**Project Title:** Supporting the Learning and Teaching of Mathematics for Non-Chinese Speaking Students in Secondary Schools

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

2. **Support Service Provider:** Division of Mathematics and Science Education, Faculty of Education, The University of Hong Kong

3. **Areas of Support:** (i) Learning and teaching of Mathematics for non-Chinese speaking students at junior secondary levels (S1-S3); (ii) development of school-based curriculum for Mathematics; (iii) building of professional capacity of Mathematics teachers

4. **Foci of Support:** (i) Identifying the characteristics and possible difficulties of non-Chinese speaking (NCS) students in relation to their learning of Mathematics; (ii) developing effective teaching, learning and assessment strategies to facilitate the learning of Mathematics of NCS students at junior secondary levels; (iii) designing lessons and relevant resource materials on crucial Mathematical topics

5. **Modes of Support:** Collaborative lesson planning at individual schools; lesson observation and post-lesson reflection meetings; professional development workshops/seminars involving participant teachers from different schools.

6. **Expectations on the Participating Schools:**
   Each Project School is expected to have 2–3 core members who are involved in the teaching of Mathematics to NCS students at junior secondary levels. One of them will play the role of coordinator within the school and with the University Project Team. 2–3 curriculum units/topics will be chosen in a year for collaborative lesson planning and preparation of relevant learning/teaching resources. For the trial implementation of lesson observation and post-lesson reflection meetings, it is expected that 3–5 classes altogether will be involved in each year. In addition to those 2–3 core members, teachers teaching the relevant classes are expected to participate in the collaborative lesson planning and the reflection meetings within the school, and the related training and sharing workshops/seminars with other teachers participating in the Project as well as the final dissemination seminar & workshop for all the other interested parties.

7. **Points to Note:**
   - The support period for each school is one year.
   - According to the needs of the school and the intended outcomes of the Project as a whole, the curriculum and instructional arrangement together with other project details at that school will be worked out in a collaborative manner. It aims at identifying the characteristics and possible difficulties of NCS students in their Mathematics learning and developing relevant teaching strategies and resource materials.
   - The support modes and foci for Network Schools to be recruited in the second year of the Project will be given at the briefing session.
8. **Enquiries:**

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