

## EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 18/2021

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(21)

Date : 8 March 2021

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### **School-based Support Services (2021/22) Secondary, Primary and Special Education**

#### **Summary**

The purpose of this circular memorandum is to invite secondary, primary and special schools to apply for the school-based support services (SBSS) offered by the Education Bureau (EDB) in the 2021/22 school year (s.y.).

#### **Details**

2. The SBSS are designed to align with the latest development in education and address the needs of schools. Through organised and frequent interactions amongst the school support officers, teachers and school heads as well as exchange and collaboration between professionals and experienced teachers, it is expected that the professional knowledge and capacity of the participants will be enhanced. The modes of support services have become more diversified under different funds/resources, such as professional learning communities, thematic networks and centres of excellence, with a view to promoting the sustainable development of schools.

3. The support foci of SBSS and services for the 2021/22 s.y. are listed below. Please refer to Annexes A to E and the EDB webpage (<http://www.edb.gov.hk/sbss>) for details.

#### **Support foci**

- addressing learner diversity (e.g. non-Chinese speaking (NCS) students and students with special educational needs (SEN)) in secondary and primary schools;
- promoting curriculum initiatives, e.g. self-directed learning, Reading across the Curriculum, appreciation of Chinese culture through learning of Chinese classics, and strengthening students' knowledge base in Science and Mathematics alongside the promotion of Science, Technology, Engineering and Mathematics (STEM) education;
- enhancing values education in the planning and implementation of school-based curriculum to foster positive values among students as well as develop in them a sense of identity, belonging and responsibility towards the nation, the Chinese race and our society;

- enhancing assessment literacy, e.g. Assessment of Learning (including homework design), Assessment for Learning, Assessment as Learning and use of assessment data to facilitate learning and teaching;
- enhancing the interface between Key Stages, notably between kindergarten and primary education;
- developing curriculum leadership and effective pedagogical strategies under the new normal; and
- cultivating a positive, supportive and caring school culture conducive to students' whole-person development.

### Support services

Annex	Support programme	Objective
A	On-site Professional Support Services	This programme aims at promoting curriculum leadership and enhancing the quality of learning and teaching in various Key Learning Areas (KLAs)/subjects of the participating schools according to their needs in school-based curriculum development. Support services will be delivered through collaboration between schools and 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 professional exchange and collaboration between Mainland expert teachers (METs) and local teachers. Through close interaction, effective pedagogy and classroom practices are explored to enhance the effectiveness of learning and teaching.
C	Quality Education Fund Thematic Networks –Tertiary Institutes (QTN–T)	This programme is the continuation of the University–School Support Programmes financed by the Education Development Fund <sup>1</sup> . With the experience in research-based pedagogy and classroom practices, the tertiary institutes will provide schools with diversified support services to cater for different schools' development needs.

<sup>1</sup> The Education Development Fund ceased to operate at the end of August in 2019.

Annex	Support programme	Objective
D	Quality Education Fund Thematic Networks – Schools (QTN–S)	This programme is the continuation of the Professional Development Schools Scheme financed by the Education Development Fund. Schools with exemplary practices in learning and teaching and a good sharing culture will form a network with participating schools, focusing on specific pedagogical themes to promote inter-school collaboration and professional exchange through various exchange activities.
E	School-based Support Services for Schools Admitting NCS Students	This programme has arisen from the initiatives on strengthening support for ethnic minorities announced in the 2018 Policy Address. It aims at enhancing the professional capacity of teachers for helping NCS students learn Chinese.

4. The duration of most of the SBSS normally lasts for one year. Schools may apply for a maximum of two SBSS in order of their preference. In order to step up the support for schools admitting NCS students, foster professional exchange and collaboration between METs and local teachers, enhance values education and promote a positive mental health culture in schools, schools may apply for support services on Chinese Language and Mathematics for schools admitting NCS students, the “Mainland-Hong Kong Teachers Exchange and Collaboration Programme”, “The Planning and Implementation of School-based Values Education”, and/or the “Mindshift – Promoting Positive Mental Health in Schools” (shaded in grey in the respective Annexes) as **additional** services on top of the two preferences they intend to apply.

