

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 52/2010

From : Secretary for Education

To: Heads of All Primary Schools,
Secondary Schools and Special Schools
(excluding Private Schools,
International Schools and English
Schools Foundation)

Ref. : EDB(SBSS)/ADM/150/1/3(11)

Date : 7 April 2010

**School-based Support Services (2010/11) –
Primary, Secondary and Special Education**

Summary

This circular memorandum aims to invite school heads of primary, secondary and special schools to apply for support services offered by School-based Support Services (SBSS) Office of the Education Bureau in the 2010/11 school year.

Aims

2. All along, the Education Bureau provides differentiated school-based support services to schools in a proactive manner. The prime aim of the support services is to link up the continuing professional development of teachers, school-based curriculum development and school development plan in a coherent way to enhance the effectiveness of learning and teaching.

3. The school-based support services are designed according to the needs and contexts of the schools concerned. Through systematic and frequent interactions amongst the service providers and teachers, it is expected that the effectiveness of learning and teaching will be enhanced. In addition, teacher participants will be helped to transform into professional learning communities to sustain school development.

Details

4. With the introduction of the School-based Professional Support (SBPS) Programmes in 2004 and the establishment of SBSS Office in 2005, schools are provided with more diversified support services in terms of scope and content. The school-based support services for the 2010/11 school year are listed below. For details of the respective services, please refer to the *Annexes*.

<p>I. School-based Curriculum Development Support Services for Primary Schools</p> <ul style="list-style-type: none"> • Chinese Language • English Language • Mathematics • General Studies • Project Learning • Curriculum Leaders Learning Community
<p>II. School-based Curriculum Development Support Services for Secondary Schools</p> <ul style="list-style-type: none"> • Mathematics Education • Personal, Social and Humanities Education • Science Education • Technology Education • Whole-school Approach to Catering for Learner Diversity • New Senior Secondary Liberal Studies
<p>III. Language Learning Support Services for Primary and Secondary Schools</p> <ul style="list-style-type: none"> • Chinese Language and Putonghua • English Language
<p>IV. Mainland-Hong Kong Teachers Exchange & Collaboration Programme</p> <ul style="list-style-type: none"> • Chinese Language and Putonghua (for primary and secondary schools) • Mathematics (for primary schools)
<p>V. University-School Support Programmes for Primary and Secondary Schools</p> <ul style="list-style-type: none"> • Quality School Improvement Project (2008-11) • Quality School Improvement Project: Support for Learning Diversity (2010-13) • Professional Development Network for Knowledge Building in Schools • Enhancing the pedagogical practices in Hong Kong special schools
<p>VI. Professional Development Schools (PDS) Scheme</p> <p><u>For primary schools</u></p> <ul style="list-style-type: none"> • Reading to Writing Facilitated by Cooperative Learning (English Language) • Developing Small Class Teaching Strategies and Skills in Chinese Language of Junior Primary Level and Establishing Professional Learning Community • From Modular Learning in Chinese Language to Thinking Skills Training • Peer Learning in Chinese Language: Turning Individual Differences into an Advantage in Teaching • Holistic Development of Effective Learning and Teaching (Professional Leadership/Talk-and-Write in Chinese Language/Mathematising) • Mathematics Education : Using Diversified Learning Activities to Help Students

Develop the Capability of Learning

- Improvement of Learning and Teaching for “Small Class”
- From General Studies to Liberal Studies
- Scaffolding Effective Learning Portfolio: Using General Studies as the Teaching Platform
- Quality & Effective Learning: Developing and Promoting Effective Pedagogies for Small Class Teacher in Chinese Language
- Towards Excellence

For secondary schools

- Enhancing the Learning and Teaching of New Senior Secondary Curriculum with “Mobile Learning” (Liberal Studies, English Language and Literature)
- New Senior Secondary Liberal Studies: Strategic Implementation in the Scopes of “Learning & Teaching” and “Assessment”
- New Senior Secondary Liberal Studies : Design and Trial-run of Teaching Plans
- Enhancing the Effectiveness of the Learning and Teaching of the New Senior Secondary Liberal Studies
- School-based Curriculum on New Senior Secondary Liberal Studies: Design and Implementation of “Hong Kong Today” Module
- New Senior Secondary Liberal Studies Learning Community: Professional Development on Learning & Teaching and Assessment
- Inter-school New Senior Secondary Liberal Studies Curriculum Design and Teaching Resources Network
- New Senior Secondary Liberal Studies: Curriculum Design and Practice (Science, Technology and the Environment)
- Towards Excellence

Expectations on Participating Schools

5. To ensure schools receive the most relevant services, the Education Bureau (EDB) strives to strengthen coordination and collaboration among the service providers. By the same token, schools have to conduct a thorough analysis of their situation and take into consideration their areas of concern as identified in their school development plans in the course of setting their priorities for the support services. The key to successful implementation of the programmes hinges on schools’ provision of effective administrative measures such as timetabling, manpower and resource allocation.

Briefing Session

6. To enable schools to have a more thorough and in-depth understanding of the above services, a briefing session on school-based support services will be held on 17 April 2010 (Saturday). For details and enrolment of the briefing session, please refer to the Training Calendars on the EDB website (Course ID: CGSBSS20100006).

Application

7. School heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in these school-based support services proactively. Interested schools may apply for the support services via the internet starting from 12 April 2010 to 30 April 2010. Individual school will be informed of the application details together with the login identity and password for the on-line application in due course. Results of the allocation will be announced by the end of May 2010.

Enquiries

8. For enquiries, please contact Mr. CHENG Ka-lok at 2152 3220 or Ms. MAK Yee-chi at 2152 3227 of the School-based Professional Support Section.

Mrs. Winnie YEUNG
for Secretary for Education

c. c. Heads of Sections – for information

School-based Curriculum Development Support Services for Primary Schools

1. Areas and Foci of Support

Areas of Support	Focuses of Support	Enquiries
Chinese Language	<p><u>To plan and implement a skill-oriented Chinese Language curriculum</u></p> <ul style="list-style-type: none"> • Developing skill-oriented Chinese Language curriculum: based on the needs of the school, plan a skill-oriented Chinese Language curriculum organized in cohesive learning modules with emphasis on the vertical progression and horizontal coherence of the curriculum that aims to help students lay good foundations of the Chinese Language • Enhancing effective learning in small class teaching contexts: to develop a variety of language learning activities and strategies to promote effective learning and cater for learner diversities • Improving the assessment practices: to develop skill-oriented assessment tools and assist schools to formulate whole-school assessment policy, to identify assessment focuses and set criteria for quality assessment, to develop teachers' competence in setting quality assessment items/papers based on the students' levels of language ability, and to strengthen teachers' professional competence in making effective use of formative assessment • Designing diversified learning and teaching strategies: e.g. questioning techniques, co-operative learning and integration of reading and writing that aims to enhance students' language skills, thinking skills and inquiry skills: <ul style="list-style-type: none"> - <i>Reading skills</i>: to strengthen word recognition and vocabulary building skills, reading strategies and the teaching of readers in order to promote 'reading to learn' 	<p>Dr. Sharon LEUNG Tel: 2158 4925 E-mail: leungskwan@edb.gov.hk</p>

School-based Curriculum Development Support Services for Primary Schools		
Areas of Support	Focuses of Support	Enquiries
	<ul style="list-style-type: none"> - <i>Writing skills</i>: to promote process writing, creative writing, literary writing and basic writing skills training (e.g. examining topics, selecting materials and organizing structure of writing) - <i>Listening skills</i>: to develop and adopt appropriate listening strategies - <i>Speaking skills</i>: to strengthen individual speech training, group discussion, verse speaking and debates - <i>Thinking skills</i>: to develop students' skills in analysis, inference, synthesis, evaluation, problem-solving and creativity - <i>Chinese literature learning</i>: to develop students' appreciation of the beauty of the language through children literature, novels, dramas and poems <p><u>To develop cross-curricular learning</u></p> <ul style="list-style-type: none"> • Developing cross-curricular learning through the integration of key themes of study from various KLAs (e.g. joint Chinese Language and General Studies project learning) based on school needs. 	
English Language	<p><u>To develop a learner-centred and task-based curriculum</u></p> <ul style="list-style-type: none"> • Developing a balanced and coherent curriculum to encompass language skills integration through using diversified learning materials and teaching pedagogy to enhance horizontal coherence and vertical progression in curriculum development across key stages with emphasis on assessment for learning practices <p><u>To facilitate the development of a “reading to learn” culture</u></p> <ul style="list-style-type: none"> • Helping students acquire effective reading skills and strategies through exploring and immersing in a wide range of text types and language arts materials incorporated in reading 	<p>Dr. Ernest TSE Tel: 2158 4930 E-mail: ernesttse@edb.gov.hk</p>

School-based Curriculum Development Support Services for Primary Schools		
Areas of Support	Focuses of Support	Enquiries
	<p>workshops and the General English curriculum</p> <p><u>To develop students' language learning skills and strategies</u></p> <ul style="list-style-type: none"> Engaging students in learning experiences set in meaningful and authentic contexts to develop their learning skills in reading, writing, listening, speaking (e.g. vocabulary building skills, phonics skills, reading strategies, writing skills for different genres, process writing skills, phonics and speaking skills) and lifelong language learning skills Helping learners master both language forms and communicative functions for application in meaningful contexts <p><u>To develop effective measures in addressing language-related policy initiatives</u></p> <ul style="list-style-type: none"> Based on the characteristics of small class teaching, design and use effective teaching strategies to strengthen students' abilities in using the language Enhancing students' language proficiency in response to MOI fine tuning policy <p><u>To promote learning in a language-rich environment inside and outside classroom</u></p> <ul style="list-style-type: none"> Making use of a language-rich environment to immerse students in a setting with an abundance of texts and prints, oral and written language opportunities, support and scaffolding by teachers, peers and parents <p><u>To develop students' generic skills, values and attitudes and to promote learner independence</u></p> <ul style="list-style-type: none"> Exposing students to a language-rich environment and meaningful learning experiences through life-wide learning, project learning and the appreciation of language arts. 	
Mathematics	<p><u>To promote a balanced development of Mathematics ability in students</u></p> <ul style="list-style-type: none"> Enhancing computation and problem- solving 	<p>Mr. Teddy LEE</p> <p>Tel : 2158 4903</p> <p>E-mail:</p>

