly stated, including:

- Clear Role Positioning of MTAs
  - Supporting Role: An initiation of MTAs aims to assist teachers and support NCS EM children in learning effectively and adapting to school life, while promoting collaboration between the school and NCS families.
  - Non-teaching Leading Role: MTAs should not replace the core teaching role of teachers. Their primary role is to provide assistance and supplementary support.
- Defining Scope of Duties
  - Schools should clearly list out MTAs' work duties according to their circumstances. Examples include: assisting in preparing multicultural teaching materials, supporting NCS EM children in small-group or individual learning sessions across different grades, performing duty outside the school entrance upon arrival/departure and handling inquiries from NCS parents.
  - A work plan can be developed for MTAs and let other staff members understand clearly the position of this new role at schools and how to work with each other.
  - The role and responsibilities of MTAs shall be explained clearly at parent-teacher meetings or team meetings to establish a professional image and to build trust.

### 2.1.3 Creating a Culturally Responsive Work Environment

Adding the role of MTAs to the existing school structure requires schools to make prior preparations and planning to ensure the new role can effectively integrate and play its role. Creating a culturally responsive work environment would be crucial.

- Dietary Culture Support
  - Provide halal-certified food and vegetarian/vegan options, and label them clearly.
  - Prevent mixing halal food with non-halal food, and avoid cross-contamination between meat and vegetarian food.
  - Strictly separate cooking equipment and utensils (e.g., separate cutting boards, microwaves) to avoid cross-contamination.
  - If the school finds it difficult to prepare halal food, they should allow ethnic minority staff members to bring their own lunch or purchase meals outside.
- Setup of Religious Prayer Space

Schools can provide a small and quiet space such as, an idle classroom, music room, or a corner of a meeting room marked with opening hours for ethnic minority staff members with religious needs to perform multiple daily prayers. This helps create an inclusive work environment.
- Flexible Arrangements During Ramadan

During Ramadan, Muslims abstain from food and drink from sunrise to sunset. Considering their religious needs, schools can adopt corresponding work arrangements as part of an inclusive work environment. Relevant arrangements may include:

  - Avoid Night and Overtime Work: Avoid assigning ethnic minority staff members to night shifts during Ramadan to help them prepare for fasting.
  - Reduce Outdoor Work: Since water cannot be consumed during fasting hours, outdoor activities should be reduced to prevent dehydration, and short breaks should be allowed to replenish energy.

- Coordination of Festivals and Holidays

To support ethnic minority staff members' cultural and religious celebrations, schools can discuss with them and make flexible work arrangements for festivals, such as, Eid al-Fitr and Diwali. Relevant measures include:

- Flexible Working Hours: Similar to special festival arrangements, flexibly allow ethnic minority staff members to leave early or take leave.

- Language Support

It is recommended to set school computer systems and documents to English when possible. This enhances the understanding and accessibility of all staff members, ensuring effective operation and access to important information.

Regarding the above measures, schools may discuss with ethnic minority staff members and reach a consensus upon appointment, allowing flexibility in formulating clear work arrangements and timetables for MTAs.

## 2.2 From the Perspective of Teachers

Good collaboration between kindergarten teachers and MTAs is crucial for supporting NCS EM children's learning and integration. Teachers are mainly responsible for classroom teaching and design, while MTAs are in a 'supporting' role to assist teachers' work, including language support, cultural promotion, and individual and small-group child support. Therefore, regular discussions and adjustments to the division of labour can ensure that both parties understand each other's responsibilities. The following is the general scope of work for MTAs:

- Assist in Planning Teaching Activities

- MTAs possess 'Funds of Knowledge'<sup>2</sup> from different cultural backgrounds, and they will share cultural knowledge and skills with teachers when appropriate to assist in planning teaching activities and designing aids.
- Discuss with teachers and provide suggestions and assistance on the curriculum and teaching activities under the principles of culturally responsive education.
- Assist in searching for teaching materials and information to help teachers design teaching activities with culturally responsive elements.
- Assist in preparing teaching aids and materials in response to teaching and NCS EM children's learning needs, including those applied to Chinese teaching.
- Discuss, design, and arrange the school's learning environment (e.g., help make bulletin boards and set up corners) with teachers by using acquired knowledge and cultural responsiveness.

<sup>2</sup> 'Funds of Knowledge' includes children's cultural backgrounds, knowledge, skills, and lived experiences. Culturally responsive education encourages the integration of knowledge and skills acquired by NCS EM students from their families and community into the curriculum.