5. Apart from the above SBSS, the EDB also provides support to schools through the following programmes. Please refer to Annexes F and G for details.

Annex	Support programme	Objective
F	Information Technology (IT) in Education Centre of Excellence (CoE) Scheme	The Scheme is implemented by the IT in Education Section. Each year, the EDB invites experienced teachers in using IT in 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/remote support services to other schools on e-learning. The support services cover pedagogical, technological as well as managerial issues related to the implementation of IT in Education.

Annex	Support programme	Objective
G	Quality Education Fund Thematic Networks (QTNs)	The Networks aim at disseminating good educational practices and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building. Since the 2017/18 s.y., the scope of QTNs has been expanded to cover (i) initiatives not funded by Quality Education Fund (QEF) such as inviting outstanding/award-winning schools or organisations to establish thematic networks of a small scale; and (ii) built-on projects run by the QTN coordinators with promising track records to meet the prevailing needs of the education sector.

6. In view of the COVID-19 epidemic situation, no briefing sessions will be arranged this year. Instead, an online platform will be used for disseminating the details of the above support services. Schools can visit the EDB webpage (<http://www.edb.gov.hk/sbss>) during the period from **22 March to 30 April 2021** for related information.

7. School heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in the above SBSS. Interested schools may apply for the support services (Annexes A to E) via the EDB webpage starting from **24 March to 30 April 2021**. The EDB has already informed schools of the login username and password for the on-line application. For applications for the support services of the CoE Scheme and the QTNs, please refer to Annexes F and G for details. Late applications will not be processed. Results of the allocation will be announced on **11 June 2021**.

## Enquiries

8. For enquiries, please contact Ms Kate WONG at 2152 3215 or Mr LEUNG Yat-yin at 2152 3219 of the School-based Professional Support Section and the officers of the respective sections as set out in Annexes F and G.

Ms SO Kwok-yun Isabella  
for Secretary for Education

c. c. Heads of Sections – for information

## On-site Professional Support Services

### I. Areas of Support

#### 1. Primary Schools

Areas	Examples of Support Services	Code Numbers for Online Application <sup>2</sup>
Chinese Language	- To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression	F1 <sup>3</sup>
	- To support a smooth interface between Key Stages (KS) through peer or cross-level curriculum planning at different KS	F7 <sup>4</sup>
	- To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum, values education and appreciation of Chinese culture through learning of Chinese classics	
	- 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 through implementing life planning education and life-wide learning activities	
	- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as making good use of assessment data to facilitate learning and teaching	
	- To enhance support for teaching Chinese to NCS students, including the effective use of the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to	F8

<sup>2</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

<sup>3</sup> The support service is provided by the EDB Language Learning Support Section.

<sup>4</sup> The support service is provided by the EDB School-based Curriculum Development (Primary) Section.

Areas	Examples of Support Services	Code Numbers for Online Application <sup>2</sup>
	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"> <li>- To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li>- To support a smooth interface between KS through peer or cross-level curriculum planning at different KS</li> <li>- To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum and values education</li> <li>- To explore effective learning and teaching strategies to cater for learner diversity</li> <li>- To create a language-rich environment for learning English and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities</li> <li>- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as making good use of assessment data to facilitate learning and teaching</li> </ul>	<p>F2<sup>3</sup></p> <p>F9<sup>4</sup></p>
Mathematics	<ul style="list-style-type: none"> <li>- To plan and implement the focal points of the renewed school-based curriculum by adopting e-learning and incorporating STEM education in the school-based Mathematics curriculum</li> <li>- To develop students' mathematical skills in computation, conceptual understanding, problem-solving and logical reasoning</li> <li>- To enhance student learning through developing teaching strategies based on inquiry and investigation</li> <li>- To develop students' collaboration skills, communication skills, creativity, critical thinking skills and self-directed learning abilities, etc.</li> <li>- To cater for learner diversity by consolidating foundation knowledge and enhancing higher order thinking skills</li> <li>- To enhance teachers' assessment literacy, collect and</li> </ul>	F10

