

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 55/2017

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(SBPS)/ALC/1/1(19)

Date : 31 March 2017

Briefing and Application for School-based Support Services, University-School Partnership Projects and Sharing Networks (2017/18) Primary, Secondary and Special Education

Summary

The purpose of this circular memorandum is to invite primary, secondary and special schools to apply for the school-based support services offered by the Education Bureau (EDB) in the 2017/18 school year (s.y.).

Details

2. The school-based support services (SBSS), partnership projects and sharing networks are designed according to the development in education and the needs of the schools concerned. Through organised and frequent interactions amongst the school support officers, teachers and principals, and professional collaboration with professionals and experienced teachers, it is expected that the professional knowledge and capacity of the participants will be enhanced. Support services will also be provided under more diversified modes, e.g. professional learning communities, thematic networks, centres of excellence, and under different funds/resources to sustain school development.

3. In alignment with the curriculum initiatives, the support foci of SBSS for the 2017/18 s.y. are listed below:

- addressing learner diversity (including the learning needs of Non-Chinese Speaking (NCS) students and students with special educational needs);
- enhancing the interface between Key Stages (KS), notably between kindergarten and primary education;
- promoting Science, Technology, Engineering and Mathematics (STEM) education by using self-directed learning (SDL) as a strategy and Information Technology in education;
- enhancing Assessment Literacy, e.g. school assessment policy, Assessment for Learning, Assessment as Learning, use of assessment data to facilitate learning and teaching;
- developing curriculum leadership and effective pedagogical strategies through

the formation of learning community; and

- cultivating a positive, supportive and caring learning environment (through promoting students' mental well-being, healthy lifestyle, values education, life planning education)

For details of the respective school-based support services, please refer to the Annexes and the EDB website (<http://www.edb.gov.hk/sbss>).

| Annex | Support programme | Objective |
|-------|--|--|
| A | On-site Professional Support Services | This programme aims at promoting curriculum leadership development and enhancing the quality of learning and teaching in various Key Learning Areas (KLA) / subjects of the participating schools according to their needs in school-based curriculum development. Support services will be delivered through the collaboration between schools and the support officers on different topics such as curriculum planning, implementing multifarious learning and teaching strategies and assessment practices. |
| B | Mainland-Hong Kong Teachers Exchange and Collaboration Programme | This programme aims at fostering the professional exchange and collaboration between Mainland teachers and local teachers. Through close interaction, effective pedagogy and classroom practices can be explored to enhance the effectiveness of learning and teaching. |
| C | University-School Support (USP) Programmes | The programmes aim at providing diversified SBSS to cater for schools' development needs through connecting research-based pedagogy with classroom practices. |
| D | Professional Development Schools (PDS) Scheme | Under this scheme, schools with exemplary practices in learning and teaching and a good sharing culture are designated as PDS. Each PDS will form a network with partner schools (PS) focusing mainly on specific pedagogical themes to foster an interactive collaborative culture and to enhance the effectiveness of learning and teaching through various exchange activities. |

4. Most of the SBSS will normally last for one year, or stated otherwise. Schools may apply for a maximum of two SBSS in order of their preference. To step up the support for schools admitting NCS students, the schools may apply for the NCS-related support services (shaded in grey in the respective Annexes) as an **additional** service on top of the two

preferences they intend to apply.

5. Apart from the above SBSS, there are other support services provided by EDB to cater for schools' specific needs as set out below.

| Annex | Support programme | Objective |
|-------|---|---|
| E | IT in Education Centre of Excellence (CoE) Scheme | The Scheme is organised by IT in Education Section. Each year, EDB invites experienced teachers in using IT for learning and teaching to participate in the Scheme through the Annual Teacher Secondment Exercise. One of the main duties of the secondees is to provide on-site support services to other schools on e-learning. The themes of the services cover pedagogical, technological as well as managerial issues related to the implementation of IT in Education. |
| F | Quality Education Fund Thematic Networks (QTNs) | The programme aims at disseminating good educational practices derived from Quality Education Fund (QEF) projects and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building of schools. Starting from the 2017/18 s.y., the scope of QTN will be expanded to cover (i) initiatives not funded by QEF such as inviting outstanding/award-winning schools/organisations to establish thematic network of a smaller scale; and (ii) built-on projects run by the QTN coordinators with promising track record to meet the prevailing needs of the education sector. |

6. A briefing session will be held on **8 April 2017 (Saturday)** to introduce the above support services (Annexes A to F). For details and enrolment of this event, please refer to the Training Calendar on the EDB website (Course ID: QA0020170062).

7. School heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in these SBSS. Interested schools may apply for the support services (Annexes A to D) via the EDB website starting from **10 April 2017 to 7 May 2017**. Late application will not be accepted. Individual schools have been informed of the application details together with the login identity and password for the on-line application on **30 March 2017**. Results of the allocation will be announced on **14 June 2017**. For the application for the support services of CoE Scheme and the QTN, please refer to Annexes E and F for details.