School-based Curriculum Development Support Services for Primary Schools		
Areas of Support	Focuses of Support	Enquiries
	<p>skills</p> <ul style="list-style-type: none"> • Developing students' understanding in mathematics concepts • Identifying and analysing students' learning difficulties and formulating learning and teaching strategies to address the problems <p><u>To improve the effectiveness in the learning and teaching of Mathematics using diversified teaching strategies</u></p> <ul style="list-style-type: none"> • Enhancing students' learning through hands-on activities (e.g. measuring activities, manipulating two dimensional diagrams and three dimensional models), inquiry, open-ended questions, and problem solving • Enhancing classroom interaction and student collaboration through teaching and learning activities that address the characteristics and needs of small class teaching • Collecting and analyzing students' learning evidence through different means <p><u>To develop students' generic skills through enriched learning experiences</u></p> <ul style="list-style-type: none"> • Encouraging students to use Mathematics language to express their thinking and develop their generic skills (e.g. communication skill, creativity and critical thinking skills) through project learning and posing problems in authentic daily settings, • Facilitating students' construction of Mathematics concepts through small group problem-solving exercises to explore and to verify assumptions 	leeyk@edb.gov.hk
General Studies	<p><u>To plan and implement an inquiry-based General Studies curriculum</u></p> <ul style="list-style-type: none"> • Adopting a thematic approach for the development of General Studies curriculum • Implementing learning and teaching strategies conducive to effective learning in General 	<p>Mr. Stanio YU Tel : 2158 4929 E-mail: stanioyu@edb.gov.hk</p>

School-based Curriculum Development Support Services for Primary Schools		
Areas of Support	Focuses of Support	Enquiries
	<p>Studies (e.g. inquiry-based activities, science inquiry activities, project learning, service learning)</p> <ul style="list-style-type: none"> • Making good use of small class environment to enhance classroom interaction and student collaboration. • Strengthening the horizontal coherence and vertical progression of the General Studies curriculum <p><u>To develop generic skills among students</u></p> <ul style="list-style-type: none"> • Developing students' generic skills (e.g. critical thinking skills, creativity, communication skills) through engaging them in a wide range of learning activities <p><u>To promote life-wide learning</u></p> <ul style="list-style-type: none"> • Advising schools on the use of school and community resources (e.g. museums, farms and community facilities) to engage students in authentic learning experiences <p><u>To enhance the connection between General Studies curriculum and other KLAs</u></p> <ul style="list-style-type: none"> • Integrating common elements of various KLAs to provide an interdisciplinary platform (e.g. General Studies and Chinese Language) conducive to effective learning <p><u>To plan diversified modes of assessment</u></p> <ul style="list-style-type: none"> • Assisting schools to develop assessment strategies in General Studies and to design and implement diversified modes of assessment to reflect students' performance in knowledge, skills, values and attitudes 	
Project Learning	<ul style="list-style-type: none"> • Collaborating with teachers to design and implement General Studies or interdisciplinary project learning • Strengthening the professional capacity of teachers in implementing project learning • Nurturing study skills (such as collect and analyse data) and other generic skills (e.g. 	<p>Mr. Stanio YU Tel : 2158 4929 E-mail: stanioyu@edb.gov.hk</p>

School-based Curriculum Development Support Services for Primary Schools		
Areas of Support	Focuses of Support	Enquiries
	<p>communications, collaboration, problem solving) among students through project learning</p> <ul style="list-style-type: none"> Facilitating schools to establish a framework for the vertical development of project learning across key stages 	
Curriculum Leaders Learning Community	<ul style="list-style-type: none"> Empowering the curriculum coordinators or vice principals as change agents in promoting whole-school curriculum development Establishing learning groups to share experience and explore issues on school curriculum-related matters 	<p>Mr. Davis NG Tel: 2158 4909 E-mail: davisng@edb.gov.hk</p>

2. Modes of Support

a. Regular on-site support service

School development officers will negotiate with schools to schedule regular on-site collaborative lesson planning meetings with participating teachers. On request from schools, flexible modes of support such as talks, seminars, workshops, study groups and sharing sessions can be arranged to help schools develop selected focus of work.

b. Curriculum leaders learning community

The school development officers will meet the community of curriculum leaders regularly to facilitate professional sharing and discussion on issues identified by members of the learning communities (approximately 10-12 members in a group).

3. Expectations on Participating Schools

a. To make the best use of the support services, participating schools need to:

- arrange collaborative lesson planning time for teachers concerned;
- designate curriculum leaders or teachers of the related Key Learning Areas to work closely with the school development officers to lead and coordinate school-based curriculum planning and development;
- share with other schools and teachers the experiences in curriculum development and all materials and resources they develop, e.g. work plans, teaching materials, research reports, students' work (*The copyright of these materials will be co-owned by the Education Bureau (EDB) and the schools*)

School-based Curriculum Development Support Services for Primary Schools

concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes); and

- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based curriculum materials
- b. For schools intending to nominate teachers to participate in the **curriculum leaders learning communities**, please note that:
- the nominees should be Primary School Masters/Mistresses (Curriculum Development), Assistant Primary School Masters/Mistresses (Curriculum Development), or Senior Primary School Masters/Mistresses.
 - they should make arrangements in the timetable to release the nominees for the meeting and activities.

4. Points to Note

The School-based Curriculum Development (Primary) Section has accumulated substantial learning experiences and has generated knowledge on school-based curriculum development, including exemplars of learning and teaching, reflections on collaborative lesson planning, action research reports, etc. Part of the valuable experiences and knowledge has been uploaded to the Section's homepage. For details, please visit the following website:

<http://www.edb.gov.hk/index.aspx?nodeid=2864&langno=1>

School-based Curriculum Development Support Services for Secondary Schools

1. Areas and Foci of Support

School development officers will work as partners with schools at Key Learning Areas (KLAs) level and other areas of collaboration to enhance teachers' capacity in developing school-based curriculum that enables students to actualise their full potential. The services aim at fostering a collaborative and reflective culture in the teaching profession to achieve teacher and school improvement. The following table sets out the foci of support for the 2010/11 school year.

(a) Key Learning Areas

Areas of Support	Foci of Support	Enquiries
Mathematics Education	<ul style="list-style-type: none"> • Catering for learner diversity in mathematics Education KLA • School-based senior mathematics curriculum planning and implementation • School-based curriculum development for interface between P6 and S1 • Facilitate students to integrate knowledge through mathematics learning experiences in formal and informal curricula 	Dr. LAO Kam-ling Tel: 2639 4745 e-mail: kllao@edb.gov.hk
Personal, Social and Humanities Education (PSHE)	<ul style="list-style-type: none"> • Catering for learner diversity in the PSHE KLA • School-based curriculum development of PSHE KLA at the junior secondary level – enhancing students' foundation knowledge for their progression to S4 • To develop effective learning and teaching strategies and assessment methods 	Dr. CHAN Man-tak Tel: 2639 4746 e-mail: mantakchan@edb.gov.hk
Science Education	<ul style="list-style-type: none"> • Catering for learner diversity in the Science Education KLA • To enhance the interface of science curricula between the junior secondary and the senior secondary level • To develop effective learning and teaching strategies to nurture students' science process skills and scientific thinking skills 	Dr. CHAN Man-tak Tel: 2639 4746 e-mail: mantakchan@edb.gov.hk

School-based Curriculum Development Support Services for Secondary Schools

Areas of Support	Foci of Support	Enquiries
Technology Education	<ul style="list-style-type: none"> • In computer-related curriculum, support schools to <ul style="list-style-type: none"> - design and implement school-based curriculum at junior secondary level and Information and Communication Technology curriculum at senior secondary level; - enhance the learning and teaching of information & communication technologies in both formal and informal curricula; - develop effective assessment for learning strategies; and - foster curriculum leaders in leading and developing school-based computer-related curriculum and initiatives across all levels; • In Business, Accounting & Financial Studies and business education at junior secondary levels, support schools to <ul style="list-style-type: none"> - develop school-based curriculum - enhance learning and teaching - develop effective assessment strategies 	Dr. LAO Kam-ling Tel: 2639 4745 e-mail: kllao@edb.gov.hk

(b) Other areas

Areas of Support *	Foci of Support	Enquiries
Whole-school approach to catering for learner diversity	<ul style="list-style-type: none"> • To support schools to review the effectiveness of existing school policy/practices on issues related to learner diversity • To enhance learning motivation and effectiveness in junior secondary classrooms through concerted effort teachers and school leaders • To help schools and teachers to strengthen their collaborative culture and enhance professional development through tackling challenges posed by learner diversity 	Dr. LAO Kam-ling Tel: 2639 4745 e-mail: kllao@edb.gov.hk

School-based Curriculum Development Support Services for Secondary Schools

Areas of Support *	Foci of Support	Enquiries
New Senior Secondary Liberal Studies	<ul style="list-style-type: none"> • To help teachers develop school-based New Senior Secondary (NSS) Liberal Studies (LS) curriculum, for example, preparing teaching plans of the six modules, developing learning and teaching strategies for helping students to learn conceptual knowledge and enquiry skills effectively, etc. • To help schools develop and evaluate school curricula or learning and teaching strategies at the junior secondary level to ensure that students develop a solid foundation of knowledge for their learning of the NSS LS 	Dr. CHAN Man-tak Tel: 2639 4746 e-mail: mantakchan@edb.gov.hk

(* Note: The duration of participation may be longer than one year, subject to the nature of the area of support.)

2. Modes of Support

Support services will be delivered in various modes including on-site visits for school-based curriculum development, collaborative research and development projects, professional development activities (such as seminars, workshops, study groups, and sharing sessions) and consultancy services of curriculum and pedagogical issues.

3. Expectations on Participating Schools

To make the best use of the support services, participating schools need to:

- assign one teacher-in-charge for each of the selected KLAs or other areas to liaise with the respective school development officers
- arrange regular common meetings/lesson preparation time (approximately one to two hours each) for the teachers concerned to discuss, plan, and evaluate their learning and teaching to facilitate collaboration and communication among teachers
- share with other teachers their experience in school-based curriculum development and all the materials and resources they develop, e.g. work plans, teaching materials, research reports, students' work (*The copyright of these materials will be co-owned by the Education Bureau (EDB) and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for education purposes*)

School-based Curriculum Development Support Services for Secondary Schools

- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based curriculum materials

4. Points to Note

School-based Curriculum Development (Secondary) Section has built up knowledge and learning experience, including exemplars of learning and teaching, experience in collaborative lesson planning, etc. Part of the experience and knowledge has been uploaded to the Section's homepage. For details, please visit the following website:

<http://www.edb.gov.hk/index.aspx?nodeid=2865&langno=2>

Language Learning Support Services (for Primary and Secondary Schools)

Chinese Language & Putonghua

1. Areas and Foci of Support

To improve the quality of language education in schools, both curriculum leaders, including the panel heads and the level coordinators, and the language teachers need to act as a team. Working together with the team on using different topics as entry points, the Language Support Officers aim to *promote curriculum leadership development and enhance the quality of language education* through the process of school-based curriculum planning, implementing different learning and teaching strategies and on-going evaluation.