- Support Teaching
  - Provide routine support for teachers in activities tailored to school needs.
  - Support and promote communication between teachers and NCS EM children, providing interpretations when necessary.
  - Assist in guiding or leading group activities tailored to school needs.
- Assist Children's Learning
  - Cater to individual learning differences and create harmonious, inclusive, and mutually supportive learning environments.
  - Encourage and help NCS EM children in learning Chinese.
  - Assist in building NCS EM children's confidence in using Chinese.
- Assist in Promoting Children's Social Development
  - Support newly admitted NCS EM children to help them adapt to school life.
  - Act as a role model in language and social learning to facilitate and encourage communication between NCS EM children and Chinese-speaking children.
  - Assist NCS EM children in building confidence to communicate in Chinese with teachers and classmates at school.
  - Adopt a positive attitude in assisting teachers to educate children, while respecting and caring for children's right to education, individual differences, and health conditions.
- Support Home-School Communication
  - Serve as a bridge for communication between NCS families and the school.
  - Assist the school in translating notices and teaching materials (from Chinese/English to ethnic minority languages. If MTAs cannot write in ethnic minority languages, they can provide interpretations).
  - Act as an interpreter for NCS parents in activities when necessary.
  - Assist in understanding NCS EM children's difficulties in learning Chinese and adaptation, as well as their family backgrounds and other information (including adaptation at school, social development), so that the school can provide support to individual NCS families.
  - Encourage NCS parents to support their children in Chinese learning.
  - Establish friendly and cooperative relationships with NCS parents, respect their opinions, and jointly provide appropriate support for children's growth.

## 2.3 From the Perspective of Multicultural Teaching Assistants

MTAs are from different cultural backgrounds, and schools can actively apply the strengths of their 'Funds of Knowledge' to promote meaningful learning for NCS EM children, allowing them to share cultural knowledge and skills when appropriate. Upon appointment, providing appropriate adaptation periods and training helps MTAs adapt to school life swiftly and improve work efficiency.

### 2.3.1 Suggestions for Training New MTAs

MTAs are relatively new positions in kindergartens and still require continuous operation and promotion. Schools can provide an appropriate 'work adaptation period' according to the situation, allowing MTAs to understand their roles quickly and join induction as follows:

Time	Training
Month 1	<p><b>Goal: Familiarise with the environment of kindergarten, establish a basic understanding, observe to learn and integrate into the team gradually</b></p> <ul style="list-style-type: none"> <li>• Introduction of kindergarten environment and culture (including school mission and vision, daily operation processes and organisational structure, and emergency response procedures).</li> <li>• Partner with senior teaching assistants/teachers to observe their work.</li> <li>• Work along with teachers to conduct teaching activities, maintain classroom routines, and care for children.</li> <li>• Start participating in school work and curriculum meetings (understand arrangements of school schedule, teaching content, etc.).</li> <li>• Assist in preparing teaching materials and aids under the teacher's guidance.</li> </ul>
Month 2-3	<p><b>Goal: Enhance communication skills with parents, design multicultural activities, and assist NCS EM children in their learning</b></p> <ul style="list-style-type: none"> <li>• During arrival and dismissal periods, stand duty at the school gate to handle inquiries from NCS parents (e.g. children's well-being and curriculum) and deliver updates from schools</li> <li>• Assist teachers in preparing and executing multicultural teaching activities.</li> <li>• Learn to write teaching plans and reflections, and attempt to design multicultural activities.</li> <li>• Try to lead NCS group or individual learning activities (such as, language teaching, cognitive games) under the teacher's guidance.</li> <li>• Assist in translating school notices and documents into English or ethnic minority languages under the school guidance.</li> </ul>
Month 4-6	<p><b>Goal: Further participate in teaching support, enhance professional abilities and independently support children's learning</b></p> <ul style="list-style-type: none"> <li>• Independently lead NCS group or individual learning and game activities gradually.</li> <li>• Support teachers in contacting NCS parents through phone, electronic communication software and the Intranet platform.</li> <li>• Regularly participate in relevant professional development workshops/courses.</li> </ul>

The above are suggested trainings, and schools can make appropriate adjustments according to the circumstances and MTAs' work progress.

### 2.3.2 Appropriate Work and Professional Qualities for MTAs

Despite not being in formal teaching positions, MTAs must still uphold the professional conduct expected of teachers and serve as good role models for children. The following category suggestions are based on their roles and the Education Bureau’s Guidelines on Teachers’ Professional Conduct (Education Bureau, 2022), dividing into two main areas: 'job duties' and 'professional conduct.' This helps MTAs demonstrate the key competencies required, maintain professional standards, adhere to behavioural norms in order to meet school expectations and prepare for potential future roles as teachers.