Enquiries

8. For enquiries, please contact Mr DAI Ka-ming at 2152 3220 or Mr CHAN Haw-fung at 2152 3219 of the School-based Professional Support Section and officers of the respective support sections as set out in Annexes E and F.

Ms LI Mei-fun
for Secretary for Education

c. c. Heads of Sections – for information

On-site Professional Support Services

I. Areas of Support

For details, please visit the EDB website (<http://www.edb.gov.hk/sbss>)

1. Primary schools

| Area | Examples of support services |
|------------------|---|
| Chinese Language | <ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between Key Stages (KS) through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning Chinese and offer diversified learning experiences to students - To enhance Assessment Literacy, such as using evidence to diagnose students' strengths and weaknesses so as to inform learning and teaching practices, and promoting effective use of assessment to foster Self-directed Learning (SDL) - To enhance support for teaching Chinese to NCS students, including the effective use of the "Chinese Language Curriculum Second Language Learning Framework" (NLF) and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students |
| English Language | <ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To nurture a reading-to-learn culture and promote Reading Across the Curriculum - To create a language-rich environment for learning English and offer diversified learning experiences to students - To enhance Assessment Literacy, such as using evidence to diagnose students' strengths and weaknesses so as to inform learning and |

| Area | Examples of support services |
|-----------------------------------|---|
| | teaching practices, and promoting effective use of assessment to foster SDL |
| Mathematics | <ul style="list-style-type: none"> - To enhance students' Mathematics ability in computation, problem-solving and conceptual understanding - To improve the learning and teaching effectiveness of Mathematics through diversified teaching strategies including hands-on activities, enquiry-based tasks, e-learning, as well as solving open-ended and application problems - To develop students' skills including collaboration skills, communication skills, creativity, critical thinking skills and SDL abilities - To cater for learner diversity by consolidating foundation knowledge and strengthening higher order thinking skills - To collect and analyse the evidence of learning, examine learning difficulties and enhance the assessment policy to feedback on learning and teaching - To promote professional sharing and collaboration among teachers |
| General Studies | <ul style="list-style-type: none"> - To plan and implement a school-based General Studies curriculum with an enquiry approach - To promote the integration of knowledge, skills, values and attitudes with the introduction of STEM education, e-learning, project learning and science enquiry - To strengthen the horizontal coherence and vertical progression of the General Studies curriculum in response to different school contexts - To design diversified school-based assessment strategies |
| Curriculum Leadership Development | <ul style="list-style-type: none"> - To build up the capacity of Chinese/English language panel heads/coordinators to lead their Chinese/English language team to work towards the immediate and long term development of the subject |
| Building Learning Partnership | <p><u>Curriculum Leaders Learning Community</u></p> <ul style="list-style-type: none"> - To empower PSM(CD) or vice principals as change agents to promote whole-school curriculum development - To establish learning groups to share experiences and explore issues on school curriculum-related matters |
| | <p><u>Primary School Science Education Learning Community</u></p> <ul style="list-style-type: none"> - To plan and implement an enquiry-based General Studies curriculum with reference to the recommendations in the General Studies Curriculum Guide - To plan collaboratively for the learning and teaching of the focused topic namely <i>Astronomy</i>: |

| Area | Examples of support services |
|------|---|
| | <ul style="list-style-type: none"> ■ <i>The Solar System</i> ■ <i>The patterns of changes caused by movements of the Earth and the Moon around the Sun</i> ■ <i>The wonder of the Universe</i> <p>to arouse the interest and curiosity of students towards science and technology</p> <ul style="list-style-type: none"> - To develop learning and teaching strategies conducive to the nurturing of scientific literacy - To promote experience sharing among participating schools <hr/> <p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for Chinese language teachers from different schools who are enthusiastic about curriculum innovation to share the challenges encountered during the process of implementation, collaborate in developing effective strategies/practices and reflect critically on pedagogical practices <hr/> <p><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for English language teachers from different schools who are enthusiastic about curriculum innovation to share the challenges encountered during the process of implementation, collaborate in developing effective strategies/practices and reflect critically on pedagogical practices |

2. Secondary schools

| Area | Examples of support services |
|------------------|---|
| Chinese Language | <ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning Chinese and offer diversified learning experiences for students - To enhance Assessment Literacy, such as using evidence to diagnose students' strengths and weaknesses so as to inform learning and teaching practices, and promoting effective use of assessment to foster SDL - To enhance support for teaching Chinese to NCS students, including the effective use of the NLF and related assessment tools to set |