Areas of Support	Foci of Support	Examples of topics	Enquiries
Subject planning	<ul style="list-style-type: none"> • School-based curriculum planning and review <ul style="list-style-type: none"> - Planning and bridging curriculum at one level or across levels at different Key Stages - Cross-curricular planning - Integrating Putonghua into the Chinese Language curriculum - Implementing new language initiatives • Subject planning and management <ul style="list-style-type: none"> - Setting priorities of work - Making best use of resources - Making best use of data • Developing school-based learning resources <ul style="list-style-type: none"> - Improving design of modules - Adapting the curriculum to support students of different abilities 	<p><u>For secondary and primary schools</u></p> <ul style="list-style-type: none"> • Development on different learning areas (including reading, writing, listening, speaking, literature, Chinese culture, moral education, thinking and self-learning skills) • Strengthening basic language knowledge and skills • Using Putonghua to teach Chinese 	<p>Ms. Christine CHOI Tel: 3698 3981 e-mail: cylchoi@edb.gov.hk</p> <p>Mr. LAI Yiu-ting Tel: 3698 3994 e-mail: ytlai@edb.gov.hk</p>
Effective learning & teaching	<ul style="list-style-type: none"> • Improving learning and teaching <ul style="list-style-type: none"> - Developing learning and teaching strategies for reading, writing, listening and speaking 	<ul style="list-style-type: none"> • Integrative use of language skills <p><u>For secondary</u></p>	

Language Learning Support Services (for Primary and Secondary Schools)

Areas of Support	Foci of Support	Examples of topics	Enquiries
	<ul style="list-style-type: none"> - Using questioning techniques - Using lesson observation and post-observation discussion to enhance the effectiveness of learning and teaching • Catering for learner diversity <ul style="list-style-type: none"> - Using collaborative learning methods - Using a variety of ability grouping strategies and language activities • Providing a language-rich environment for Putonghua learning <ul style="list-style-type: none"> - Improving Putonghua learning - Promoting Putonghua learning activities in school 	<p><u>schools</u></p> <ul style="list-style-type: none"> • Designing and adapting modules for the Compulsory and Elective Parts of NSS curriculum • Infusing debating into classroom learning and developing integrated language skills <p><u>For primary schools</u></p> <ul style="list-style-type: none"> • Supporting non-Chinese speaking students to learn Chinese • Making best use of small class teaching 	
Assessment for learning	<ul style="list-style-type: none"> • Developing strategies to promote assessment for learning <ul style="list-style-type: none"> - Using assessment data to inform learning and teaching - Adopting school-based approaches to assessing students' language competencies - Devising a school-based assessment policy 		

2. Modes of Support

a. On-site Support Services

Language Support Officers will work with the panel head and participating teachers in devising their subject development plan, designing their school-based curriculum, exploring different learning and teaching strategies and using assessment to improve learning and teaching. Arrangements such as frequency of meetings and foci of discussion will be worked out with the teachers involved.

Language Learning Support Services (for Primary and Secondary Schools)**b. Teacher Professional Development Activities**

Seminars and workshops of different scales will be conducted to explore various topics on Chinese Language learning and teaching and to share school-based experiences and good practices developed from in-depth studies. Different networks for teachers with common concerns and interests will be formed to explore issues in implementing language initiatives/measures, to share resources and experiences and to promote cross-school collaboration for forming learning communities.

3. Expectations on Participating Schools

To make the best use of the support services, participating schools need to:

- nominate a school-based curriculum coordinator to lead and oversee the progress of the support programme
- arrange regular collaborative lesson preparation timeslot (no less than one hour per week/cycle, preferably within the time-table) for the teachers involved to plan for the lessons and evaluate the effectiveness in learning and teaching
- share with other teachers their experience in curriculum development and any materials and resources they develop, e.g. work plans, teaching materials, research reports, student work (*The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB also reserves the right to compile and polish the materials before disseminating them for educational purposes*)
- release teachers to participate in the meetings/activities arranged for the network
- observe strictly legal obligations and, in all cases, comply to the Copyright Ordinance in developing school-based curriculum materials

4. Points to Note

The Language Learning Support Section has built up a body of knowledge and experiences, including exemplars of learning and teaching, experiences in collaborative lesson planning, etc. Part of the knowledge and experiences has been uploaded to the Section's homepage. For details, please visit the following sites:

<http://www.edb.gov.hk/languagesupport/>

<http://resources.edb.gov.hk/cd/languagesupport>

The related materials are also displayed in the Curriculum Resource Centre, P/F, West Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon.

Language Learning Support Services (for Primary and Secondary Schools)

English Language**1. Areas and Foci of Support**

To improve the quality of language education in schools, both curriculum leaders, including the panel heads and the level coordinators, and the language teachers need to act as a team. Working together with the team on using different topics as entry points, the Language Support Officers aim to *promote curriculum leadership development and enhance the quality of language education* through the process of school-based curriculum planning, implementing different learning and teaching strategies and on-going evaluation.

Areas of Support	Support Foci (* specifically for secondary schools)	Examples of topics (* specifically for secondary schools)	Enquiries
Subject planning	<ul style="list-style-type: none"> • Holistic planning of the school-based curriculum <ul style="list-style-type: none"> - Planning at one level or cross levels at different Key Stages - Integrating / aligning different language initiatives - Enhancing the learning of other subjects through cross-curricular planning - *Implementation for the New Senior Secondary curriculum (Compulsory and Elective Parts) • Assisting panel heads and teachers to develop curriculum leadership skills <ul style="list-style-type: none"> - Setting directions for long-term development taking into account students' needs and the school context - Using lesson observation and analysis of student work to promote teacher development 	<ul style="list-style-type: none"> • Making effective use of available resources (e.g. English Enhancement Grant Scheme for Primary Schools, Small Class Teaching) • Developing literacy and vocabulary skills • Developing speaking and writing skills • Strategies for teaching different text-types • Teaching of language arts • Teaching of grammar in 	Ms. Amy POON Tel: 3698 4093 e-mail: ayypoon@edb.gov.hk

Language Learning Support Services (for Primary and Secondary Schools)

Areas of Support	Support Foci (* specifically for secondary schools)	Examples of topics (* specifically for secondary schools)	Enquiries
Effective learning & teaching	<ul style="list-style-type: none"> • Enhancing learning and teaching in formal & informal curricula <ul style="list-style-type: none"> - Integrating different language skills and knowledge in English teaching - Exploring effective learning and teaching strategies - Creating a language-rich environment • Catering for learner diversity <ul style="list-style-type: none"> - Exploring effective teaching strategies in different class sizes / groupings 	context <ul style="list-style-type: none"> • Using Territory-wide System Assessment, *School-based Assessment, internal assessments to improve learning & teaching • *Reading / writing strategies across the curriculum 	
Assessment for learning	<ul style="list-style-type: none"> • Promoting assessment for learning <ul style="list-style-type: none"> - Improving questioning and feedback techniques - Using a variety of assessment methods and tools - Interpreting assessment data 		

2. Modes of Support

a. On-site Visits

Language Support Officers will work with the panel head and participating teachers in devising their subject development plan, designing school-based curriculum, exploring different learning and teaching strategies and using assessment to improve learning and teaching. Arrangements such as frequency of meetings and foci of discussion will be worked out with the teachers involved.

b. Teacher Professional Development Activities

Seminars and workshops will be conducted to explore different topics on English learning and teaching and to share school-based experiences and good practices. Different networks for teachers with common concerns and interests will be formed to explore issues in implementing language initiatives/measures, to share resources and experiences and to promote cross-school collaboration.

Language Learning Support Services (for Primary and Secondary Schools)**3. Expectations on Participating Schools**

To make the best use of the support services, participating schools need to:

- nominate a school-based curriculum coordinator to lead and oversee the progress of the support programme
- arrange regular collaborative lesson preparation timeslots (no less than one hour per week/cycle, preferably within the time-table) for the teachers involved to plan for the lessons and evaluate the effectiveness in learning and teaching
- share with other teachers their experience in curriculum development and any materials and resources they develop, e.g. work plans, teaching materials, research reports, student work (*The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB also reserves the right to compile and polish the materials before disseminating them for educational purposes*)
- release teachers to participate in the meetings/activities arranged for the network
- observe strictly legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based curriculum materials

4. Points to Note

The Language Learning Support Section has built up a body of knowledge and experiences, including exemplars of learning and teaching, experiences in collaborative lesson planning, etc. Part of the knowledge and experiences has been uploaded to the Section's homepage. For details, please visit the following sites:

<http://www.edb.gov.hk/languagesupport/>

<http://resources.edb.gov.hk/cd/languagesupport>

The related materials are also displayed in the Curriculum Resource Centre, P/F, West Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon.

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

Chinese Language and Putonghua

1. Aim of the Programme

The aim of the Programme is to foster professional exchange between the Mainland teachers and local teachers. Through close collaboration, pedagogies and classroom practices can be explored in great depth to improve students' proficiency in Chinese Language at both primary and secondary schools. The Mainland Teachers' rich teaching experience and expertise in language teaching and using Putonghua in classroom practices can also be tapped to promote teacher professional development and enhance learning and teaching effectiveness.

2. Areas of Collaboration

Curriculum development, learning and teaching of Chinese Language and Putonghua in primary and secondary schools

3. Foci of Development

To improve the quality of language education in school, both curriculum leaders, including the panel head and the level coordinators, and the language teachers need to act as a team. Working together with the team on using different topics as entry points, the Mainland Teachers aim to *promote curriculum leadership development and enhance the quality of language education* through the process of curriculum planning, implementing different learning and teaching strategies and on-going evaluation.