#### Job Duties:

Should	Shouldn't
<ul style="list-style-type: none"> <li>Lead small-group or individual learning sessions for NCS EM children (under the teacher's guidance).</li> </ul>	<ul style="list-style-type: none"> <li>Conduct whole-class teaching or lead the curriculum independently, replacing the teacher's teaching role.</li> </ul>
<ul style="list-style-type: none"> <li>Provide language support (including speaking Chinese with children and acting as a role model in language learning for them).</li> </ul>	<ul style="list-style-type: none"> <li>Speak only ethnic minority languages or English with NCS EM children, neglecting the learning and use of Chinese.</li> </ul>
<ul style="list-style-type: none"> <li>Apply 'funds of knowledge' to assist teachers in designing multicultural-related teaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>Induce the school, children, or parents to accept a uniform cultural standard or value.</li> </ul>
<ul style="list-style-type: none"> <li>Participate in planning and implementing multicultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>Refuse to participate in activities organised by the school.</li> </ul>
<ul style="list-style-type: none"> <li>Assist teachers in understanding the cultural backgrounds and language abilities of NCS EM children to adjust teaching content and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Refuse to disclose any information about NCS parents and children to teachers.</li> </ul>
<ul style="list-style-type: none"> <li>Act as a bridge for communication between the school and NCS parents to promote home-school co-operation.</li> </ul>	<ul style="list-style-type: none"> <li>Overstep personal and professional boundaries by conveying non-school messages to NCS parents.</li> </ul>

Please note that MTAs do not hold qualified kindergarten teacher accreditations. Therefore, they serve only in teaching support roles and not as a formal teaching role at schools.

## Professional Conduct :

Should	Shouldn't
<ul style="list-style-type: none"> <li>Respect children and parents from different cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Show bias or unreasonable behaviour towards children's cultural backgrounds.</li> </ul>
<ul style="list-style-type: none"> <li>Abide by the law and regulations, correctly understand the Constitution, the Basic Law, and the Hong Kong National Security Law, comply with laws and relevant rules, and fulfil social responsibilities and civic obligations.</li> <li>Comply with school policies, rules, traditions, and culture, and respect the school's religious beliefs.</li> <li>Respect the privacy of all Chinese-speaking and NCS parents and children (e.g., keep their personal data, religious and cultural backgrounds confidential), and strictly adhere to the Personal Data (Privacy) Ordinance and the school's privacy policy.</li> </ul>	<ul style="list-style-type: none"> <li>Violate the Basic Law, the Hong Kong National Security Law, or any Hong Kong laws.</li> <li>Violate school policies, rules, traditions, or culture; disrespect the school's religious beliefs; or promote any particular religion.</li> <li>Disclose the privacy of Chinese-speaking or NCS parents and children to others (e.g., confidential information, such as, personal data, religious and cultural backgrounds), violating the Personal Data (Privacy) Ordinance and the school's privacy policy.</li> </ul>
<ul style="list-style-type: none"> <li>Discuss and reach a consensus with the school in advance if wearing personal ethnic attire is necessary.</li> <li>Pay attention to personal appearance, dress neatly, and comply with school standards(e.g., wearing school uniform).</li> <li>Respect cultural diversity and avoid subjective inaccuracies or overemphasis on a uniform culture.</li> <li>Respect and actively participate in the school's religious and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>Wear personal ethnic attire without prior permission.</li> <li>Express dissatisfaction, anger, or discrimination towards any culture or religion, or mock or intimidate others.</li> <li>Refuse to participate in religious activities at school (suggestion: communicate with the school in advance if exemption is desired).</li> </ul>
<ul style="list-style-type: none"> <li>Negotiate in advance with the school on work arrangements, working hours, and leave for personal ethnic cultural festivals or religious needs.</li> </ul>	<ul style="list-style-type: none"> <li>Fail to follow the school's leave procedure or to notify the school of leave, or be absent without a reason.</li> </ul>
<ul style="list-style-type: none"> <li>Respect cultural differences in teaching, teach according to individual needs, and show care for children.</li> <li>Actively use Chinese in school with colleagues, children, and parents to build friendly and cooperative relationships, and proactively communicate with NCS parents.</li> <li>Actively share multicultural experiences and professional knowledge with peers and respect differing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Convey non-school information to NCS parents or disrespect their cultural backgrounds.</li> <li>Frequently use ethnic minority languages to communicate with NCS EM children in school, neglecting the necessity of children's learning in Chinese and multicultural interaction.</li> <li>Avoid interacting with peers or sharing multicultural experiences and knowledge, hindering the professional development of the teaching team.</li> </ul>

# 3. Sharing from Multicultural Teaching Assistants

The following is the sharing from two graduates of the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme at The Education University of Hong Kong. They had served as MTAs in kindergartens and are currently continuing their studies in the field of early childhood education. They shared valuable experiences during their position as MTAs:

## Iftikhar, Kainat

Pakistani

Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) at The Education University of Hong Kong (2018-2019)

Served as an MTA in a kindergarten after graduation

Currently Studying the Higher Diploma in Early Childhood Education at The Education University of Hong Kong (2024-2026)

I had served as an MTA for four years. During my time as an MTA, my primary responsibilities were to support the learning needs of NCS EM children in group writing and classroom activities. I also served as a bridge for communication among children, parents, and kindergarten teachers to avoid unclear messages due to language barriers.

