Quality School Improvement Project: A Whole School Approach to Implementing Self-Directed Learning as a Strategy to Cater for Learner Diversity

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

2. Support Service Provider: Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

3. Areas of Support:
The project is an extension of Quality School Improvement Project (QSIP), which aspires to assist schools in catering for students’ learning diversity through facilitating self-directed learning (SDL). The project shall provide professional support for Upper Primary and Junior Secondary Levels specifically.

4. Foci of Support:
The project shall facilitate school-based development on SDL based on the following orientations:

- The metacognition orientation: Cultivation of students’ capacity in SDL (e.g. learning motivation, attitude and strategy)
- The instruction model orientation: Development of curriculum, teaching strategies, pre-lesson enquiry, learning tasks and evaluation that facilitate SDL
- The learning enrichment orientation: Development of enriched learning opportunities and environment for SDL through the support of information technology and other learning resources

The project shall provide tailor-made and site-based support for project schools. Through support at various levels, the project aims at:

- Facilitating whole-school planning for catering for learner diversity through facilitating SDL
- Enriching teachers’ understanding on the concept of SDL and how SDL could help catering for learner diversity
- Strengthening the capacity of school leaders and teachers in planning, implementing and evaluating endeavours to facilitate SDL in various learning areas (including Chinese, English, Mathematics and other learning areas)
- Equipping students with related knowledge and skills in engaging in SDL
- Creating an environment conducive for SDL and catering for learner diversity

5. Modes of Support:
The professional support provided by the project has the following features:

- The project adopts a comprehensive, interactive and organic approach. Such approach, in contrast to the piecemeal or “one method cures all” support, is more favourable for sustainable development
- The project treats each school as an individual case. The implementation program for each school shall be based on the need identification of the school
- The professional support of the project shall focus on both macro and micro dimensions, including
developments on school system and culture, school-based curriculum, teaching strategies, teachers’ capacity and students’ capacity

- The forms of professional support include whole school staff development workshop, action learning, lesson planning, lesson observation and analysis, student workshop and activity, school planning, and development activities for school networks
- The project shall provide consultation and tailor-made support on the design of teaching strategies and learning materials to facilitate SDL during and outside lesson times, according to school need and teachers’ capacity (e.g. development of learning strategies, metacognition, pre-lesson enquiry, application of I.T. and e-learning)

6. **Expectations on Participating Schools:**

   Participating schools are expected to:
   - have a strong desire and readiness for catering for learning diversity through the facilitation of SDL, especially in enhancing learning and teaching effectiveness and teachers’ capacity building
   - form a strong core group to closely collaborate with the professional support team in identifying needs and objectives

7. **Points to Note:**

   - Project schools shall basically receive a one-year support service
   - This project is an extension of Quality School Improvement Project (QSIP), which shares the core values and support strategies of QSIP in providing comprehensive, interactive and organic professional support to schools

8. **Enquiries:**

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