Areas of Collaboration	Foci of Development	Examples of topics	Enquiries
Subject planning	<ul style="list-style-type: none"> • Assisting teachers to conduct holistic planning of the school-based curriculum <ul style="list-style-type: none"> - Planning and bridging curriculum at one level or across levels at different Key Stages - Setting teaching goals and strategies - Using assessments to provide feedbacks for learning and teaching 	<ul style="list-style-type: none"> • Developing learning strategies for different areas (including reading, writing, speaking, literature, Chinese culture, moral 	Ms. Christine CHOI Tel: 3698 3981 e-mail: cylchoi@ edb.gov.hk

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

Areas of Collaboration	Foci of Development	Examples of topics	Enquiries
	<ul style="list-style-type: none"> • Improving module design and developing school-based learning materials 	<p>learning, thinking and self-learning)</p>	
Effective learning & teaching	<ul style="list-style-type: none"> • Enhancing learning and teaching <ul style="list-style-type: none"> - Using lesson observation and analysis of student work to review learning and teaching effectiveness - Aligning teaching resources with a variety of learning and teaching strategies - Exploring the latest trends in language learning and teaching in Hong Kong and on the Mainland to enhance language teaching - Borrowing the valuable experience of the Mainland in teaching Chinese literature and enhancing integrated language skills • Providing a language-rich environment for Putonghua learning <ul style="list-style-type: none"> - Improving Putonghua learning - Promoting Putonghua learning activities at schools - Using a variety of strategies to improve pronunciation and word recognition 	<ul style="list-style-type: none"> • Strengthening basic language literacy • Using Putonghua to teach Chinese 	
Assessment for learning	<ul style="list-style-type: none"> • Developing strategies to promote assessment for learning <ul style="list-style-type: none"> - Using assessment information and data to inform learning and teaching - Adopting school-based approaches to assessing students' language competencies 		

4. Modes of Exchange and Collaboration

- Station-in school collaboration (normally one to two days per week): Work together with local teachers in planning the school-based curriculum, designing teaching and assessment activities/tasks during collaborative lesson planning time; conduct school-based professional development activities; conduct lesson demonstrations, lesson observation and lesson analysis; and promote a Putonghua-rich environment in the school.
- Professional development activities: Thematic sharing for all teachers in Hong Kong in the form of seminars, workshops, joint-school lesson observation and network activities.
- Organising inter-school sharing activities: Through inter-school sharing such as “Inter-school Visiting Week”, “Sharing through Networks”, “Learning Communities for Curriculum Leaders”, action research and peer lesson observation, effective strategies can be explored to enhance the effectiveness of learning and teaching.

5. Expectations on Participating Schools

To make the best use of the support services, participating schools are expected to:

- provide sufficient resources and support for the Mainland Teachers during on-site support
- nominate a curriculum coordinator to lead and oversee the progress of the programme in cooperation with officers from EDB
- nominate a liaison teacher for the communication between Mainland Teacher and the local school
- arrange regular timeslot for collaboration and professional exchange, such as collaborative lesson planning and peer lesson observation
- share experience and resources with teachers of other schools such as work plans, teaching materials, research reports and students' work (*The copyright of these materials will be co-owned by the Education Bureau (EDB) and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for education purposes*)
- follow strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based curriculum materials

6. Points to Note

- The Mainland Teachers are not responsible to take up any teaching or

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

extracurricular duties in schools, except that they will be responsible for part of the demonstration lesson or collaborative teaching as scheduled.

- The Mainland Teachers mainly communicate in Putonghua.
- The Language Learning Support Section has built up a body of knowledge and experiences, including exemplars of learning and teaching, experiences in collaborative lesson planning, etc. Part of the knowledge and experiences has been uploaded to the Section's homepage. For details, please visit the following sites:

<http://www.edb.gov.hk/languagesupport/>

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Mainland-Hong Kong Teachers Exchange & Collaboration Programme**Mathematics****1. Areas of Collaboration**

Curriculum development, learning and teaching of Mathematics Education in primary schools

2. Foci of Development

The Mainland Teachers will collaborate with local teachers on different topics of Mathematics Education. The foci of development include:

- Enhancement on learning and teaching: To introduce the school-based curriculum and pedagogy and explore the new directions of learning and teaching of Mathematics;
- Teachers' professional development: To assist teachers to carry out school-based curriculum development, including curriculum planning, setting of learning and teaching targets and strategies, design of effective learning activities and the use of assessment for learning;
- Promotion on educational research: To interpret and analyse the effectiveness of learning and teaching through lesson observations, summarising experience and leading teachers to educational research, and to foster culture of self reflection for improvement on learning and teaching; and
- Establishment of teacher networks: To establish teacher networks and organise regular activities to enhance the effectiveness of curriculum reform in Mathematics Education.

3. Modes of Exchange and Collaboration

The Mainland Teachers will station in the partner schools, two days per week, for one school year to collaborate with local teachers in:

- curriculum planning
- collaborative lesson planning
- provision of professional advice

4. Expectations on Participating Schools

To make the best use of the support services, participating schools are expected to:

- provide sufficient resources and support for the Mainland Teachers during on-site support
- nominate a curriculum coordinator to lead and oversee the progress of the

Mainland-Hong Kong Teachers Exchange & Collaboration Programme

programme in cooperation with officers from EDB

- nominate a liaison teacher for the communication between Mainland Teacher and the local school
- arrange regular timeslot for collaboration and professional exchange, such as collaborative lesson planning and peer lesson observation
- share experience and resources with teachers of other schools such as work plans, teaching materials, research reports and students' work (*The copyright of these materials will be co-owned by the Education Bureau (EDB) and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for education purposes*)
- follow strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based curriculum materials

5. Points to Note

- The Mainland Teachers are not responsible to take up any teaching or extracurricular duties in schools.
- The support services are not applicable to classes using English as the medium of instruction as the Mainland Teachers communicate in Putonghua.

6. Enquiries

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University-School Support Programme
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Quality School Improvement Project (2008-11)**1. Areas of Support**

- The project is a comprehensive school improvement project which provides strong school-based professional support to primary/secondary schools in:
- establishing a unity of purpose and prioritising school development goals
- building up middle managers and nurturing instructional leaders
- strengthening classroom learning and teaching effectiveness in key learning areas and related learning opportunities

2. Foci of Support

The project team works collaboratively with schools

- to establish a self-improvement mechanism and a school self-evaluation system to cope with the development needs of the participating schools
 - to work through activities for the enhancement of student learning as well as professional development of teachers
 - to transform schools into learning organisations with school culture emphasising on learning and teaching effectiveness
- a. Examples of support to primary schools
- Enhance learning and teaching effectiveness in Chinese Language, English Language, Mathematics and General Studies, from collaborative lesson planning, lesson observation, evaluation to reflection
 - Help actualise the desired benefits of small-class teaching (Quality & Effective Learning: Developing and promoting effective pedagogies for small class teacher in Chinese Language) in terms of both academic and affective outcomes
 - Establish “inter” and “intra” school quality circles and learning community, e.g. quality circles for Primary School Master/Mistress (Curriculum Development), Mathematics teachers, Chinese teachers, English teachers
- b. Example of support to secondary schools
- Professional support in designing New Senior Secondary Liberal Studies curriculum, and enhance learning and teaching effectiveness in Liberal Studies and other subjects
 - Training courses and experience sharing opportunities for middle managers
 - Help establish a healthy system for students’ growth, including designing discipline and guidance system, class management, students’ goal setting profile and portfolio, and assessment for learning

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3. Modes of Support

- Basically a voluntary, comprehensive and interactive approach, rather than a top down approach
- Whole school staff development workshops
- Touch-based support for action planning
- Joint school teacher development day and experience sharing visit in project schools and network schools

4. Expectations on Participating Schools

To make the best use of the support services, participating schools need to:

- have a strong desire and readiness for school improvement, especially in learning and teaching effectiveness and students' growth
- have a strong core group to collaborate with the university support staff in identifying needs and objectives

5. Point to Note

- The duration for the service is one year.

6. Enquiries

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University-School Support Programme
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Quality School Improvement Project: Support for Learning Diversity (2010-13)**1. Areas of Support**

Quality School Improvement Project: Support for Learning Diversity (QSIP-SLD) is a professional support program for primary and secondary schools. It aspires to:

- create an environment conducive to quality education in catering for individual differences and enhancing students' learning effectiveness;
- facilitate schools to develop a self-improving process and deep-inquiry mechanism with a strong evidence base, and to sustain their development in catering for students' learning diversity.

2. Foci of Support

The project provides tailor-made and site-based support to schools. Through support at various levels (including school level, subject level, classroom level and individual level), the project aims at:

- Clarifying teachers' paradigm and perception on the understanding of "learning diversity", in a broader perspective of teaching and learning
- Facing the challenge of learning diversity in the sense of sustaining students' learning motivation through enhancing the richness in their learning experiences
- Developing curriculum and teaching strategies for students of different development needs: stretching abilities for strong or gifted students and strengthening foundation knowledge for academically disadvantaged students
- Enhancing teachers' capacity through collaborative effort in promoting effective learning and teaching
- Building the capacity of principals, middle managers, curriculum leaders, instructional leaders in response to the challenge of learning diversity
- Promoting and actualising the concept of assessment for learning in catering for learning diversity

3. Modes of Support

- The project adopts an interactive, holistic and comprehensive approach rather than provides a piecemeal or "one method cures all" support to address the complexity of learning diversity
- The project treats each school as an individual case. Contextual analysis and need identification shall be carried out to design implementation programs for each school
- The support of the project focuses on both macro and micro dimensions in catering

University-School Support Programme
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for learning diversity. The macro level support (e.g. clarification of teachers' paradigm on "learning diversity", building consensus on how to handle this issue in the school level) emphasises on building a favourable environment to cater for learning diversity, and the micro level stresses on the concrete strategies on enhancing students' learning experience and motivation

4. Expectations on Participating Schools

To make use of the support services, participating schools need to:

- have a strong desire and readiness for catering for learning diversity, especially in enhancing learning and teaching effectiveness and students' growth
- form a strong core group to collaborate with the university support staff in identifying needs and objectives in catering for learning diversity

5. Points to Note

- The duration for the service is one year.
- This project is an extension of Quality School Improvement Project, which shares its core values and support strategies.

6. Enquiries

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University-School Support Programme
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Professional Development Network for Knowledge Building in Schools

1. Areas of Support

To provide support to schools on developing and scaling up knowledge building pedagogy, supported with Knowledge Forum, which addresses the lifelong and life-wide educational goals embedded in the school curriculum (from primary level to the new senior secondary school curriculum)

2. Foci of Support

- To provide professional support to schools for the implementation and facilitation of knowledge building pedagogy in various KLAs as well as cross-curriculum initiatives
- To facilitate teachers' integration of knowledge building pedagogy into their curriculum
- To develop a knowledge building teacher network for collaboration, empowerment and development
- To equip students with holistic abilities of inquiry, reading to learn, generic skills, teamwork, IT skills, and life-wide learning, etc.
- To foster students' active learning and higher-order thinking
- To facilitate students' and teachers' learning through the same process of collaborative knowledge building by using Knowledge Forum
- To empower teachers to meet challenges of curriculum change and innovation in schools
- To enhance learning and teaching effectiveness

3. Modes of Support

Support services will be delivered in various modes including:

- On-site support
 - Schools visits for mentoring and pedagogical support
 - On-site technical support for Knowledge Forum, if required
- Professional development activities
 - Teacher workshops (around 5 per year, mostly Saturday morning)
 - Regular teacher meetings (Teachers will be grouped to form KLA groups for professional sharing, problem-solving and mutual support once every month on the Saturday afternoon from 3:00 to 5:00 p.m.)
 - Disseminations and seminars
 - Classroom visit to frontline experts (seconded teachers)
 - International collaboration activities
 - Online web resources and Knowledge Forum

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- Consultancy services
 - Development of effective learning and teaching
 - Curriculum and pedagogical issues
 - Assessment and facilitation issues
 - Technical issues on using Knowledge Forum

4. Expectations on Participating Schools

To make use of the support services, participating schools are expected to make the following arrangements:

- Support the integration of knowledge building approach and the use of Knowledge Forum with the school curriculum
- Identify suitable teachers and school coordinator to join the project
- Encourage and support teachers who are engaged in learning new pedagogy: Allow time for them to attend the university-based teacher workshops and KLA meetings for professional development
- Encourage teachers to try out the pedagogy and have seconded teachers to visit their class for classroom observation and co-teaching
- Provide scope so it is possible for the teachers to visit other schools for classroom observations
- Provide technology support to teachers and students in using Knowledge Forum
- Participate in evaluation activities for the project

5. Points to Note

- The duration for the service is one year.
- The project builds on a series of successful past and current projects and has built a collaborative relationship with an international network of knowledge building schools through the Canada-based Institute for Knowledge Innovation and Technology (IKIT). Participating teachers and students may have a chance to attend the annual international conference held in Knowledge Building Summer Institute organised by IKIT.