Areas	Examples of Support Services	Code Numbers for Online Application <sup>2</sup>
	analyse the evidence of learning to inform learning and teaching	
General Studies	<ul style="list-style-type: none"> <li>- To plan and implement a school-based General Studies curriculum using an enquiry approach</li> <li>- To promote the integration of knowledge, skills, values and attitudes through the incorporation of STEM education, e-learning, self-directed learning, project learning and scientific investigation in the curriculum</li> <li>- To strengthen the horizontal coherence and vertical progression of the school-based curriculum in response to different school contexts</li> <li>- To plan diversified school-based assessment strategies and enhance the learning-teaching-assessment cycle</li> <li>- To develop a culture for professional sharing and collaboration among teachers, and expand their capacity to lead the school-based curriculum development</li> </ul>	F11
Curriculum Leadership Development	<ul style="list-style-type: none"> <li>- To build up the capacity of Chinese/English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese/English Language subjects, including devising effective learning and teaching strategies under the new normal</li> </ul>	Chinese: F3 English: F4
Building Learning Partnership	<p><u>Learning Community for Curriculum Leaders</u></p> <ul style="list-style-type: none"> <li>- To assist PSM(CD) or deputy school heads to promote whole-school curriculum development</li> <li>- To establish learning groups to share experiences and explore issues on school curriculum-related matters</li> </ul>	J1
	<p><u>Learning Community for Primary School Mathematics Teacher Leaders</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for Mathematics teacher leaders from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, and explore the planning and implementation of the focus on the continuous renewal of school-based Mathematics curriculum including e-learning and STEM education</li> </ul>	F14

Areas	Examples of Support Services	Code Numbers for Online Application <sup>2</sup>
	<p><u>Learning Community for Primary School General Studies Teacher Leaders</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for General Studies teacher leaders from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li>- To deepen panel heads' understanding of various curriculum initiatives and to broaden their experience and enhance their confidence in implementing school-based curriculum</li> </ul>	F15
	<p><u>Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for Chinese Language teachers from different schools who are supporting NCS students in learning Chinese to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> </ul>	F12
	<p><u>Learning Community for Primary School English Language Teacher Leaders</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for English Language teacher leaders from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices.</li> <li>- The theme in the 2021/22 school year is “Promotion of Reading and Reading across the Curriculum”</li> </ul>	F13
	<p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li>- Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, values education, self-directed learning and e-learning</li> </ul>	F5



Areas	Examples of Support Services	Code Numbers for Online Application <sup>2</sup>
	<p data-bbox="411 282 1102 315"><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> <li data-bbox="411 331 1206 562">- To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li data-bbox="411 573 1206 698">- Members of the community will agree on the theme of study for the year, e.g. face-to-face and online learning and teaching, self-directed learning and values education</li> </ul>	F6

## 2. Secondary Schools

Areas	Examples of Support Services	Code Numbers for Online Application <sup>5</sup>
Chinese Language	<ul style="list-style-type: none"> <li data-bbox="429 956 1220 1137">- To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li data-bbox="429 1149 1220 1234">- To support a smooth interface between KS through peer or cross-level curriculum planning at different KS</li> <li data-bbox="429 1245 1220 1426">- To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum, values education and appreciation of Chinese culture through learning of Chinese classics</li> <li data-bbox="429 1438 1220 1523">- To explore effective learning and teaching strategies to cater for learner diversity</li> <li data-bbox="429 1534 1220 1715">- To create a language-rich environment for learning Chinese and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities</li> <li data-bbox="429 1727 1220 1939">- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as the use of assessment data to facilitate learning and teaching</li> </ul>	A1