| Area | Examples of support services |
|-----------------------|--|
| | <p>progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students</p> |
| English Language | <ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To support the learning of other subjects through language across the curriculum / cross-curricular planning - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning English and offer diversified learning experiences for students - To nurture a reading-to-learn culture - To infuse life planning education into the junior secondary English Language curriculum to help students achieve personal and career-related goals - To enhance Assessment Literacy, such as using evidence to diagnose students' strengths and weaknesses so as to inform learning and teaching practices, and promoting effective use of assessment as learning to foster SDL |
| Mathematics Education | <p>To support schools in the following tasks:</p> <ul style="list-style-type: none"> - to devise school-based curricula and develop effective learning & teaching strategies - to cater for learner diversity in classrooms - to strengthen the interface among key learning stages - to enhance the application of mathematics to other KLAs - to promote curriculum leadership for strengthened professional capacity and refined professional practices - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |

| Area | Examples of support services |
|---|---|
| Liberal Studies (LS) (Secondary 4-6) | To support schools in the following tasks: <ul style="list-style-type: none"> - to plan and implement issue-based and skill-based curricula - to develop diversified learning and teaching strategies and activities to promote students' learning interest - to develop strategies to cater for learner diversity - to develop issue-enquiry studies to empower students to master the concept of knowledge construction thereby enhancing their skills of higher order thinking and transfer of knowledge - to implement the revised LS curriculum and IES Assessment framework issued after the NAS Medium-term Review - to promote curriculum leadership for strengthened professional capacity and refined professional practices - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |
| Science Education | To support schools in the following tasks: <ul style="list-style-type: none"> - to devise school-based curricula and develop strategies to cater for learner diversity - to strengthen the interface of science curricula between the junior and the senior secondary levels - to develop effective learning, teaching and assessment strategies to help students construct science knowledge, and to nurture their science process skills and scientific thinking - to develop students' capacity for self-directed learning and applying information technology to studies in science - to promote curriculum leadership for strengthened professional capacity and refined professional practices - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |
| Personal, Social and Humanities Education | To support schools in the following tasks: <ul style="list-style-type: none"> - to plan and develop school-based curricula to help students, particularly those at the junior secondary level, acquire a solid knowledge base and |

| Area | Examples of support services |
|---|--|
| <p>(PSHE) with a focus on e-learning and self-directed learning in the support service for one of the following curricula: Chinese History, History, Geography, Economics, and Tourism & Hospitality Studies etc.</p> | <p>enhance their enquiry learning skills</p> <ul style="list-style-type: none"> - to strengthen the interface of PSHE curricula between the junior and the senior secondary levels - to develop effective learning, teaching and assessment strategies to cater for learner diversity - to enhance learning & teaching effectiveness by means of e-learning - to promote curriculum leadership for strengthened professional capacity and refined professional practices - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |
| <p>Catering for Learner Diversity</p> | <p>To support schools in the following tasks:</p> <ul style="list-style-type: none"> - to assist schools in reviewing the effectiveness of existing school policies and practices on issues pertaining to catering for learner diversity thereby formulating school-based measures and action plan - to enhance learning motivation and effectiveness, and effecting learning progression amongst students with the concerted effort of school leaders, curriculum leaders and teachers - to strengthen school collaborative culture and promote professional development among curriculum leaders and teachers through tackling challenges stemmed from learner diversity - to promote curriculum leadership for strengthened professional capacity and refined professional practices - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |
| <p>Science, Technology, Engineering and Mathematics (STEM) Education</p> | <p>To support schools in the following tasks:</p> <ul style="list-style-type: none"> - to plan and implement learning tasks oriented to STEM education for strengthening students' ability to integrate and apply knowledge and skills within and across Science disciplines, Technology and Mathematics, and to cater for students with varied needs - to develop effective strategies to equip students with appropriate knowledge and skills, values and attitudes, and to engage them in deep learning through the integration and the application of related |

| Area | Examples of support services |
|-----------------------------------|---|
| | <p>knowledge and skills</p> <ul style="list-style-type: none"> - to strengthen the alignment of knowledge and skills in KLAs of Science, Technology and Mathematics Education by way of STEM-related learning tasks thereby contributing to students' effective learning in respective KLAs - to develop effective learning, teaching and assessment strategies - to promote curriculum leadership for strengthened professional capacity and refined professional practices and collaboration - to shape up an in-house learning community and to strengthen a sharing and exchange culture - to promote collegial sharing and exchanges of professional know-how through cross-school learning community activities |
| Curriculum Leadership Development | <ul style="list-style-type: none"> - To build up the capacity of Chinese/English language panel heads/coordinators to lead their team to work towards the immediate and long term development of the subject |
| Building Learning Partnership | <p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for Chinese language teachers from different schools who are enthusiastic about curriculum innovation to share the challenges encountered/emerging, collaborate in developing effective strategies/practices and reflect critically on pedagogical practices <p><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for English language teachers from different schools who are enthusiastic about curriculum innovation to share the challenges encountered/emerging, collaborate in developing effective strategies/practices and reflect critically on pedagogical practices |

II. Modes of support

- On-site professional support

Diversified collaborative support services are provided to schools in the light of the school context and developmental needs, such as reviewing and developing school-based curricula, collaborative lesson planning, lesson studies, lesson observation, formulating development plan and professional development programmes (e.g. seminars, workshops and sharing sessions), and consultancy services on school-based curriculum development and pedagogical designs.

