Project title: Developing KS3 Students’ Self-directed Learning in English Literacy Skills Development through Promoting Assessment as Learning

1. **Support Service Co-ordinator:** School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. **Support Service Provider:** Faculty of Education, The University of Hong Kong

3. **Areas of Support:** English literacy skills development; Reading and writing across the curriculum; Self-directed learning; Assessment as learning; e-learning

4. **Foci of Support**
   - To enhance teachers’ professional capacity and strategies in promoting English literacy skills through facilitating students' self-directed learning
   - To facilitate teachers to design and/or adapt existing teaching materials to implement self-directed learning
   - To help students develop essential English reading and writing skills through self-directed learning strategies and assessment as learning

5. **Modes of Support**
   - Intensive 5-day professional development programme at the beginning of the programme
   - Intensive support for school-based self-directed learning material development through regular school visits and co-planning meetings
   - Technical support for e-learning materials
   - School visits and lesson observations to support the implementation of designed materials
   - Evaluation of the effectiveness of teaching materials and students’ performance through collecting and analysing various data sources

6. **Expectations on the Participating Schools**

   It is planned to recruit **6 core schools** in the first year. These project schools are required to engage in the following activities:

   i) **Forming a project team:**
      - Each school will form a core project team of at least 3 to 4 English teachers (including the NET) and the teacher librarian, and assign one teacher-in-charge to liaise with the university project team; the school team will work closely with the university project team in the following activities: needs analysis, professional development, material design or adaptation, lesson co-planning, peer lesson observations, post-lesson discussion, sharing with other project schools in cluster meetings and public seminars.

   ii) **Establishing a professional learning community:**
      - Each of the core schools involved in the first year of the project will also need to nominate one to two teachers as the “mentor” of one partnering school joining in the second year of the project;
the mentors will be responsible for sharing their experience of designing and implementing the self-directed e-learning packages and providing comments on the materials developed by the partnering schools via the discussion and exchange forum on the project website. When the university project team visits the partnering schools to observe lessons in which the package is implemented, the mentors will also be invited to join.

iii) Meeting:
- The schools will arrange regular meetings (approximately one to two hours for each meeting) for the teachers concerned to discuss, plan, and evaluate the learning, teaching and assessment of the English literacy skills with the use of a range of interesting resources to facilitate collaboration and peer learning among teachers.

iv) Sharing:
- Teachers participating in this project will share with other teachers (e.g. in their schools, in other project schools as well as non-project schools) the experience they gain from the project.

v) Developing school-based materials:
- The schools will observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials.
- It is expected each core school will be responsible for developing two self-directed e-learning packages targeting at a particular grade level (i.e. S.1, S.2 or S.3). One package will involve mainly general English reading and writing tasks, whereas the other will involve English and other content subjects (e.g. Science, Liberal Studies, Geography).
- The principals of the project schools will provide administrative support and other kinds of support deemed necessary (e.g., timetabling adjustments to make time available for lesson co-planning and other team activities).

7. Points to Note
- More information about the different types of schools e.g. partnering school to be recruited in the second year will be given during the briefing session.

8. Enquiries
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