<sup>5</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

	<ul style="list-style-type: none"> <li>- To enhance support for teaching Chinese to NCS students, including the effective use of the Learning Framework 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</li> </ul>	A2
English Language	<ul style="list-style-type: none"> <li>- To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li>- To support a smooth interface between KS through peer or cross-level curriculum planning at different KS</li> <li>- To promote curriculum initiatives such as self-directed learning, Language/Reading across the Curriculum and values education</li> <li>- To explore effective learning and teaching strategies to cater for learner diversity</li> <li>- To create a language-rich environment for learning English and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities</li> <li>- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as use of assessment data to facilitate learning and teaching</li> </ul>	A3
Mathematics	<ul style="list-style-type: none"> <li>- To develop school-based curriculum to cater for the diverse needs of students (e.g. the learning needs of gifted students, students with SEN and NCS students) in learning Mathematics</li> <li>- To strengthen the interface between the primary and junior secondary, and between the junior secondary and senior secondary school-based Mathematics curricula, including the planning and progressive implementation of the revised Mathematics curriculum for junior secondary starting from the 2020/21 s.y.</li> <li>- To develop effective learning and teaching as well as assessment strategies such as gamification, blended</li> </ul>	A8

	<p>learning and self-directed learning to strengthen students' mathematical concepts and skills, enhance their learning interest, as well as develop their generic skills, positive values and attitudes</p> <ul style="list-style-type: none"> <li>- To enhance the learning of Mathematics through cross-subject collaboration/cross-curricular planning, such as promotion of STEM education and Reading across the Curriculum</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish learning community in school and to promote the culture of sharing and exchange among teachers</li> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	
<p>Liberal Studies (LS) (to be renamed and implemented from the 2021/22 school year tentatively)</p>	<ul style="list-style-type: none"> <li>- To develop school-based curriculum in alignment with the aims and objectives of the central curriculum and design objective and impartial learning and teaching materials to cultivate students' independent thinking skills, positive values and attitudes</li> <li>- To develop learning and teaching strategies by adopting an issue-enquiry approach, such as self-directed learning and cooperative learning, to help students understand concepts and construct knowledge, as well as develop life-long learning competencies, including thinking skills</li> <li>- To develop effective learning, teaching and assessment strategies such as blended learning, experiential learning and e-assessment, and to promote national security education under the framework of the Constitution and Basic Law education, which includes strengthening students' understanding of the country and society as well as enhancing their sense of national identity</li> <li>- To explore effective learning, teaching and assessment strategies to cater for learner diversity</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish a learning community in school and to promote the culture of sharing and exchange among teachers</li> </ul>	<p>A13</p>

	<ul style="list-style-type: none"> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	
Science Education	<ul style="list-style-type: none"> <li>- To develop school-based curriculum to cater for the diverse needs of students (e.g. the learning needs of gifted students, students with SEN and NCS students) in learning Science</li> <li>- To strengthen the interface between the junior secondary and senior secondary school-based Science curricula with regard to the development of science process skills and scientific thinking for students to learn science and to build a solid knowledge base</li> <li>- To develop effective learning, teaching and assessment strategies such as blended learning, self-directed learning and e-assessment, to help students construct science knowledge, enhance their learning interest, promote national security education, as well as develop their generic skills, positive values and attitudes</li> <li>- To enhance the learning of science through cross-subject collaboration/cross-curricular planning, such as promotion of STEM education and Reading across the Curriculum</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish a learning community in school and to promote the culture of sharing and exchange among teachers</li> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	A10
Personal, Social and Humanities Education (PSHE)	<ul style="list-style-type: none"> <li>- To develop broad and balanced school-based PSHE curriculum to help students, particularly those at junior secondary level, acquire a solid knowledge base, to enhance their enquiry learning skills and to foster positive values as well as to nurture humanistic qualities</li> <li>- To strengthen the interface between the junior secondary and senior secondary school-based PSHE curricula to build up a balanced knowledge base and develop essential generic skills for learning PSHE subjects at senior secondary level</li> </ul>	A9