- Learning communities

Different networks for teachers with common concerns and interests will be formed to promote cross-school collaboration and to share experiences and resources

Through collective inquiry into different educational issues and concerted efforts in planning and implementing the latest curriculum initiatives, curriculum leadership of the participants and effective pedagogical strategies will be developed.

III. Expectations on participating schools

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

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

IV. Points to note

- The support service will normally last for 1 year
- Respective support sections have built up a body of knowledge and experiences, including exemplars of learning and teaching practices, reflections on collaborative lesson planning, action research reports, etc. Part of such resources are uploaded to the following EDB websites:

| | |
|---|---|
| Language Learning Support Section | http://www.edb.gov.hk/languagesupport/ |
| School-based Curriculum Development (Primary) Section | http://www.edb.gov.hk/sbss/sbcdp |
| School-based Curriculum Development (Secondary) Section | http://www.edb.gov.hk/sbss/sbcds |

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 and Collaboration Programme

I. Areas of Support

| Area | Examples of support services | Target schools | For details, please visit the EDB website |
|------------------|---|---|--|
| Chinese Language | <ul style="list-style-type: none"> - To develop a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To explore learning and teaching strategies to cater for learner diversity - To promote a reflective and collaborative culture among teachers through school-based action research - To create a language-rich environment for learning Chinese - To foster professional exchange between the Mainland and Hong Kong language teachers | <p>Primary and secondary schools</p> <p>(Apart from one year collaboration, schools can opt for half-year collaboration)</p> | <p>http://www.edb.gov.hk/1anguagesupport/</p> |
| Mathematics | <ul style="list-style-type: none"> - To develop effective school-based curricula, teaching activities and assessment for learning through in-depth analysis of school needs and regular on-site support by mathematics expert teachers from the Mainland - To improve learning and teaching strategies through lesson observation and experience sharing by Mainland teachers - To enhance the learning and teaching of mathematical concepts, mathematics language and mathematics thinking through diverse modes of collaboration - To strengthen the connection between the teachers of the two places, to broaden their | <p>Primary schools</p> <p>(Apart from the on-site support services, schools can opt for network programmes. Application will start in October 2017 via the Regional Education Offices.)</p> | <p>http://www.edb.gov.hk/sbss</p> |

| Area | Examples of support services | Target schools | For details, please visit the EDB website |
|------|---|----------------|---|
| | horizons and to facilitate professional exchange - To enhance the culture of educational research in schools | | |

II. Mode of support

- On-site school collaboration (normally one to two days per week)
- Conducting professional development activities
- Organising inter-school sharing activities

III. 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 to facilitate station-in school collaboration
- nominate a curriculum coordinator to lead and oversee the progress of the programme in cooperation with the officers from EDB
- nominate a liaison teacher for the communication between the Mainland teacher and the school
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to note

- The support services will normally last for one year (Remarks: For Chinese Language, schools can opt for half-year collaboration, and for Mathematics can opt for joining network programmes).
- The Mainland teachers are not responsible for taking up any teaching or extracurricular duties in schools. Yet, conducting lesson demonstrations and collaborative teaching for professional exchange purposes are encouraged
- The Mainland teachers mainly communicate in Putonghua. The support service of Mathematics is not applicable to classes conducted in English

University-School Support (USP) Programmes

I. Areas of support

For details, please refer to the EDB website (<http://www.edb.gov.hk/sbss>)

| Programme Title (Support Service Provider) | Objectives |
|---|--|
| For Secondary Schools | |
| Mindshift+ Educational Programme (Department of Psychiatry, The University of Hong Kong) | <ul style="list-style-type: none"> - To develop a Positive Mental Health Culture in secondary schools by enhancing wellness of mind and body and increasing capacity to handle mental health concerns - To cultivate a friendly environment by promoting mental health awareness in schools - To enhance teachers' understanding of mental health, and their knowledge and skills in handling stress-induced challenges arising from students - To enhance students' understanding of the concept of mental wellness and illness, skills to cope with stress and emotion, and empathy towards people with mental illness (in particular psychosis) |
| For Primary Schools | |
| Supporting the Learning and Teaching of Mathematics for Non-Chinese Speaking (NCS) Students in Primary Schools (Division of Mathematics and Science Education, Faculty of Education, The University of Hong Kong) | <ul style="list-style-type: none"> - To develop effective instructional design, teaching strategies and pedagogical approaches to enhance the learning of mathematics of NCS students in primary schools - To enhance curriculum planning of schools e.g. taking cultural and language factors into consideration to enable teachers to teach NCS students mathematics more effectively - To develop in NCS students the knowledge and skills to use mathematics confidently across other learning areas or in their daily life |

