Culturally Responsive Service (CRS) in the context of home-school connections

School, Home and Community Model

具文化回應的環境

學校
- 關顧的文化意識（老師態度與期望）
- 文化回應教學法
- 多元文化的課程內容
- 培養本地及少數族裔導師支援團隊
- 個別學習支援

- 透過具系統性及結構性的玩耍、遊戲及多媒體互動器材，促進學習趣味
- 教師具備知識，制訂有意義課堂
- 親身體驗活動
- 課外活動連繫真實生活經驗，具探索意義

愉快而有意義的學習

高效教學

家庭

社區
- 分層學習資源
- 教師專業發展
- 培養多元文化教學助理
- 發展實證為本的教學方法與課程
- 支援家長學習中文
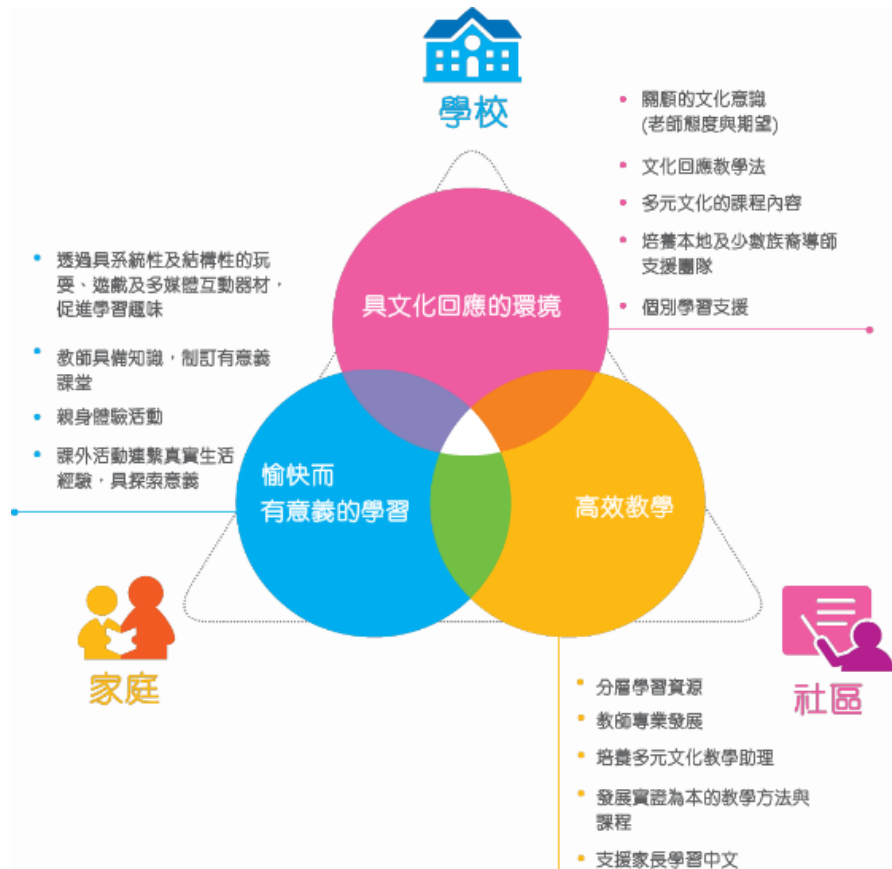
Targets:
1.Enhance coordination between schools, families, and communities.
2.Be a bridge between minority parents and schools.
3.Increase the knowledge of minority parents in parenting education.
4.Encourage minority parents to become advocates for their children's learning.

CRS in Home and Community

Collect FOK	CRS Implementation	Evaluation and Reflection
• From parents • From Multicultural Staff • Ethnicity • Religion	• Time • Venue • Participant combination • Content	• Value • Principle • Practice

