

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2020/21 School Year

Name of School: Delia Memorial School (Hip Wo)

Our school was provided with additional funding by the Education Bureau in the 2020/21 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2020/21 school year (one or more options can be selected)#:

- Appointing 3 additional teacher(s) and 0 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input type="checkbox"/> Pull-out learning (Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning (Level(s): <u>S1-S6</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time (Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support (Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum (Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials (Level(s): <u>S1-S6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|---|---|
| <input type="checkbox"/> Chinese learning group(s) (Level(s): _____) | <input checked="" type="checkbox"/> Summer bridging course(s) (Level(s): <u>S1</u>) |
| <input type="checkbox"/> Chinese bridging course(s) (Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s) (Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning (Level(s): _____) | <input type="checkbox"/> Guided story reading (Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

1. Promote cultural integration

Complete the Quality Education Fund Project, and develop "E-Learning Platform for Learning Chinese, Chinese History and Classical Chinese Literature for the Non-Chinese Speaking Students", so as to strengthen advanced reading comprehension training for the students. The Platform provides:

- installation video guide support
- simultaneous Chinese learning aids, such as on-line texts, audio recordings (Putonghua / Cantonese), images, vocabulary meaning and Chinese characters' stroke order, pronunciation and meaning
- electronic files of ancient Chinese maps, Chinese chorology and brief Chinese history charts
- diversified on-line exercises

2. Raise sensitivity to diverse cultures and religions

- Chinese Week
Learning Theme: China Intangible Cultural Heritage
- S1-S6 School Competitions: "The Analects" Calligraphy Competitions, Reading Comprehension Competitions of the Chinese Moral Education Stories, Writing Competitions of Chinese History and Historians, Speaking Competitions of Chinese History and Historians
- Publish the Chinese Learning Album

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

1. Putonghua Learning Camp
2. Delia Group Chinese Competition
3. Chinese Week
4. Engaging NCS students in uniform groups or community services

- Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)

- ✓ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- ✓ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ✓ Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

✓ Other measure(s) (please specify):

Optimizing the “Chinese Language (Non-Chinese Speaking Students) Learning Platform” (gg.gg/deliahwchinese), support and resources are as follow:

➤ Student Zone

- Provide online school-based textbooks for all forms and Chinese public examination reference sources
- Develop Quality Education Fund Project “E-Learning Platform for Learning Chinese, Chinese History and Classical Chinese Literature for the Non-Chinese Speaking Students”
- Provide Chinese learning aids such as Jyutping (Cantonese Pinyin), stroke order structure, dictionaries, grammar, learning Chinese through RTHK, self-study quizzes, etc. in Self Study Section
- Provide language learning aids such as E-Chinese Book City, Decipher Chinese, E-comics Old Master and Chinese Festival Stories in the Reading to Learn Section
- Through experiential learning, language and culture learning activities are complementary to the overall curriculum and cross-curricular learning. Each activity also has extended reference materials to support learning.
 - ◆ Learning Theme: China Intangible Cultural Heritage
 - ◆ Cross-curricular Learning Activities:
 - ◇ Chinese Civilization and Technology in Bronze
 - ◇ The beauty of Jingdezhen Porcelain
 - ◇ The beauty of Chinese Painting
 - ◇ Folk Art of Chinese Shadow Puppetry
 - ◇ Ancient Chinese Building Technology for Earthquake and Disaster Prevention
 - ◇ Chinese Mask and Chinese Opera Art
 - ◇ Chinese papermaking and the Characteristics of Xuan Paper
 - ◇ Chinese Loom Making and Nanjing Yunjin Introduction
 - ◇ Study of Chinese Medicine and Herb
 - ◇ Chinese Movable Type Printing and Seal Making
 - ◇ Chinese Tea Culture and Tea Set Design

➤ Parent Zone

- Provide students’ work and teachers’ feedback, classified support methods to improve Chinese learning and enhance Chinese language ability:
 - ◆ 30 Great Ways to Improve your Chinese Speaking Skills
 - ◆ 30 Great Ways to Improve your Chinese Writing Skills
 - ◆ 60 Practical Language Exercises for Learning Chinese
 - ◆ 30 Exciting Learning Clips of “Putonghua Summer Camp”
 - ◆ 6 Life Philosophies Inspired by “The Analects”

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Dr Chan Mei Ching Daphne at 2342 3198.