| For Primary and Secondary Schools | |
|--|--|
| <p>Multilevel Leadership Network for SDL Innovation to Advance STEM Development (SDLS-MLN)</p> <p>(Centre for Information Technology in Education (CITE), Faculty of Education, The University of Hong Kong)</p> | <ul style="list-style-type: none"> - To enhance teachers' understanding of the guiding and underlying principles of STEM education and SDL - To enhance teachers' mastery of related learning, teaching, assessment and lesson design strategies, and to use them effectively to promote STEM education through students' engagement in SDL - To provide an e-learning support system for teachers to design, implement and share SDL practices in STEM-related subjects - To raise students' awareness of and engagement in STEM-related activities and to enhance their understanding of the links between the STEM-related areas |
| <p>Self-Directed Learning as a Strategy to Promote STEM Education</p> <p>(e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)</p> | <ul style="list-style-type: none"> - To develop teachers' professional capability to adopt SDL as a strategy to promote STEM education - To help teachers to set clear learning outcomes in terms of concepts, practices and attitudes when designing activities and lessons in STEM education - To provide support to schools on strategically developing and implementing school-based STEM-related activities and curriculum - To strengthen students' ability to integrate and apply knowledge and skills across different subject disciplines to unleash their innovation and nurture their entrepreneurial spirit |
| <p>Promoting STEM education at the upper primary and secondary levels by using self-directed learning as a strategy</p> <p>(Department of Science and Environmental Studies, The Education University of Hong Kong)</p> | <ul style="list-style-type: none"> - To enhance teachers' understanding of the underlying principles of STEM education and SDL - To enhance teachers' mastery of related learning, teaching, assessment and lesson design strategies, and to use them effectively to promote STEM education through students' engagement in SDL - To facilitate schools to strategically adopt an interdisciplinary approach to organise learning activities that integrate the key components of SDL into everyday learning and teaching processes to enhance students' learning in STEM education - To help students to apply SDL strategies in STEM |

| | |
|--|--|
| | <p>learning activities e.g. setting learning goals, laying plans to achieve the goals and evaluating the learning progress</p> |
| <p>Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL)</p> <p>(Hong Kong Institute of Educational Research, The Chinese University of Hong Kong)</p> | <ul style="list-style-type: none"> - To equip English language teachers with knowledge, skills and attitudes in employing effective assessment practices to inform their instructions - To develop school-based practices of effective assessment at classroom and curriculum levels in English Language Education - To strengthen the capacity of school leaders and curriculum leaders to lead assessment-informed improvement actions - To empower students to engage themselves in assessment practices in monitoring and regulating individual learning in learning English |
| <p>Enhancing Assessment Literacy of Teachers in Primary /Secondary Schools</p> <p>(Division of English Language Education, Faculty of Education, The University of Hong Kong)</p> | <ul style="list-style-type: none"> - To enhance English language teachers' reflection on and understanding of assessment in relation to students' learning, the curriculum and their pedagogical practices - To enhance teachers' mastery of related assessment, learning, teaching and lesson design strategies to develop assessment activities/materials/tasks to facilitate students' learning - To enhance the development of schools' assessment policy which links with the whole-school curriculum development planning and to facilitate the use of diverse assessments to enhance students' learning - To encourage students to take responsibility for their own learning e.g. setting and monitoring their own learning goals/outcomes |
| <p>For Primary Schools and Kindergartens</p> | |
| <p>Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students</p> <p>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of</p> | <ul style="list-style-type: none"> - To enhance the professional capability of teachers in the teaching of the Chinese language for NCS students with a view to improving the Chinese language learning effectiveness of NCS students in kindergarten and lower primary (P1 - P3) classes in Hong Kong - To strengthen the development of effective transition strategies in the teaching of Chinese to NCS students |

| | |
|------------|--|
| Hong Kong) | <p>for helping NCS students to enhance their ability of using Chinese as well as to get familiar with primary school and adapt to a new school life</p> <ul style="list-style-type: none"> - To enhance primary teachers' capability of optimisation of the Chinese school-based curriculum (P1 - P3) with reference to Chinese Language Curriculum Second Language Learning Framework - To nurture teachers as curriculum leaders, facilitators of learning and action researchers in schools |
|------------|--|

II. Mode of support

- Intensive on-site support services including collaborative school-based curriculum and teaching materials development, collaborative lesson planning, lesson observations and debriefing, action research, workshops and activities, and whole-school staff development workshops
- Professional development programmes for teachers and the formation of learning communities across schools at different KLA and subjects

III. Expectations on participating schools

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

- have a strong desire and readiness to collaborate with the support team and other schools in the project with an aim to enhance learning and teaching effectiveness and student development
- designate a core group or teacher-in-charge to closely collaborate with the professional support team and to facilitate teachers in participating in related collaboration and professional development activities
- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, such as work plans, learning and teaching materials, research reports, student work, etc. (The copyright of these materials will be co-owned by EDB and the schools concerned. EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes.)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to note

- Since the Education Development Fund (EDF) will expire at the end of August 2019, this last batch of the USP will provide support services to successful school

applicants for 1 year and 7 months (i.e. from August 2017 to February 2019). For the 2018/19 school year, schools allocated with the above services may still apply for a maximum of two SBSS in light of schools' needs, and the allocation of a maximum of two SBSS (irrespective of any additional NCS support service) will also apply.