6. Enquiries

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University-School Support Programme
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Enhancing the pedagogical practices in Hong Kong special schools

1. Areas of Support

Based on the institute and school partnership, the support programme will enhance the pedagogical practices in Hong Kong special schools, so as to catering for the diverse learning needs of students with different categories of disabilities. The participating schools will take part in the Learning Circle and examine different areas of interests, e.g. pedagogy, curriculum, training, therapy or behavior management. The school staff will learn the theory and concepts, plan and make try-outs; and evaluate the effectiveness. It is expected that the outcomes on teacher competence, classroom teaching skills, curriculum management and effectiveness of teaching and learning will be achieved.

2. Foci of Support

Collaboration and try-outs are the foci of support in this support programme. The mode of institute and school partnership is

- To apply modern education theories and assessing the applicability in special school settings
- To develop pedagogical strategies and practices in a systematic approach to support the learning of students in special schools
- To strengthen the collaboration between teachers and non-teaching professionals in special schools to enhance the effectiveness of teaching and learning

3. Modes of Support

The school development team will work together with the teachers in the participating schools to carry out needs analysis, formulate the theme of interest, attend the workshops and seminars, discuss the plan and make the try-outs. Mentors will take part in the school visits, discussion, classroom observation and evaluation. More importantly, they help teachers reflect. The outcome of the learning circle will be disseminated and shared with teachers of other schools in the report-back seminar.

4. Expectations on Participating Schools

Schools participating in the Learning Circle should make arrangement of teaching at different levels. The participating teachers have to attend all the activities, such as the learning activities, to make try-outs and to share their insights in the report-back seminars.

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5. Points to Note

This support programme is a two-year project with four cohorts each lasting for half a year. All participating schools in the period will have the school-based support.

6. Enquiries

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Professional Development Schools (PDS) Scheme
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1. Areas and Foci of Support

Under this scheme, schools with exemplary practices in Key Learning Areas or whole school pedagogical issues in learning and teaching are designated as the Professional Development Schools (PDS) to provide support services to a cluster of partner schools. The PDS are responsible for taking the lead in the professional sharing on their practices and expertise. Through the diversification of inter-school activities such as collaborative lesson planning and peer lesson observations, teaching experience and resources sharing, teachers of Professional Development Schools as well as the partner schools can succeed in enhancing their professional capacity, improving the teaching effectiveness, enriching collaborative culture and facilitating schools to form the “learning organisation”.

In response to the evolvement of educational reform, the implementation of New Senior Secondary (NSS) academic structure and individual schools’ needs, the following school-based support services will be provided to different partner schools participating in the PDS Scheme (2010/11). The areas of support are **language learning, NSS Liberal Studies, primary Mathematics, primary General Studies, small class teaching and catering for learners’ diversity.**

Programmes of PDS Scheme (2010/11) are listed below:

PDS	Name of Programme	Page No.
For Primary Schools:		
Tai Po Old Market Public School (Plover Cove)	Reading to Writing Facilitated by Cooperative Learning (English Language)	4
Tin Shui Wai Methodist Primary School	Developing Small Class Teaching Strategies and Skills in Chinese Language of Junior Primary Level and Establishing Professional Learning Community	6
Tai Po Old Market Public School	From Modular Learning in Chinese Language to Thinking Skills Training	8
Christian & Missionary Alliance Sun Kei Primary School	Peer Learning in Chinese Language : Turning Individual Differences into an Advantage in Teaching	9

Professional Development Schools (PDS) Scheme		
PDS	Name of Programme	Page No.
Ying Wa Primary School	Holistic Development of Effective Learning and Teaching (Professional Leadership/Talk-and-Write in Chinese Language/Mathematising)	11
Shak Chung Shan Memorial Catholic Primary School	Mathematics Education : Using Diversified Learning Activities to Help Students Develop the Capability of Learning	13
Pui Kiu Primary School	Improvement of Learning and Teaching for “Small Class”	14
Hong Kong and Macau Lutheran Church Primary School	From General Studies to Liberal Studies	16
St. Bonaventure Catholic Primary School	Scaffolding Effective Learning Portfolio: Using General Studies as the Teaching Platform	18
St. Edward’s Catholic Primary School	Quality & Effective Learning: Developing and Promoting Effective Pedagogies for Small Class Teaching in Chinese Language	19
Shatin Public School	Towards Excellence	21
For Secondary Schools:		
St. Paul’s Convent School	Enhancing the Learning and Teaching of New Senior Secondary Curriculum with “Mobile Learning” (Liberal Studies, English Language and Literature)	23
Christian & Missionary Alliance Sun Kei Secondary School	New Senior Secondary Liberal Studies: Strategic Implementation in the Scopes of “Learning & Teaching” and “Assessment”	25
Sha Tin Methodist College	New Senior Secondary Liberal Studies: Design and Trial-run of Teaching Plans	26
Yan Oi Tong Tin Ka Ping Secondary School	Enhancing the Effectiveness of the Learning and Teaching of the New Senior Secondary Liberal Studies	28
Hong Kong Taoist Association The Yuen Yuen Institute No.2 Secondary School	School-based Curriculum on New Senior Secondary Liberal Studies: Design and Implementation of “Hong Kong Today” Module	30
Po Leung Kuk Lee Shing Pik College	New Senior Secondary Liberal Studies Learning Community: Professional Development on Learning & Teaching and Assessment	32

Professional Development Schools (PDS) Scheme		
PDS	Name of Programme	Page No.
Elegantia College (Sponsored by Education Convergence)	Inter-school New Senior Secondary Liberal Studies Curriculum Design and Teaching Resources Network	34
St. Clare's Girls' School	New Senior Secondary Liberal Studies: Curriculum Design and Practice (Science, Technology and the Environment)	36
Shatin Public School	Towards Excellence	21

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Professional Development Schools (PDS) Scheme
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Name of Programme

Reading to Writing Facilitated by Cooperative Learning (English Language)

Professional Development School

Tai Po Old Market Public School (Plover Cove)

Areas of Support

- Encouraging students to exercise their creativity to express themselves and find enjoyment in the reading-to-writing process
- Integrating meticulously selected readers into the school-based English curriculum from Primary 1 to Primary 6
- Identifying factors of continuous development of the school-based curriculum
- Experience sharing in creating an English rich learning environment

Foci of Support

- Fostering students' reading and writing skills in a joyful environment
- Reviewing and developing the school-based English language curriculum with partner schools
- Exploring and formulating school-based teaching strategies on reading and writing
- Building up “learning communities” with partner schools
- Exploring different strategies in cooperative learning

Modes of Support

Basically, there are two on-site visits per month. However, based on the nature and content, individual activities may be carried out as follows:

- Meetings for collaborative lesson planning once every two weeks (around 3:00pm to 5:00pm)
- Lesson observations, lesson analysis and discussions
- Sharing sessions or workshops on curriculum design
- Joint-school activities

Expectations on Partner Schools

- Participating teachers be involved voluntarily and dedicated to the project with a challenge-welcoming attitude
- Time-tabling for collaborative lesson planning to facilitate teachers involved to attend collaborative meetings
- Lesson observations arranged for sharing among teachers

Professional Development Schools (PDS) Scheme
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Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: students' assignments, questionnaires for teachers and students, lesson observations and reflection of participating teachers

Professional Development Schools (PDS) Scheme
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Name of Programme

Developing Small Class Teaching Strategies and Skills in Chinese Language of Junior Primary Level and Establishing Professional Learning Community

Professional Development School

Tin Shui Wai Methodist Primary School

Areas of Support

Teaching Chinese Languages from Primary 1 to Primary 3

Foci of Support

- Fostering a mastery of various small class teaching strategies and skills through professional sharing and cooperative learning
- Exploring the ways of optimising the following six foci of small class teaching, i.e. learning objectives, student participation, questioning techniques, group learning, feedback and assessment
- Developing partnership in the professional learning community

Modes of Support

Basically, there are two activities per month. However, based on the nature and content, individual activities may be carried out as follows:

- Most of the support activities are held in Tin Shui Wai Methodist Primary School (TSWMPS). Teachers of the partner schools have to attend the activities both in TSWMPS and the partner schools. The support services include co-planning, co-teaching, trial teaching, lesson observation, post-observation discussion, small group discussion, etc.
- Formulation of small class teaching strategies and skills in Chinese Language
- Visits to partner schools
- Regular self-reflection or evaluation

Expectations on Partner Schools

- Participating teachers recognise and support the rationale of this programme.
- Participating teachers are open-minded and cooperate on a mutual trust basis.
- Preference is given to schools which have tried out small class teaching.
- Preference is given to schools which are located in the New Territories.
- The participating schools are required to arrange about three to five appointed teachers to attend the support activities regularly.
- Measures to facilitate the participating teachers to attend the support activities in the Professional Development School for every Friday afternoon are required.
- A clear understanding of the programme objectives and expectations is a pre-requisite for

Professional Development Schools (PDS) Scheme
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joining the Programme. Attainable expected outcomes should be devised after the discussion with the Professional Development School.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: teachers' reflection, lessons analysis by video recording and interviews, etc

Professional Development Schools (PDS) Scheme
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Name of Programme

From Modular Learning in Chinese Language to Thinking Skills Training

Professional Development School

Tai Po Old Market Public School

Areas of Support

- Supporting the teaching of Chinese Language from Primary 1 to Primary 6 through the introduction of read-and-write modular learning materials infused with the concept of thinking strategies

Foci of Support

- Organic integration of different learning strands anchored in reading, writing, listening and speaking
- Students' hands-on experience in acquiring intact knowledge and understanding through life-related theme and contextualised language resources to enable students read, analyse, apply and simulate a sequence of learning tasks in modules
- Multiple learning activities to motivate students to think dynamically during lessons with dissimilar disciplines apart from the Chinese Language
- Formative assessment evoking self-reflection to promote student attainment

