



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

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11 January 2012

Ms Amy YU
Clerk to Panel
Legislative Council Secretariat
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong

Dear Ms Yu,

Panel on Education
Follow-up to Meeting on 12 December 2011

**Information on the support to kindergartens
to cater for learning diversity**

I am pleased to append below information on the caption subject for Panel on Education's reference, pursuant to its request following the meeting on 12 December 2011.

The Guide to the Pre-primary Curriculum issued by the Curriculum Development Council in 2006 provides a curriculum framework which is focused on whole person development and life-long learning. It provides general directions for curriculum development for pre-primary practitioners to be child-centred, to respect individual differences, to promote motivation for learning and to care for children's needs.

In addition to professional development programmes for kindergarten principals and teachers, experts from the Mainland have been providing school-based support to local kindergartens since the 2007/08 school year. In this school year, about 60 kindergartens are receiving such support from the Mainland experts. University-School Support Programmes aiming at enhancing the capacity of kindergartens in curriculum planning and curriculum leadership have also been provided since the 2008/09 school year.

With new funding injection into the Education Development Fund, we will continue with the five strands of school-based professional support (SBPS) strategies and invite more experts and organisations from the relevant professional disciplines to join the SBPS Programmes to promote greater synergy. As and when appropriate, the mode of operation of the five strands of Programmes will be adapted to suit the latest circumstances and needs of the school sector. We plan to, for example, expand the scope of the University-School Support Programme by enlisting the support service of relevant non-governmental organisations with the capacity and proven record of providing quality school support programmes. Also, we also intend to make use of the platform of the School Support Partners Scheme so that suitable teachers who are awarded teachers of the Chief Executive's Award for Teaching Excellence can be engaged to play a role in the school-based support in their own schools or other schools on various theme-based support projects. To plan for the allocation among the five strands of SBPS Programmes, we have assessed the trend of support demand of schools in the past years and will continue to keep in view the development needs of different types of schools, including kindergartens, in the years ahead.

Yours sincerely,



(Tony TANG)

for Secretary for Education