	<ul style="list-style-type: none"> <li>- To plan and implement values education (including moral and civic education, national security education under the framework of the Constitution and Basic Law education) through cross-subject collaboration to strengthen students' understanding of the rule of law as well as to enhance their sense of national identity</li> <li>- To promote Reading across the Curriculum, self-directed learning and students' information literacy through Chinese History, History, Geography or Life &amp; Society as one of the foci of the support services</li> <li>- To explore effective learning, teaching and assessment strategies such as blended learning, self-directed learning and e-assessment to cater for learner diversity (e.g. NCS students' needs in the learning of Chinese history and Chinese culture)</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish a learning community in school and promote the culture of sharing and exchange among teachers</li> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	
Catering for Learner Diversity	<ul style="list-style-type: none"> <li>- To assist schools in reviewing the effectiveness of various school policies and practices on issues pertaining to catering for learner diversity to formulate school-based curriculum development plans</li> <li>- To formulate learning and teaching strategies such as differentiated instruction, curriculum adaptation and blended learning, and design learning and teaching materials such as parallel tasks, tiered assignments and cross-subject projects, with the concerted effort of school curriculum leaders and teachers in view of the diverse learning needs and learning styles of students</li> <li>- To implement and review the learning, teaching and assessment strategies adopted to cater for learner diversity including NCS students, newly-arrived children (NAC), students with SEN and gifted students</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish a learning community in school and</li> </ul>	A12

	<p>promote the culture of sharing and exchange among teachers</p> <ul style="list-style-type: none"> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	
Science, Technology, Engineering and Mathematics (STEM) Education	<ul style="list-style-type: none"> <li>- To strengthen the connection of knowledge and skills of Science, Technology and Mathematics Education KLAs, as well as the articulation in curricula and activities across year levels, through planning STEM education projects and learning activities, thereby deepening students' learning in respective KLAs</li> <li>- To develop effective learning, teaching and assessment strategies such as blended learning and application of design thinking for building a solid knowledge base among students; enhancing students' interest in Science, Technology and Mathematics; strengthening their abilities in integrating and applying knowledge and skills; nurturing their creativity, collaboration and problem solving abilities; and integrating the cultivation of positive values and attitudes into STEM education</li> <li>- To cater for the diverse needs of students in STEM education, such as the learning needs of gifted students</li> <li>- To cultivate teachers' curriculum leadership and strengthen their professional capacity</li> <li>- To establish a learning community in school and promote the culture of sharing and exchange among teachers</li> <li>- To promote experience sharing and exchange through inter-school professional network activities</li> </ul>	A11
Curriculum Leadership Development	<ul style="list-style-type: none"> <li>- To build up the capacity of Chinese/English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese/English Language subjects, including devising effective learning and teaching strategies under the new normal</li> </ul>	Chinese: A4 English: A5
Building Learning Partnership	<p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical</li> </ul>	A6

	<p>practices</p> <ul style="list-style-type: none"> <li>- Members of the community will agree on the theme of study for the year, e.g. supporting NCS students in learning Chinese, Reading across the Curriculum, reading classical texts to enhance the learning of Chinese literature and culture</li> </ul>	
	<p><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> <li>- To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li>- Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, self-directed learning, e-learning and listening and integrated skills development</li> </ul>	A7
	<p><u>Curriculum Leadership Learning Community on Catering for Learner Diversity</u></p> <ul style="list-style-type: none"> <li>- To broaden knowledge and experience of curriculum leaders (e.g. Special Educational Needs Coordinators (SENCO)) who are enthusiastic about curriculum innovations, in planning and implementing the focused measures of the school-based curriculum, through collaboration and reflection on pedagogical practices</li> <li>- To establish a professional platform to share resources, exchange experiences and in collaboration explore strategies to cope with the issues pertaining to curriculum adaptation, learning and teaching strategies, as well as assessment for students with SEN</li> </ul>	A16
	<p><u>Curriculum Leadership Learning Community on Mathematics Education</u></p> <ul style="list-style-type: none"> <li>- To broaden knowledge and experience of curriculum leaders (e.g. Mathematics panel chairpersons and level coordinators), who are addressing the learning needs of NCS students and/or gifted students, in planning and implementing school-based Mathematics curriculum, through collaboration and reflection on pedagogical practices</li> <li>- To establish a professional platform to share resources,</li> </ul>	A15

	exchange experiences, and in collaboration explore strategies to cope with the curriculum development issues pertaining to the learning needs of NCS students and/or gifted students in Mathematics	
	<u>Curriculum Leadership Learning Community on STEM Education</u> <ul style="list-style-type: none"> <li>- To broaden knowledge and experience of curriculum leaders (e.g. STEM coordinators), who are enthusiastic about curriculum innovations, in planning and implementing school-based STEM education, through collaboration and reflection on pedagogical practices</li> <li>- To establish a professional platform to share resources, exchange experiences, and in collaboration explore strategies to cope with the issues pertaining to the articulation in curricula and activities across year levels, catering for the diverse learning needs and blended learning strategies</li> </ul>	A14