- EDB will continue to utilise different existing funds to provide the SBSS to meet the needs of schools. In this connection, the scope of QEF Thematic Networks (QTN) for 2017/18 will be expanded to cover (i) initiatives not necessarily funded by QEF and/or outstanding/award-winning schools/organisations; and (ii) built-on projects run by the QTN coordinators with promising track record to meet the prevailing needs of the education sector (details of the support services are provided in Annex F).
- Please visit the EDB website (<http://www.edb.gov.hk/sbss>) for other points to note.

Professional Development Schools (PDS) Scheme

I. Areas of Support

The professional sharing offered by the PDS covers various subjects and a wide range of themes. Please refer to the following table and the EDB website (<http://www.edb.gov.hk/sbss>) for details.

1. For Primary Schools

| PDS | Name of Programme |
|--|--|
| Christian and Missionary Alliance Sun Kei Primary School | Enhancing Students' Self-directed Learning through Curriculum Planning and Quality Lessons in Chinese Language |
| Fung Kai No.1 Primary School | Values Education for the New Generation |
| HHCKLA Buddhist Wong Cho Sum School | Teaching Non-fiction in English Lessons through Reading e-books |
| Hong Kong and Macau Lutheran Church Primary School | Hands & Brains-on: Promoting STEM Education and Applying HOT (High Order Thinking) Skills in General Studies |
| Hong Kong Taoist Association Wun Tsuen School | Enhancing the Non-Chinese Speaking (NCS) Students' Abilities in Learning Chinese Language through Mastering the Planning, Implementation and Evaluation of the Curriculum |
| L.S.T. Leung Kau Kui Primary School (Branch) | How to Apply the STEM Education Elements in General Studies Curriculum |
| Pui Kiu Primary School | Constructing a Self-directed and Interactive Mathematics Lesson with Diversified Learning Strategies |
| Sau Ming Primary School | Promoting Self-directed Learning to Construct Highly Effective Mathematics Lessons |
| Shak Chung Shan Memorial Catholic Primary School | Enhancing Assessment Strategies of the Chinese Language Subject: Evaluating the Design of Assignments, Conducting Analysis, Giving Feedback and Establishing Curriculum Development System |
| St. Bonaventure Catholic Primary School | Practising STEM Education in General Studies to Enhance the Effectiveness of Students' Learning of Science, Technology and Mathematics |

| PDS | Name of Programme |
|--|---|
| St. Edward's Catholic Primary School | Innovation and Practice of Teaching Chinese Language |
| Tai Po Old Market Public School (Plover Cove) | Constructing Mathematical Concepts and Fostering Students' Attitude Regarding Self-directed Learning through Enquiry Learning |
| Tin Shui Wai Methodist Primary School | Using Diversified Strategies to Cater for Learner Diversity (in Chinese Language and Mathematics) |

2. For Secondary Schools

| PDS | Name of Programme |
|---|---|
| Buddhist Mau Fung Memorial College | Making Good Use of e-learning to Promote Students' Ability in Self-directed Learning |
| Caritas Tuen Mun Marden Foundation Secondary School | Continuous Development of NCS Professional Learning Community for the Chinese Language Teachers |
| Carmel Secondary School | Life Planning Education and Career Guidance and Counselling Services for Secondary Students – A Paradigm Shift |
| C. & M. A. Sun Kei Secondary School | New Trends of Learning, Teaching and Assessment in Liberal Studies |
| CCC Tam Lee Lai Fun Memorial Secondary School | An All-round Approach to STEM Education |
| Fung Kai Liu Man Shek Tong Secondary School | Enhancing the Effectiveness of Learning and Teaching through the Planning and Implementation of the School-based Chinese Language Curriculum on Classical Chinese |
| Ho Yu College and Primary School (Sponsored by Sik Sik Yuen) | Promotion of STEM Education through the School-based Science and Bio-technology Curricula |
| Lok Sin Tong Yu Kan Hing Secondary School | Implementing STEM Education through Refining School-based Curriculum and Establishing Professional Learning Community |
| Maryknoll Fathers' School | Promoting STEM Education through Developing Cross-curricular Learning Activities according to the Curriculum |

| PDS | Name of Programme |
|--|---|
| SKH Bishop Baker Secondary School | Implementation of Gifted Education (GE) in Lessons through Parallel Curriculum Model (PCM) |
| SKH St. Mary's Church Mok Hing Yiu College | Revitalising the Learning and Teaching of PSHE Subjects (Life and Society) -- Cloud Teaching Platform and Mobile Learning |
| SKH Tang Shiu Kin Secondary School | Optimising Learning, Teaching and Assessment of Chinese History: The Enquiry-based Learning, Skill-based Assignments and Assessment for Learning |
| S.K.H. Tsang Shiu Tim Secondary School | School-based Career Counselling through Mentorship Programme |
| St. Paul's Convent School | Enhancing Learning and Teaching Effectiveness through the Use of Virtual Reality (VR) and Augmented Reality (AR) Technology |
| Tin Shui Wai Methodist College | Establishing a Whole School Approach 3.0 to Cater for Learner Diversity with "Planning-Implementation-Evaluation" Cycle |
| TWGHs Chen Zao Men College | A Whole-school Approach to the Implementation of Life-planning Curriculum and Career Guidance |