Culturally Responsive Social Service Framework
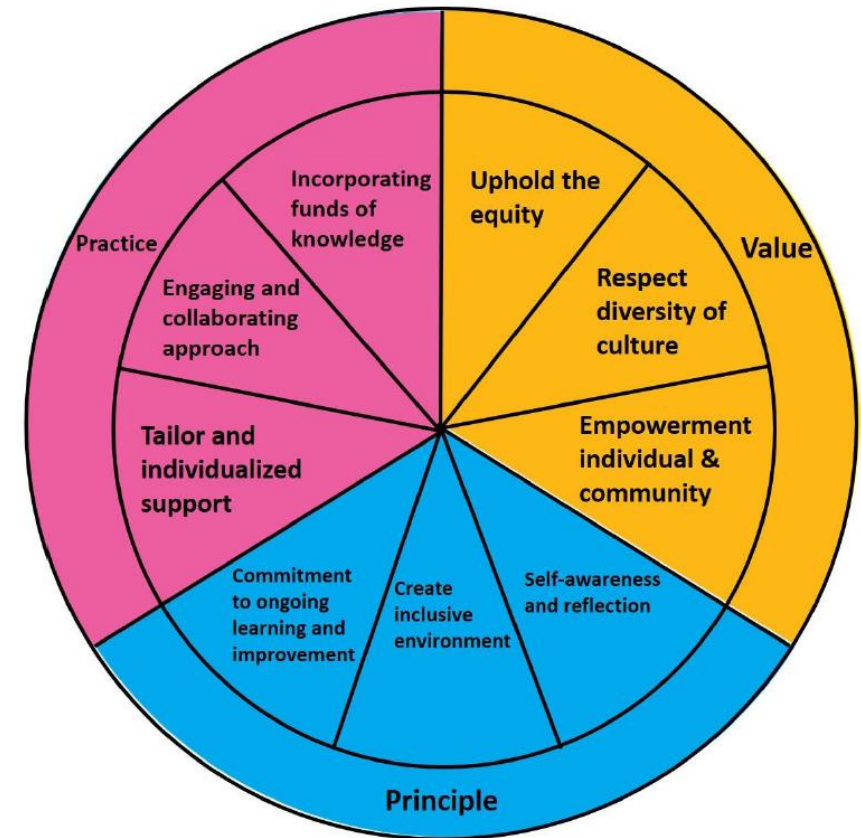
Religion, Food in CRS

Pakistan
巴基斯坦

India
印度

Nepal
尼泊爾

- **Muslim**
- **Halal food**

- **Hindu**
- **Muslim**
- **No beef**
- **Vegetarian**

- **Hindu**
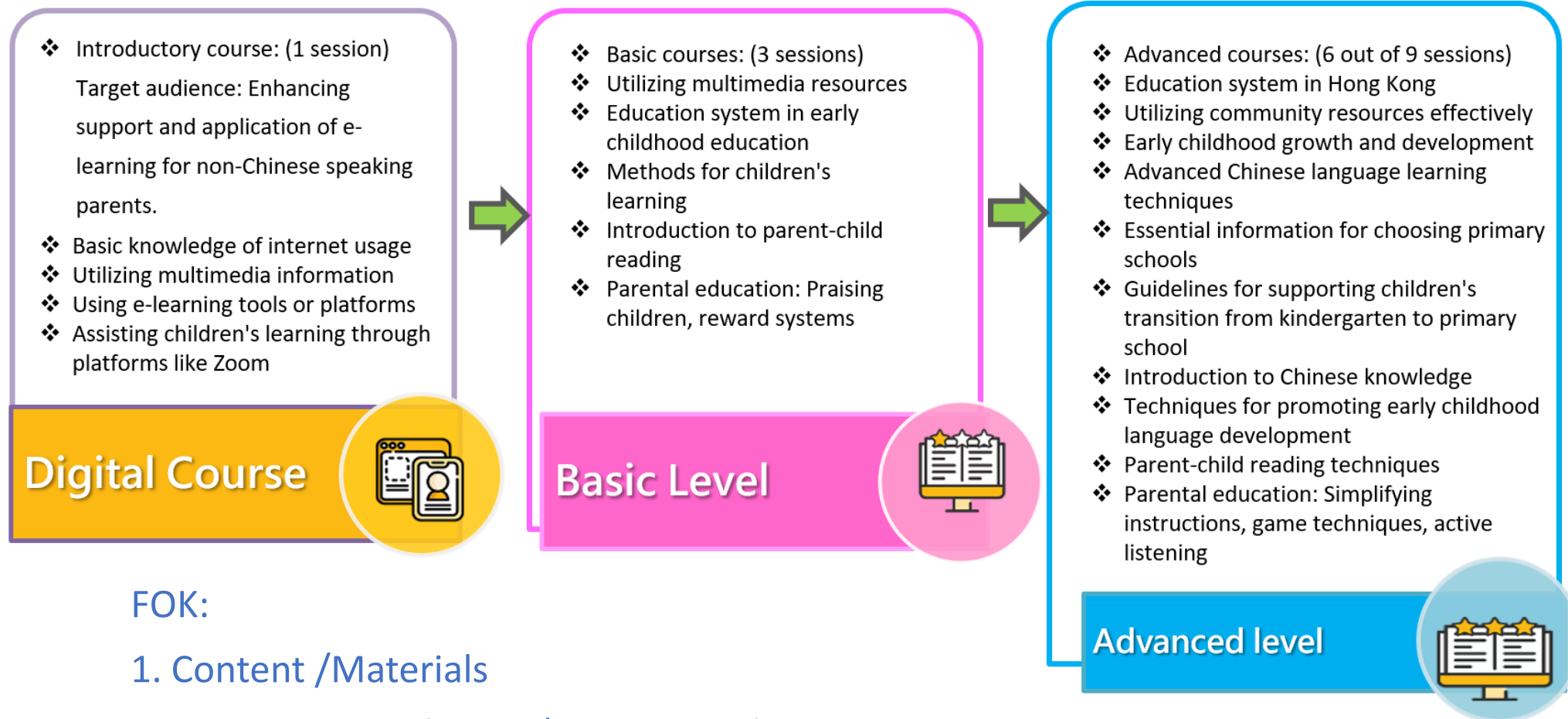- **Buddhist**
- **No beef**
- **Vegetarian**