## II. Modes of Support

- On-site professional support  
Diversified collaborative support services are provided to schools in light of the school contexts and development needs, including reviewing and developing school-based curriculum, collaborative lesson planning, lesson studies, lesson observation, reviewing and formulating development plans and professional development activities (e.g. seminars, workshops and sharing sessions), and offering consultancy services on school-based curriculum development and pedagogical design
- Learning communities  
Different learning communities 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 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 and 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 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 duration of support services normally lasts for one 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. Some of these resources have been uploaded onto the following EDB webpages:

Language Learning Support Section	<a href="http://www.edb.gov.hk/languagesupport/"><u>http://www.edb.gov.hk/languagesupport/</u></a>
School-based Curriculum Development (Primary) Section	<a href="http://www.edb.gov.hk/sbss/sbcdp"><u>http://www.edb.gov.hk/sbss/sbcdp</u></a>
School-based Curriculum Development (Secondary) Section	<a href="http://www.edb.gov.hk/sbss/sbcds"><u>http://www.edb.gov.hk/sbss/sbcds</u></a>

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

## Mainland-Hong Kong Teachers Exchange and Collaboration Programme

## I. Areas of Support

Areas	Examples of Support Services	Target Schools	Code Numbers for Online Application <sup>6</sup>
Chinese Language	<ul style="list-style-type: none"> <li>- To develop a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li>- To explore learning and teaching strategies to cater for learner diversity</li> <li>- To attach importance to the reading of Chinese classics so as to strengthen students' learning of Chinese literature and Chinese culture</li> <li>- To promote a reflective and collaborative culture among teachers through school-based action research</li> <li>- To create a language-rich environment for learning Chinese</li> <li>- To foster professional exchange between the Mainland and Hong Kong language teachers</li> </ul> <p>For details, please visit the EDB webpage: <a href="http://www.edb.gov.hk/languagesupport/">http://www.edb.gov.hk/languagesupport/</a></p>	<p>Primary and secondary schools</p> <p>(Apart from opting for one-year on-site support services, schools can opt for network programmes.)</p>	<p>On-site Support: B1</p> <p>Network Programme: B2</p>
Mathematics	<ul style="list-style-type: none"> <li>- To develop effective school-based curriculum, teaching activities and promote assessment for learning through an in-depth analysis of school needs and regular on-site support by METs with a view to strengthening the students' knowledge base in Mathematics</li> <li>- To improve and develop effective learning and teaching strategies under the new</li> </ul>	Primary schools	On-site Support: B3

<sup>6</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

Areas	Examples of Support Services	Target Schools	Code Numbers for Online Application <sup>6</sup>
	<p>normal through lesson observation and effective mathematics teaching experience sharing by METs</p> <ul style="list-style-type: none"> <li>- To enhance the learning and teaching of mathematical concepts, mathematics language and mathematical thinking through diverse modes of collaboration with a view to fostering teachers' professional development and enhancing the culture of educational research in school</li> <li>- To strengthen the connection between the teachers of the two places and thereby broadening their horizons and facilitating professional exchange</li> </ul> <p>For details, please visit the EDB webpage:  <a href="http://www.edb.gov.hk/sbss">http://www.edb.gov.hk/sbss</a></p>		

## II. Modes of Support

Schools can opt for on-site collaboration or network programmes

- On-site collaboration (normally one to two days per week): professional development activities are organised, and teachers are engaged in school-based curriculum development and educational research
- Network programme: theme-based sharing, workshops, inter-school lesson observations/visits will be arranged for participating schools