Modes of Support

Two activities each month subject to adjustment to cater for the content and modes of activities:

- One collaborative lesson planning meeting every two weeks
- Peer lesson observations, lesson evaluation and exchange of ideas
- Joint-school functions

Expectations on Partner Schools

- Full support from principals and school curriculum leaders
- Trial lessons commencing on one level and extending to other levels afterwards
- Participating teachers eager to work co-operatively and willing to share the experiences and outcomes with other schools
- Time tabling arrangement of co-planning meetings for the teachers involved

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: students' assignments, teachers and students' questionnaires, lesson observations and reflection

Professional Development Schools (PDS) Scheme
--

Name of Programme

Peer Learning in Chinese Language: Turning Individual Differences into an Advantage in Teaching

Professional Development School

Christian and Missionary Alliance Sun Kei Primary School

Areas of Support

- Employing the social constructivism to allow students to acquire the language skills and reading strategies
- Recapturing the individual differences in learning and formulating the direction and strategies of teaching

Foci of Support

- Strategies for promoting effective peer support activities in small class teaching to enhance students' learning motivation and learning effectiveness
- Learning community for knowledge and skills development through collaborative peer learning on the basis of learner diversity
- Cultivation of generic skills for self-learning and learning-to-learn through collaborative learning
- Enhancement of students' peer learning resources to facilitate teacher professional development through sharing of teaching strategies among teachers

Modes of Support

- Co-teaching of teachers in the Professional Development School and the partner schools
- Experience sharing among teachers to refresh concepts of teaching and equip them with the teaching strategies for peer learning
- Conferences and co-planning sessions to design the teaching units and implement the teaching strategies through peer-learning
- Lesson observation and post-lesson evaluation

Expectations on Partner Schools

- Each partner school is expected to redesign a unit per school term, i.e. two teaching units for the school year.
- The partner school is expected to be keen on curriculum reform and acknowledge the rationale of the scheme. The support from teachers in the schools is also of prominent importance.

Professional Development Schools (PDS) Scheme
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- Preference is given to medium-sized schools adopting Activity Approach and located in Kowloon East or eastern part of the New Territories with two or three classes each level.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: lesson observations, post-lesson meetings, self-reflection and comments from peer-teachers, students' learning outcomes and their assignments, case studies, and student interviews

Professional Development Schools (PDS) Scheme
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Name of Programme

Holistic Development of Effective Learning and Teaching (Professional Leadership/Talk-and-Write in Chinese Language/Mathematising)

Professional Development School

Ying Wa Primary School

Areas of Support

This Programme mainly operates at three levels: principal, all teachers and teachers teaching Chinese and Mathematics in P1 classes:

- Exchanging ideas among principals of the Professional Development School and partner schools
- Organising school visits to the Professional Development School for all teachers of partner schools and developing teachers' professionalism via talks and lesson observations
- Exchanging ideas through co-planning and lesson observations among teachers teaching Chinese Language and Mathematics in Primary 1 classes under the key areas "Talk-and-Write in Chinese Language" and "Mathematising"

Foci of Support

- The school principal of the Professional Development School shares with partner school principals the experiences of being a curriculum leader, with a view to enhancing the development of Mathematics and Chinese Language through administrative arrangements.
- Staff Development Days for partner schools including:
 - Campus tour guided by Student Ambassadors
 - Talk for principals
 - Lesson observations on different subjects
- Talk-and-Write in Chinese Language
 - Co-planning of lessons and designing of teaching materials with participating teachers by designing the talk-and-write contexts according to the texts and innovative scenarios
 - Exploring the teaching pedagogy by adopting an integrated teaching of listening, speaking, reading and writing
 - Implementing mechanism through activities, focusing on input, accumulating and providing students with ample speaking opportunities so the students can learn through the interaction
- Mathematising (Mathematics)
 - Discussing with participating school teachers on the difficulties in curriculum arrangement and ways of handling them

Professional Development Schools (PDS) Scheme
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- Exploring various teaching strategies such as co-designing instructional practices and assessment strategies and providing regular feedback

Modes of Support

- Meeting with partner school principals, curriculum development coordinators and subject panels in mid-August, mid-January and late June
- Arranging Staff Development Day in early February, inviting the teachers of partner schools to visit the Professional Development School to observe lessons and attend talks
- Inviting teachers teaching Chinese Language or Mathematics in Primary 1 classes to regularly participate in lesson observations and co-planning meeting based on curriculum contents
- Enhancing teachers' subject knowledge and teaching effectiveness through peer observations and lesson evaluation

Expectations on Partner Schools

- Principal thoroughly understands and is completely supportive to the developing programs in Chinese Language and Mathematics.
- Curriculum Development Coordinators and panel heads of Chinese Language and Mathematics are able to attend the relevant meetings.
- Totally supportive to the participating teachers in terms of time-table arrangement and use of resources.
- All staff members should be actively involved.

Points to Note

- The period of the support service is from September 2010 to July 2011, it is expected that the partner school principals and participating teachers will attend the first meeting in June 2010.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- For subject support, each partner school can only choose one subject to be supported.

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Name of Programme

Mathematics Education : Using Diversified Learning Activities to Help Students Develop the Capability of Learning

Professional Development School

Shak Chung Shan Memorial Catholic Primary School

Areas of Support

- Encouraging more teacher/student interaction in class to enhance students' thinking and communication skills through the use of IT in Mathematics learning and teaching
- Sharing the action research experience in Mathematics learning and teaching, reinforcing the communication among teachers, aiming at promoting and enhancing quality Mathematics education

Foci of Support

- Fostering a spirit of collaboration, developing diversified teaching approaches or learning activities through co-planning with teachers, emphasising the appropriate use of information technology (IT) in Mathematics learning
- Conducting lesson analysis which enables teachers to observe and discuss lessons, identifying students' strengths and weaknesses, reflecting on the teaching, making improvement and fostering a culture of lesson study at school

Modes of Support

- School visits for experience sharing
- Regular co-planning meetings with teachers
- Lesson observations
- Lesson analysis
- Co-teaching (if needed)

Expectations on Partner Schools

- The school head and the teachers fully support the implementation of this programme.
- Partner school teachers are open to different approaches of teaching.
- Partner school teachers are willing to discuss, share ideas and experience with others.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: module instructional plan, school-based curriculum schedule, team collaboration records, lesson observation forms and students' work, etc.

Professional Development Schools (PDS) Scheme
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Name of Programme

Improvement of Learning and Teaching for “Small Class”

Professional Development School

Pui Kiu Primary School

Areas of Support

- Using Mathematics at Primary One and Two as the entry point (Partner Schools may choose either one level or both levels) to share pedagogical theories and strategies of “Cooperative Learning” with partner schools, and to explore other possible teaching strategies for “Small Class”
- Building up a collaborative relationship and enhancing learning cultures among participating teachers and schools

Foci of Support

- Mastering “Cooperative Learning” strategies in terms of classroom practice and class management
- Designing “Cooperative Learning” activities for Mathematics lessons to enhance students’ motivation
- Implementing “Differentiated Instruction” through “Cooperative Learning” activities
- Improving the effectiveness of Mathematics teaching in Key Stage 1
- Promoting continuous professional development and learning cultures through regular school-based and inter-school activities

Modes of Support

- Regular meetings, at least once per month, including seminar, workshop, collaborative lesson planning, lesson observations and evaluation will be organised
- Focusing on teaching practice: Teachers taking part in “Lesson Studies” will co-plan, teach, reflect on and improve the lessons together for their professional development throughout the learning process.
- Depending on the school situation, the desire of the school and the classroom environment in which “Lesson Studies” is to be taken place, teachers teaching the same level will be arranged to participate in the lesson observations to promote the culture of peer observations.

Expectations on Partner Schools

- At least one person-in-charge should be nominated for each level. The coordinator will be released to attend regular meetings and activities.

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- Participating teachers should possess a positive and open attitude and are willing to open classrooms, participate actively in peer observations and strive for excellence.
- Participating teachers should respect for differences and are willing to learn from each other and respect to different school cultures.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Teachers' mastery of classroom routines, classroom management and activity design will be evaluated through lesson observations and conferencing.
- Principals and teachers involved will be requested to fill in the questionnaire surveys to evaluate students' performance, development of team spirit and the culture of professional sharing.

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Name of Programme

From General Studies to Liberal Studies

Professional Development School

Hong Kong and Macau Lutheran Church Primary School

Areas of Support

- Planning a variety of project learning curricula in General Studies at various levels so as to provide students with different learning experiences, constructing the scaffold for students from primary 1 to primary 6 to grasp the project learning skills through spiral learning
- Providing students with various activities and experience, to enable students to think in multiple perspectives, mind-mapping, utilising table formats so as to foster students' development of independent and high-order thinking skills
- Through spiral learning and structured scaffold for the development of study skills, students not only acquire basic thinking skills, but also construct a solid foundation of high-order thinking skills for learning Liberal Studies in future

Foci of Support

- Enabling the teachers at the partner schools to have a better understanding of the rationales, strategies and skills of the school-based curriculum planning through regular professional sharing activities
- Introducing the school-based curriculum on the enhancement of thinking skills, project learning and General Studies, including the objectives, content and activities, etc.
- Based on the features of partner schools, planning for the school-based curriculum on a pilot basis in order to foster students' development of thinking and study skills

Modes of Support

Basically, one to two activities will be conducted per month. The frequency will be adjusted according to the needs of partner schools, the nature and content of the activities. Support activities may be carried out in the following ways:

- Regular group meetings
- Lesson observations, visits and exchange activities
- Sharing sessions or workshops

Expectations of Partner Schools

- Project leaders of the partner schools should be keen on curriculum reform, and participating teachers should be interested in school-based curriculum design.
- Preference is given to schools outside the district of Tseung Kwan O.