3. **For Special Schools** (schools may apply for a maximum of two services, irrespective of any additional NCS support services, from the above services for primary schools and secondary schools and/or the following two services):

| PDS | Name of Programme |
|--|--|
| Hong Chi Winifred Mary Cheung Morninghope School | Catering for Learner Diversity of Students with Special Educational Needs through the Use of Diversified Teaching Strategies |
| Shatin Public School | Sharing on Counselling and Teaching Practices for Students with Special Educational Needs (SEN) |

II. Mode of support

Each PDS will support up to three PS each year, and each PS will receive one-year support on specific pedagogical theme to foster an interactive and collaborative culture

and enhance the effectiveness of learning and teaching through various exchange activities.

III. Expectations on participating schools

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

- assign one teacher-in-charge to liaise with the PDS and respective school development officers of EDB
- arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, teaching materials, research reports, student work, etc. (The copyright of these materials will be co-owned by EDB and the schools concerned. EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes.)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to note

- The support services will normally last for 1 year
- Please visit the EDB website (<http://www.edb.gov.hk/sbss>) for specific requirements of individual PDS

IT in Education Centre of Excellence (CoE) Scheme

I. Areas of Support

The CoE schools offer on-site support to other schools on implementation of IT in Education and e-learning. The details of support services provided and the application form can be found at the website <http://www.edb.gov.hk/ited/coes/eng>

II. Foci of Support

The support services cover pedagogical, technological as well as managerial issues related to the implementation of IT in Education which are categorised into the following themes:

1. Curriculum Planning and Use of Resources

- Experience sharing in curriculum planning on e-learning
- Use of tablet computer Apps to facilitate classroom learning, teaching and assessment
- Use of tablet computer build-in functions to facilitate learning and teaching
- Use of tablet computers to conduct mobile learning
- Use of Learning Management System (LMS) / Cloud Services
- Understanding and handling e-safety issues
- Promoting Information literacy and Creative Commons

2. Technical Support

- Support for implementation of Bring Your Own Device (BYOD)
- Support for setup of cloud services

3. Pedagogical support for individual subjects

4. Use of IT to enhance the learning of students with special educational needs

In the 2016/17 school year, there are twenty CoE schools, including nine primary schools, ten secondary schools and one special school, providing on-site support to other schools. List of CoE schools is as follows:

Primary Schools

| | |
|----|---|
| 1. | Baptist (STW) Lui Ming Choi Primary School |
| 2. | HK & Macau Lutheran Church Primary School |
| 3. | Jordan Valley St Joseph's Catholic Primary School |
| 4. | PLK Chee Jing Yin Primary School |

| | |
|----|---|
| 5. | PLK Dr. Jimmy Wong Chi-Ho (TSV) Primary School |
| 6. | Po On Commercial Assn Wan Ho Kan Primary School |
| 7. | Sacred Heart Canossian School |
| 8. | Shatin Tsung Tsin School |
| 9. | S.K.H. Tsing Yi Chu Yan Primary School |

Secondary Schools

| | |
|-----|--|
| 1. | Buddhist Mau Fung Memorial College |
| 2. | CCC Rotary Secondary School |
| 3. | Christian Alliance S W Chan Memorial College |
| 4. | Confucian Tai Shing Ho Kwok Pui Chun College |
| 5. | Lok Sin Tong Yu Kan Hing Secondary School |
| 6. | SKH St Mary's Church Mok Hing Yiu College |
| 7. | St Joan of Arc Secondary School |
| 8. | St Stephen's College |
| 9. | True Light Middle School of Hong Kong |
| 10. | Tsung Tsin College |

Special School

| | |
|----|---|
| 1. | Sam Shui Natives Assn Lau Pun Cheung School |
|----|---|

III. Points to note

- The on-site support is one-off in nature which covers two meetings, one as preparation meeting, and one for the provision of support (e.g. talk, workshop, field trip).
- For enquiries, please contact Ms WY CHEUNG of the IT in Education Section at 3698 3596.