2020/21 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：地利亞修女紀念學校（協和）

本校在 2020/21 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

(4) 本校按非華語學生的學習進度和需要，在 2020/21 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- 聘請 3 名額外教師及 0 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|--|---|
| <input type="checkbox"/> 抽離學習 (年級：_____) | <input checked="" type="checkbox"/> 分組／小組學習 (年級： <u>中一至中六</u>) |
| <input type="checkbox"/> 增加中文課節 (年級：_____) | <input type="checkbox"/> 協作／支援教學 (年級：_____) |
| <input type="checkbox"/> 跨學科中文學習 (年級：_____) | <input checked="" type="checkbox"/> 採用校本中國語文課程及／或 經調適的學與教材料 (年級： <u>中一至中六</u>) |
| <input type="checkbox"/> 其他（請說明）：_____ | |

課後提供的支援：

- | | |
|---|--|
| <input type="checkbox"/> 中文學習小組 (年級：_____) | <input checked="" type="checkbox"/> 暑期銜接課程 (年級： <u>中一</u>) |
| <input type="checkbox"/> 中文銜接課程 (年級：_____) | <input type="checkbox"/> 伴讀計劃 (年級：_____) |
| <input type="checkbox"/> 朋輩合作學習 (年級：_____) | <input type="checkbox"/> 故事導讀 (年級：_____) |
| <input type="checkbox"/> 其他（請說明）：_____ | |

(5) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

1. 文化共融

完成優質教育基金計劃，發展「非華語學生中文、中史、中國名著電子學習平台」，提高中國文化歷史學習意識，加強高階閱讀理解能力訓練

- 提供安裝錄象指引支援
- 課文、錄音（粵/普）、圖像、字詞解釋、漢字形音義同步結合
- 中國地圖、年表、簡史圖表電子檔

2. 提高多元文化及宗教敏感度的活動：

- 中文周
主題：中國非物質文化遺產
- 中一至中六校內《論語》書法比賽、中國品德教育故事閱讀理解比賽、中國歷史故事及人物寫作比賽、中國歷史故事及人物說話比賽
- 製作學習作品集

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

- 5. 普通話學習營
- 6. 聯校中文比賽
- 7. 中文周
- 8. 安排非華語學生參與制服團隊或社區服務

- 其他措施（請說明）：

(6) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

優化「中國語文（非華語學生）學習中文支援電子平台」：
gg.gg/deliahwchinese

➤ 學生專區

- 提供各級校本課程電子書、公開考試資料
- 優質教育基金計劃「非華語學生中文、中史、中國名著電子學習平台」
- 自學加油站：提供粵拼、筆順結構、字典、語法、看港台學中文、自助測驗等語文學習輔助工具
- 從閱讀中學習：全球華文網電子城、初中華文、老夫子、中國節日等語文學習輔助工具
- 走出課堂：透過體驗式學習，令語文文化學習活動與整體課程、跨科學習相互補足，每項活動亦有延伸參考資料，支援學習：

非物質文化遺產：青銅器裡的文明與科技

聞名中外的景德鎮瓷器

黑白相配的中國畫之美

光影結合的皮影戲民間藝術

抗震防災的古建築技術

中國面譜與京劇藝術

中國造紙術與宣紙的特色

中國紡織機製作及南京雲錦介紹

中國醫藥學探究

中國活字印刷術及印章製作

中國茶文化及茶具設計

➤ 家長專區

- 提供學生語文學習表現和老師的批改回饋，分類支援改善語文學習和提升語文能力的方法：
 - 30 個提升說話能力的好方法
 - 30 個提升寫作能力的好方法
 - 60 種實用的動筆語文練習
 - 30 段「普通話夏令營」精彩學習片段
 - 10 大有趣語文學習活動
 - 6 個從《論語》中啟發到的人生哲理

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 2342 3198 與陳美晶博士聯絡。