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- The partner schools should arrange timeslots for participating teachers to attend meetings on co-planning and curriculum design.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: observation of students' performance in class, assessing students' work and collecting students' and teachers' questionnaires

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Name of Programme

Scaffolding Effective Learning Portfolio: Using General Studies as the Teaching Platform

Professional Development School

St. Bonaventure Catholic Primary School

Areas of Support

- Technology Education
- Exploration in Science
- Project Learning
- Quality Education
- Exploratory activities for the curriculum

Foci of Support

- Facilitating teachers to have a better understanding of the characteristics and directions of the curriculum development of General Studies through sharing of school-based experience in project learning, technology education, exploration in science and quality education
- Working collaboratively with teachers to enhance school-based curriculum development and formulating the teaching strategies that enhance students' generic skills

Modes of Support

- Assisting partner schools to evaluate their current situation and set shared objectives, and providing appropriate support according to their individual needs
- Sharing successful experience with the partner schools to facilitate their continuous development of the school's characteristics
- Establishing a joint-school network for facilitating the partner schools to organise regular professional exchange activities for mutual support and experience exchanges

Expectations on Partner Schools

- Partner schools are keen on curriculum reforms.
- Preference is given to schools outside the district of Wong Tai Sin.
- Partner schools should establish an advancement team for General Studies.
- The curriculum of General Studies should have a flexible and adaptive framework.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: students' assignments, questionnaires and interviews

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Name of Programme

Quality & Effective Learning: Developing and Promoting Effective Pedagogies for Small Class Teaching in Chinese Language

Professional Development School

St. Edward's Catholic Primary School

Areas of Support

The project mainly covers four levels - principals, teachers, Chinese Language teachers and students in small class teaching contexts:

- Exchange ideas among principals of the PDS and partner schools
- Provide talks, workshops, sharing sessions and lesson evaluation activities for all teachers of partner schools
- Conduct action research with teachers of partner schools teaching small-class in Chinese Language to enhance students' language learning strategies, interpersonal interactions, confidence and hence, their overall language learning ability

Foci of Support

- Review the learning and teaching environment with partner schools via interviews, lesson observation, inspection of student homework and performance, etc. to establish project objectives with partner schools
- Develop action research project proposals for small class teaching in Chinese Language with partner schools
- Form professional learning communities with partner schools by providing reference materials, joint-school talks, workshops and sharing sessions for them to facilitate professional learning and exchange of knowledge and experiences
- Develop teacher participants' expertise and ability in planning Chinese Language lessons and conducting action research; curriculum implementation and evaluation; and cultivate their sensitivity towards students' performance, etc.
- Collect evidence of teaching effectiveness through collaborative lesson planning, teaching plan designing, lesson observation and evaluation, inspection of student homework, interviews with teachers and students, etc.

Modes of Support

- Professional dialogues
- Workshops and thematic talks on small class teaching (whole-school approach)
- Lesson observation and evaluation, teaching plan designing (Chinese Language) and joint-school professional development activities (whole-school approach)

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Expectations on Partner Schools

- Principals and teacher participants share common vision on promoting small class teaching and accomplishing quality teaching
- Schools can provide room for teacher participants through effective administrative measures including timetabling, manpower arrangement, resource allocation, etc.
- PSMCDs, subject panels and teacher participants form working groups and construct a professional learning community with the PDS and other partner schools
- Teacher participants are willing to engage in discussions, sharing teaching experiences and expressing ideas
- Partner schools collect evidence from action research projects to facilitate teachers' reflection, inspect learning outcome and revise the project for further action or new plans to be carried out

Points to Note

- The period of the support service is from September 2010 to July 2011
- The support service will be provided for three partner schools and each will receive a one-year support
- Each partner school can assign a teacher to coordinate collaboration with the PDS
- Each partner school can select one level, where small class teaching is implemented in Chinese Language, for action research support
- Modes of evaluation: lesson observation, student assignments, interviews, questionnaires, learning performance data, reflection logs, etc.

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Name of Programme

Towards Excellence

Professional Development School

Shatin Public School

Areas of Support

- Facilitating the enhancement of the skills of the teachers in ordinary secondary and primary schools for teaching students with Special Education Needs (SEN) through experience sharing, exchanges and collaborations in order to provide the most appropriate learning experience that leads to quality education
- Facilitating special schools' design of school-based curriculum
- Partner schools could select the areas of support in accordance to the school needs

Foci of Support

- Assessment and learning
 - Sharing of the school-based assessment tools for Chinese Language, Mathematics and autistic training programme, which function as objective and systematic ways to assess students' performance that increase teachers' understanding on individual students' abilities and facilitate the planning of suitable follow-up programme
 - Sharing on the formulation of the strategies that enhances the students' learning effectiveness upon the identification of SEN students (through individual assessment)
 - Sharing of the teaching strategies different teaching strategies for SEN students
- Training on SEN students (Autism, Asperger's Syndrome, Mildly Intellectually Disabled and Dyslexia)
 - Facilitating teachers' modification of students' behaviour with a view to promoting integration in the classroom learning through facilitating the understanding of the characteristics and learning patterns of SEN students
- Speech therapy service
 - Speech and language assessment and treatment to students in need
 - Seminars and workshops to equip teachers in the identification and support of students with speech problem
- Short-term student exchange scheme
 - Providing SEN students with short-term special school study experience, which includes assessment of learning, behavioral observations, classroom learning, multiple intelligences training and parental consultative service, etc.
- Support for parents
 - Organising workshops for parents in order to enhance their understanding on their SEN

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children and their skills on communication and behavioral modification

- Implementation of whole-school approach
 - Establishing the culture of whole-school support and catering to learner diversity; Co-construction of the culture that support SEN students through the professional co-operation and mutual support among teachers under the whole-school approach

Modes of Support

- School level: provide consultation services, lesson observations and exchanges
- Teachers level: organise talks, seminars, workshops and case conferences, etc.
- Students level: design integrative activities, seminars, and assessments and training for students in need
- Parents level: organise talks, seminars and workshops

Expectations on Partner Schools

- Participating schools should be open-minded, sincere and willing to participate actively.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for two partner schools each year and each will receive one-year support.
- Evaluation of the programme: questionnaires for principals and teachers , recording sheets on students, reports and statistics of activities as well as interviews

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Name of Programme

Enhancing the Learning and Teaching of New Senior Secondary Curriculum with “Mobile Learning” (Liberal Studies, English Language and Literature)

Professional Development School

St. Paul’s Convent School

Areas of Support

Enhance teacher professional development in:

- Developing effective learning and teaching strategies of NSS Liberal Studies, English Language and Literature by using various mobile tools like iPods or tablet PCs
- Building a media-rich and theme-based teaching resources library and portal for mobile learning with ready-made content gathered online including just-in-time news documentary, audio and video podcasts or simulation games
- Providing a computer platform to conduct surveys using mobile tools and generate instant analytical charts for peer discussions to facilitate students' independent projects exploration
- Establishing an effective evaluation framework on mobile learning carried out in schools
- Building partnership with educational technology stakeholders including various vendors and university scholars to provide technical and professional support on the application of mobile learning in partner schools

Foci of Support

- Learning and teaching of Liberal Studies, English Language and Literature in the New Senior Secondary Curriculum
- Delivery of NSS curriculum supported with mobile tools like iPods or tablet PC
- Professional capacity enhancement of teachers in using mobile learning tools

Modes of Support

- Seminars and experience sharing on the new pedagogies and approaches of delivering the above curriculum using mobile learning
- Workshops on the usage of mobile tools and the related computer platforms
- School visits - Lesson demonstrations, observations and post-observations sharing
- Discussion meetings on the development pathway of mobile learning in partner schools

Expectations on Partner Schools

- Partner schools should have interests in employing mobile learning in any of the above-mentioned subjects in the 2010/11 school year.
- Partner schools should recommend two teachers specialised in teaching one of the above

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subjects.

- Partner teachers should be involved in the development of the teaching resource library as well as the evaluation of mobile learning for their school. Partner schools should make necessary arrangement for the participating teachers to attend the project activities conducted on one Wednesday afternoon per month (excluding September and June).
- It is advisable for partner schools to own their mobile tools for long-term use but they can also borrow demo units from the educational technology stakeholders at the testing and initial stage.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Evaluation of the programme: surveys and feedback from participating teachers and students.
- Participating schools are advised to acquire or loan from educational technology stakeholders the iPods or PC Tablets.

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Name of Programme

New Senior Secondary Liberal Studies: Strategic Implementation in the Scopes of “Learning & Teaching” and “Assessment”

Professional Development School

Christian & Missionary Alliance Sun Kei Secondary School

Areas of Support

- Providing professional support services of NSS Liberal Studies to partner schools
- Curriculum Planning of NSS Liberal Studies
- Independent Enquiry Study (IES) of NSS Liberal Studies

Foci of Support

- Share the learning and teaching and assessment strategies of NSS Liberal Studies with the partner schools upon the consolidation of the experiences gained by the Professional Development School in the implementation of Liberal Studies at junior forms, Integrated Humanities and Liberal Studies at senior forms over the years
- Share the learning and teaching and assessment strategies of the IES of NSS Liberal Studies upon the consolidation of the experience gained by the Professional Development School in the implementation of project learning, Liberal Studies at junior forms, Integrated Humanities and Liberal Studies at senior forms over the years
- Develop a platform for the professional collaboration and sharing among teachers

Modes of Support

- Sharing activities: To share experiences in the implementation of NSS Liberal Studies and IES by teachers of the Professional Development School and guest speakers
- Lesson observations: To improve learning and teaching through exchanges in lesson observations
- Professional Network: To develop a professional network for the exchange and sharing of teaching experience in the NSS Liberal Studies among the teachers at the partner schools

Expectations on Partner Schools

- Teachers are actively engaged in exchange activities
- Partner schools should be willing to share teaching materials and school documents

Points to Note

- The period of the support service is from September 2010 to July 2011 .
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Participants should include panel head and subject teachers of Liberal Studies.
- Evaluation of the programme: questionnaire surveys and interviews

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Name of Programme

New Senior Secondary Liberal Studies: Design and Trial-run of Teaching Plans

Professional Development School

Sha Tin Methodist College

Areas of Support

- Sharing on teaching plans for NSS Liberal Studies
- Implementating teaching plans and experience sharing on the teaching practice
- Designing and implementating Independent Enquiry Study (IES)
- Arranging human resources

Foci of Support

- Designing and sharing of the teaching plans
- Peer lesson observations and sharing on learning and teaching
- Sharing on the rationale of incorporating IES into the curriculum and experience of the implementation

Modes of Support

- Seminars and workshops
- Sharing on teaching plans
- Lesson observations

Expectations on Partner Schools

- Partner schools are willing to plan for the implementation of NSS Liberal Studies based on their school contexts.
- Partner schools are obliged to nominate two teachers who teach NSS Liberal Studies. They will be responsible for trying out the teaching plans and giving feedbacks .
- Partner schools are obliged to try out the teaching plans in at least one S.4 class. The teachers at partner schools are responsible for the sharing of experiences with other partner schools.
- Partner schools are obliged to try out the teaching plans of IES in at least one S.4 class. The teachers at partner schools are responsible for the sharing of their experiences with other partner schools.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- The venue for seminars and workshops will usually be the Professional Development

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School.

- Evaluation of the programme: team collaboration records, documents of the module instructional plan, lessons analysis by video recording, interview, students' work and teachers' reflection, etc.