Quality Education Fund Thematic Networks (QTNs)

I. Areas and Foci of Support

The services offered under the QTNs cover a wide range of subjects and themes. Please refer to the table below and the QEF Cyber Resource Centre (<http://qcrc.qef.org.hk/>) for details

| Theme and Coordinator | Foci of Support Service | Target Beneficiaries |
|---|--|-----------------------------|
| <p>1. Issue-based Exploration to Foster Students' Critical Thinking Skills and Positive Values – “Cognition; Thinking; Experience and application” <i>Sha Tin Methodist College</i></p> | <p>To enhance teachers' professional capacity in integrating knowledge, skill, attitude and action into the learning and teaching of Liberal Studies. In addition to developing students' knowledge and skills, exploratory activities and practical applications would be arranged for them for internalising the learnt values and enhancing sustainable development.</p> | <p>Secondary</p> |
| <p>2. Developing and Promoting an Effective Learning Community for STEM Education – “Learning, Applying, Getting Feedback and Enhancing STEM Education” <i>Shun Tak Fraternal Association Yung Yau College</i></p> | <p>To enhance teachers' effectiveness of teaching in STEM education and creativity; to strengthen the promotion of STEM education and further development of school-based STEM curriculum; to develop an interactive Learning Community to facilitate inter-school professional exchange on STEM education and creativity; and to enhance the STEM-related knowledge and skills of the students.</p> | <p>Secondary</p> |

| Theme and Coordinator | Foci of Support Service | Target Beneficiaries |
|---|---|--------------------------------|
| <p>3. Support for Diverse Learning Needs (Reading and Writing) in Junior Secondary Schools <i>Department of Special Education and Counselling, The Education University of Hong Kong</i></p> | <p>To develop instructional materials and to enhance the professional skills of teachers in the education of junior secondary students with diverse learning needs and reading or writing difficulties, this QTN will arrange cross-site visits for the participating teachers to observe the try-outs in actual environments by their counterparts with a view to evaluating and improving the effectiveness of the developed materials.</p> | <p>Secondary</p> |
| <p>4. Developing Students' Positive Attitudes and Values <i>The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong</i></p> | <p>To develop students' positive attitudes and values through evidence-based curriculum and activities, including the universal and selective programmes about biological, psychological and social development of students, which will be developed in collaboration with schools. Relevant training and seminars will also be provided for teachers and parents of participating schools.</p> | <p>Secondary & Primary</p> |
| <p>5. Information Literacy Networking Program <i>Po Leung Kuk Chee Jing Yin Primary School</i></p> | <p>To develop and optimise the e-Learning platform, teaching materials, e-portfolio and assessment system for enhancing learning and teaching based on the eight core areas of the Information Literacy framework.</p> | <p>Primary</p> |
| <p>6. STEM Activities in Primary General Studies <i>Baptist (Sha Tin Wai) Lui Ming Choi Primary School</i></p> | <p>To enhance teachers' capability in planning and implementing STEM activities, and to establish an interactive learning community among schools. Through making use of Makeblock mBot in enquiry activities of primary General Studies, students' ability in scientific and technological investigation could be enhanced, in particular the interests in astronomy studies.</p> | <p>Primary</p> |

| Theme and Coordinator | Foci of Support Service | Target Beneficiaries |
|--|--|-----------------------------|
| <p>7. Balanced Development of Mind and Hands Through STEM Education <i>Ying Wa Primary School</i></p> | <p>To enhance teachers' capacity in mastering the teaching and learning activities of model-building research and robot coding so as to develop their school-based STEM curriculum and related pedagogies for the betterment of their students' development in self-directed learning.</p> | <p>Primary</p> |
| <p>8. Facilitating STEM Education in Upper Primary Through Robotic Activities <i>Buddhist Ho Nam Kam College</i></p> | <p>To promote STEM education through equipping teachers with the knowledge and skills of designing and producing robots so that learning activities related to robotics could be designed to enhance students' interest in STEM. Teachers would be arranged to use the high-end Laser Cutter for producing robots for further development of school-based curriculum to meet the learning needs of their students.</p> | <p>Primary</p> |
| <p>9. English Language (Primary) <i>Centre for Enhancing English Learning and Teaching, Faculty of Education, The Chinese University of Hong Kong</i></p> | <p>To disseminate the 6-module resource package developed from the good practices of selected QEF projects on English Language (Primary), namely, Reading, Phonics, E-Learning, Drama, Intervention Programmes and Enrichment Programmes. Professional development activities include workshops, collaborative lesson planning, lesson demonstrations and observation, etc.</p> | <p>Primary</p> |
| <p>10. Developing School-based Chinese Language Curriculum (Primary) <i>FDBWA Chow Chin Yau School</i></p> | <p>To establish an inter-school learning circle with the aim of supporting teachers to develop school-based Chinese Language curriculum. Professional development activities include analysing students' needs, organising teaching materials, designing teaching strategies and learning tasks, participating in workshops, lesson demonstrations and observation, etc.</p> | <p>Primary</p> |

II. Points to Note

- The support services under the QTNs are provided by the respective Coordinators and the mode of support varies.
- Some of the above QTNs are currently in operation and some will commence in the 2017/18 s.y. The support services for the 2017/18 s.y. have not been finalised. Invitation to join the QTNs will be sent to schools direct by the QTN Coordinators.
- For enquiries, please contact Ms Yvonne TANG of the QEF Secretariat at 2123 6039.