When serving as an MTA, I understood that NCS EM children's learning was closely related to their parents. To this end, I strived to communicate with NCS parents, letting them understand children's situations at school, explaining the importance of kindergarten education, and sharing ways to support children's learning at home. For example, I recorded videos of homework for NCS EM children and sent them to parents via WhatsApp so they could clearly understand the homework and know how to support children's learning at home. Our school also arranged multicultural activities and workshops, such as, fashion shows and cooking classes, allowing NCS EM children and parents to introduce their national cultures, creating culturally inclusive learning environments.

As a Multicultural Teaching Assistant, not only do I wish to support NCS EM children's learning, but also to cultivate positive attitudes towards cultural diversity among them and Chinese-speaking children.



## Zahid Kayani, Iqra

Pakistani

Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) at The Education University of Hong Kong (2018-2019)

Served as an MTA in a kindergarten after graduation

Currently Studying Bachelor of Education (Honours) in Early Childhood Education at The Education University of Hong Kong (2024-2027)

After completing the Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme, I became a Multicultural Teaching Assistant. During my position as an MTA, I used culturally inclusive teaching strategies to design aids and activities in different languages to assist NCS EM children in learning Chinese. At the same time, when parents had difficulty communicating with the school due to language barriers, I would proactively reach out to them to build trust and promote home-school co-operation. Additionally, I used culturally responsive teaching methods and storybooks with sociocultural inclusion characteristics to tell stories with children, helping them establish good social relationships.

I remembered one time, a child from Nepal felt anxious arising from language barriers when he first started school. He resisted participating in any group activities. To help him integrate into the school life, I used games and extra encouragement to guide him in participating in activities gradually. After several months of effort, he began to proactively communicate with peers. The parents felt gratified and expressed heartfelt joy and gratitude for the child's progress.

## 4. Conclusion

Trained MTAs possess relevant language abilities, teaching knowledge, and attitudes, and can serve an important roles in promoting cultural inclusion in kindergartens and pre-primary education institutions. They not only support NCS EM children's learning but also serve as essential bridges in communication for teachers, school social workers, and NCS parents, helping NCS EM children better adapt to kindergarten life.

The emergence of MTAs can align with the Chief Executive's remarks in the 2024 Policy Address of support for non-Chinese speaking students (including ethnic minority students) in learning Chinese and assistance to the parents, and further promote school participation in the Racially Friendly Campus Recognition Scheme by the Equal Opportunities Commission, enabling kindergartens to achieve racial inclusion. This allows NCS EM children to adapt early to the local education system and integrate into the Hong Kong society.

## 5. Useful Information

Education Bureau on NCS Children Education:

Official website of the Education Bureau—Education services for non-Chinese speaking (NCS) students  
<https://www.edb.gov.hk/en/student-parents/ncs-students/about-ncs-students/index.html>



Education Bureau Circular No. 14/2019—Kindergarten Education Scheme Enhanced Support for Non-Chinese Speaking Students  
<https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/EDBC19014E.pdf>



Multicultural Teaching Assistant (MTA) Related Programmes:

The Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) programme offered by The Education University of Hong Kong is an important component of the 'C-for-Chinese@JC' Project.  
<https://cforchinese-jc.hk/en/multicultural-teaching-assistant>



Programme Introduction and Alumni Sharing  
<https://www.youtube.com/watch?v=hYTNIUKsA8I&t=42s>



Others :

Official Website of the 'C-for-Chinese@JC' Project  
<https://cforchinese-jc.hk/>



Racially Friendly Campus Recognition Scheme organised by Equal Opportunities Commission  
<https://www.eoc.org.hk/en/Racial-Equality/Racial-Inclusion-in-Schools>



## 6. References

Education Bureau (2019). *Education Bureau circular No. 14/2019 — Kindergarten Education scheme enhanced support for non-Chinese speaking students.*  
<https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/EDBC19014E.pdf>

Education Bureau (2022). *Guidelines on Teachers' Professional Conduct.*  
[https://www.edb.gov.hk/attachment/en/teacher/guidelines\\_tpc/guidelines\\_en.pdf](https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf)

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