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Name of Programme

Enhancing the Effectiveness of the Learning and Teaching of the New Senior Secondary Liberal Studies

Professional Development School

Yan Oi Tong Tin Ka Ping Secondary School

Areas of Support

- Designing the learning and teaching of NSS Liberal Studies
- Developing the cross-modular issue-based teaching materials for the modules “Personal Development”, “Hong Kong Today” and “Modern China”

Foci of Support

- Curriculum development and implementation strategies of the school-based NSS Liberal Studies
- Designing of class teaching and teaching materials
- Experience exchange and sharing

Modes of Support

- Professional activities, e.g. collaborative lesson planning, experience exchange and class visits
- Workshops and school-based professional development activities targeting at the design of teaching materials
- Sharing sessions and professional exchange activities for learning and teaching

Expectations on Partner Schools

Schools

- should assign suitable colleague(s) as the school coordinator of the scheme. The coordinator should be the person-in-charge of NSS Liberal Studies that his/her teaching load are expected to be reduced by at least 4 lessons per week.
- should arrange 2 consecutive periods per week for collaborative lesson planning, which will also be counted as teaching load of the participating teachers, and to participate inter-school professional development activities, for examples class visits and teaching workshops.
- are willing to share experience through organising a school-based characteristic professional exchange activity and invite teachers of other partner schools to participate. The activity could be hosted by a single partner school or co-hosted with other partner schools. The activity, which could be a class visit showing school-based characteristic or a form level exchange activity and invite teachers of other partner schools to participate. The activity

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could be hosted by a single partner school or co-hosted with other partner schools. The activity, which could be a class visit showing school-based characteristic or a form level IES presentation within the school, should be student oriented and students' participation and learning process can be observed.

Participating teachers

- are expected to learn and reflect through the process of participating school-based curriculum development and related professional activities.
- are willing and available to participate inter-school cooperative events such as class visits, professional training and collaborative lesson planning.
- could apply what they learnt in class teaching, reflect for the advancement of teaching.
- have a strong sense to be Liberal Studies teachers with high ability and confidence.

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- The Professional Development School could provide lessons of NSS Liberal Studies, AS level Liberal Studies and General Studies for class visits among partner schools.
- Partner school colleagues are expected to discuss the project plans and foci before the summer holidays.
- There will be monthly meeting among partner schools. Specific arrangements will be made subject to the condition of the partner schools.
- The selection of assessment modes (e.g. students' assignments, questionnaires, interviews, etc.) is subject to the needs of the project.

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Name of Programme

School-based Curriculum on New Senior Secondary Liberal Studies: Design and Implementation of “Hong Kong Today” Module

Professional Development School

Hong Kong Taoist Association The Yuen Yuen Institute No.2 Secondary School

Areas of Support

- To assist the partner schools in designing School-based Curriculum Development on Liberal Studies
- To encourage partner schools to apply the rationale of backward design so as to help the teachers understand the expected learning outcomes of Liberal Studies and design a more concrete and tangible school-based curriculum
- To assist schools using “Hong Kong Today” as the main study area in designing the school-based curriculum on New Senior Secondary (NSS) Liberal Studies by combining three other modules – “Modern China”, “Energy Technology and the Environment” and “Public Health”

Foci of Support

- To facilitate partner schools in applying “backward design” to design a school-based curriculum on Liberal Studies
- To facilitate teachers of partner schools understand the different needs of the Liberal Studies curriculum during the process of establishing the school-based curriculum, thereby increasing the effectiveness of learning and teaching
- To form a network involving partner schools for teachers to share teaching resources, the challenges encountered in the planning of the NSS Liberal Studies curriculum, and figure out solutions collaboratively

Modes of Support

- On-Site Visits
The teachers of the professional development school will work with the panel head and participating teachers on devising their subject plan and designing their school-based curriculum.
- Lesson Observations
Teachers of partner schools will be arranged to observe lessons in the professional development school or teachers of professional development school take part in lesson observations in other partner schools.

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- Experience Sharing
Experience sharing can be organised for:
 - Liberal Studies teachers: experienced teachers and share their experience in implementing the Liberal Studies curriculum, for the subject development
 - Other teachers of the school: experienced teachers share on the challenges of implementing the Liberal Studies curriculum, for their better understanding on Liberal Studies
- Network Support
The teachers of the professional development school and the partner schools will form a network to support each other and to share experiences when planning and implementing the NSS Liberal Studies curriculum

Expectations on Partner Schools

- The partner schools should nominate a coordinator of Liberal Studies teacher to lead and supervise the progress of the programme, other teachers of the partner schools can join the programme on a voluntary basis and are enthusiastic to join various kinds of interactive activities
- The partner schools should arrange regular timeslots for collaborative lesson planning (no less than once per month, each lasts for about 2 hours) for teachers to design the school-based curriculum, prepare for the lessons and evaluate the effectiveness of their teaching
- School leaders of the partner schools are committed to the development of the school-based curriculum and are willing to provide necessary support including manpower and other resources

Points to Note

- The period of the support service is from September 2010 to July 2011
- The support service will be provided for three partner schools each year and each will receive a one-year support
- The selection of assessment modes (e.g. students' assignments, questionnaires, interviews, etc.) is subjected to the needs of the project
- Participants should be teaching Liberal Studies in the first year of NSS or going to teach Liberal Studies in the second year of NSS

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Name of Programme

New Senior Secondary Liberal Studies Learning Community: Professional Development on Learning & Teaching and Assessment

Professional Development School

Po Leung Kuk Lee Shing Pik College

Areas of Support

New Senior Secondary (NSS) Liberal Studies - Area of Study: Society and Culture

Foci of Support

- Sharing experience on the establishment of Liberal Studies (LS) in the school in order to facilitate deeper understanding on the essence of LS curriculum, e.g. sharing on the design of teaching LS, management of learning & teaching resources, etc.
- Using issues and concepts of Modules 2, 3 and 4 of Area 2, “Society and Culture”, to design school-based teaching materials and assessment tasks. With reference to the learning & teaching strategies and assessment of Liberal Studies, trial teaching, lesson observations and markers meetings will be conducted to promote professional development and evaluation on the collaborative work

Modes of Support

- Experience Sharing: By joint school sharing sessions, talks delivered by experts and lesson observations to enhance teachers’ professional development
- Joint School Collaboration: By workshops on curriculum interpretation, collaborative lesson planning, assessment paper setting and markers meetings to encourage exchanges on teaching experience
- On-site School Visit: Based on the needs of partner schools, teachers of Professional Development School will conduct school visits for the provision of professional support. In-depth discussions, sharing and collaboration can be carried out to overcome the difficulties in the implementation of NSS LS

Expectations on Partner Schools

- Teachers are willing to share their teaching and administrative experiences on LS and actively join activities of the project.
- Teachers are willing to make use of the experiences from the project in their schools and promote to other panel members or even the whole school.

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Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each year and each will receive a one-year support.
- Participating teachers should be teaching NSS LS.
- Participating teachers are willing to share their learning and teaching resources for the purpose of professional development.
- Evaluation of the programme will be performed with reference to the comments of teachers from partner schools and professional development school, the quality and quantity of the learning and teaching materials, teaching plan and assessment tasks, etc. developed during the support period and the quality and quantity of the professional development activities.

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Name of Programme

Inter-school New Senior Secondary Liberal Studies Curriculum Design and Teaching Resources Network

Professional Development School

Elegantia College (Sponsored by Education Convergence)

Area of Support

Learning and teaching materials design, assessment design, and learning and teaching improvement

Foci of Support

- Use the concept of “Backward Design” to set up course outlines, teaching content, assessment objectives and criteria
- Share the experience of designing the learning and teaching materials of all modules
- Improve teaching skills through professional sharing
- Foster assessment design and exchange experience in assessment for learning

Modes of Support

- On-site support
 - Regular meetings with partner schools for exchanging the experience of understanding the syllabus, setting up module objectives and learning and teaching material designs with the use of learning flow-charts and activities to cater for learner diversity
 - Lesson observations and sharing of experience in learning activities to improve learning effectiveness through inter-school class observations
 - Sharing of experience in assessment to facilitate the understanding of different assessment methods through the exchange of test and examination papers
- Resources platform

All participating schools can upload their teaching resources to the platform in order to set up a resource bank for the sharing
- Professional exchange activities

Pioneers of Liberal Studies will be invited at different stages for the professional development of participating teachers

Expectations on Partner Schools

- Having a sharing culture to facilitate the exchange of experience in facing challenges
- Playing an active role in the programme activities

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- Setting up a preparatory committee for the implementation of the programme at different stages

Points to Note

- The period of the support service is from September 2010 to July 2011.
- The support service will be provided for three partner schools each. year and each will receive a one-year support
- As there may be diversities among partner schools such as implementation progress of curriculum and students' ability, minor modifications to the programme design may be needed to meet different schools' needs.
- Review meetings will be conducted at different stages to assess the progress of the programme in order to render appropriate modifications and maximise its effectiveness.
- All partner schools will be invited to fill in questionnaires at different stages to assess the effectiveness of the programme.
- Partner schools may be invited to attend professional development sessions to share experience and programme outcome so that non-participating schools can also benefit from the programme.

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Name of Programme

New Senior Secondary Liberal Studies: Curriculum Design and Practice (Science, Technology and the Environment)

Professional Developing School

St. Clare's Girls' School

Areas of Support

- Curriculum and teaching design of the modules under the Area of study: "Science, Technology and the Environment" (Module 5 "Public Health" and Module 6 "Energy Technology and the Environment")
- Experience sharing: the skills of conducting group activities in lessons

Foci of Support

- Planning of the school-based curriculum of the above-mentioned modules according to the Curriculum and Assessment Guide. This includes key elements of learning, major contents and assessment objectives and methods
- Writing up the Learning and Teaching and Assessment Plan (LTA Plan) for the above-mentioned modules
- Designing learning and teaching activities based on the LTA Plan with emphasis on using group activities
- Sharing experience on the design of the above-mentioned teaching activities
- Exploring the interrelationship between the above-mentioned modules and the modules from other areas of study

Modes of Support

- School visits for co-planning the LTA Plans and co-designing the learning and teaching activities with the Liberal Studies panel, including the panel head, of the partner schools
- Lesson observations and teaching experience sharing with emphasis on group learning activities

Expectations on participating schools

- The participating schools will be incorporating the above-mentioned modules in either NSS S.4 or the first term of S.5 Liberal Studies curriculum.
- Participating teachers should include the panel head and teachers teaching the modules.

Points to Note

- The period of the support service is from September 2010 to July 2011.

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- The support service will be provided for three partner schools each year and each will receive a one-year support.
- The learning and teaching resources of the Professional Development School are mainly in English. The Professional Development School is willing to develop both English and Chinese learning and teaching resources with the partner schools.
- The above-mentioned school-based curriculum plan, the LTA Plan, the design of the learning and teaching activities and record of lesson observations will be used as references for evaluation.