*This is just a general situation and does not represent all people of there ethnic group.

Festival in CRS

	Pakistan 巴基斯坦	India 印度	Nepal 尼泊爾
傳統節日	齋戒月 (Ramadam) 開齋節 (Eid-al-Fitr) 宰牲節 (Eid-al-Adha)	Holi (灑紅節) Diwali (排燈節) Vaisakhi / Basakhi(白沙克節)	Holi (灑紅節) Diwali (排燈節) Buddha Jayanti (佛誕節)

C-For-Chinese Learning at JC Parent Academy

❖ Introductory course: (1 session)
   Target audience: Enhancing support and application of e-learning for non-Chinese speaking parents.
❖ Basic knowledge of internet usage
❖ Utilizing multimedia information
❖ Using e-learning tools or platforms
❖ Assisting children's learning through platforms like Zoom

Digital Course

❖ Basic courses: (3 sessions)
❖ Utilizing multimedia resources
❖ Education system in early childhood education
❖ Methods for children's learning
❖ Introduction to parent-child reading
❖ Parental education: Praising children, reward systems

Basic Level

❖ Advanced courses: (6 out of 9 sessions)
❖ Education system in Hong Kong
❖ Utilizing community resources effectively
❖ Early childhood growth and development
❖ Advanced Chinese language learning techniques
❖ Essential information for choosing primary schools
❖ Guidelines for supporting children's transition from kindergarten to primary school
❖ Introduction to Chinese knowledge
❖ Techniques for promoting early childhood language development
❖ Parent-child reading techniques
❖ Parental education: Simplifying instructions, game techniques, active listening

Advanced level

FOK:

1. Content /Materials

2. Course format (zoom / face to face)

3. Childcare services

Story Book Reading Package

故事書學習套
Story Book Reading Package
我是健康小戰士
Little Warrior of Health

故事書學習套
Story Book Reading Package
我的寶貝
My treasure

Videos in different languages

粵語 Cantonese

英語 English

烏爾都語 Urdu

印地語 Hindi

尼泊爾語 Nepali

重點詞語 Vocabulary

Mini Bus

小巴
siu 2   baa 1

重點句式 Key Sentences

我	喜	歡	巴	士	，
ngo 5	hei 2	fun 1	baa 1	si 2	
I		like		buses	.

巴	士	有	兩	層	。
baa 1	si 2	jau 5	loeng 5	cang 4	
Some	buses	have	two	decks	.

Parent Sharing

Ms. Subba Sunita from Nepal

Ms. Samaira Parveen from Pakistan

How to apply CRS principles to ease kindergarten to primary transition

To help parents to cope with:

Language barriers
→ Understand P.1 admission progress and choosing primary school
→ Understand the Primary School Environment and Routines
→ Translation and interpretation service, CHEER, EM staffs

Lack of awareness about the education system in Hong Kong
→Understanding Hong Kong education system and study paths
→introduce eClass, Google Meet, Microsoft Teams to parents

To help parents to cope with:

Cultural differences
→Understand the concept of "Home-School collaboration"
→Understand the role and involvement of parents in children's study
→Seek help

Stress related to adapting to a new culture and educational system
→ Understand Primary School adaptation: Issues and Coping Strategies
→ P.1 Transitions for students

THANK YOU