## III. Expectations on Participating Schools

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

- On-site support services:
  - provide sufficient resources and support for the METs to facilitate station-in school collaboration
  - nominate a curriculum coordinator to lead and oversee the progress of the programme in collaboration with the officers from the EDB
  - nominate a liaison teacher for the communication between the MET and the school

- arrange regular time slots for collaboration and professional exchange, such as collaborative lesson planning and peer lesson observation
- 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 and 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 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
- Network programmes:
  - release teachers to attend the network activities and open up their classrooms/activities for inter-school visits
  - 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 and 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 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 duration of support services normally lasts for one year.
- The METs are not responsible for taking up any teaching or co-curricular duties in schools. Yet, conducting lesson demonstrations and collaborative teaching for professional exchange purposes are encouraged.
- The METs mainly communicate in Putonghua. The support service of Mathematics is not applicable to classes conducted in English.

## Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T)

## I. Areas of Support

Project Titles and Co-ordinating Organisations	Objectives	Code Numbers for Online Application <sup>7</sup>
<b>Secondary Schools</b>		
<b>Mindshift – Promoting Positive Mental Health in Schools</b>  (Department of Psychiatry, The University of Hong Kong)	<ul style="list-style-type: none"> <li>- To enhance teachers' understanding of mental health (including mental health problems induced by being frequently exposed to stressful events, such as acute stress disorder and post-traumatic stress disorder), and their knowledge and skills in handling stress-induced emotional and behavioural issues of students</li> <li>- To promote a positive mental health culture in secondary schools by enhancing wellness of mind and body and increasing capacity to address mental health concerns</li> <li>- To cultivate a friendly campus environment by promoting mental health in secondary schools</li> <li>- To enhance students' understanding of mental wellness and illness, skills to cope with stress and emotion, and empathy towards people with mental illness (in particular psychosis)</li> </ul>	C1
<b>Primary Schools</b>		
<b>Catering for Culturally and Linguistically Diverse Learners in Primary Mathematics Classrooms – Developing a Professional</b>	<ul style="list-style-type: none"> <li>- To strengthen the learning and teaching of Mathematics for non-Chinese speaking (NCS) students at primary level, including classes of NCS students or classes with a mixture of Chinese-speaking students and NCS students with a view to embracing cultural and linguistic diversity (CALD)</li> <li>- To develop suitable school-based curriculum, in alignment with the</li> </ul>	C2

<sup>7</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

<b>Project Titles and Co-ordinating Organisations</b>	<b>Objectives</b>	<b>Code Numbers for Online Application<sup>7</sup></b>
<p><b>Network</b></p> <p>(Faculty of Education, The University of Hong Kong)</p>	<p>Mathematics Education Key Learning Area Curriculum Guide revised in 2017, including the design of relevant learning, teaching and assessment (LTA) materials on selected key topics/units of Mathematics</p> <ul style="list-style-type: none"> <li>- To enhance the professional capacity of Mathematics teachers in teaching NCS students Mathematics and strengthen NCS students' knowledge base in Mathematics</li> </ul>	
<b>Secondary and Primary Schools</b>		
<p><b>Self-directed Learning as a Strategy to Promote STEM Education</b></p> <p>(e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)</p>	<ul style="list-style-type: none"> <li>- To support participating schools in strategic planning and implementation of STEM-related lessons and school-based curriculum</li> <li>- To strengthen curriculum leadership, foster collaboration across STEM-related KLAS/subjects such as Mathematics Education, Science Education/General Studies and Technology Education</li> <li>- To enhance teachers' professional capacity to adopt self-directed learning as a strategy to promote STEM education</li> <li>- To strengthen students' ability to integrate and apply knowledge and skills across different subject disciplines to foster their innovation and to nurture their positive values</li> </ul>	C6
<p><b>Integrated Self-directed Learning Approach to School-based STEM Development (In-STEM)</b></p> <p>(Centre for Information Technology in</p>	<ul style="list-style-type: none"> <li>- To provide support to teachers to enhance their capacity to integrate self-directed learning (SDL) into STEM education, develop and implement school-based STEM curriculum, and assess effectively students' expected learning outcomes so that students are facilitated to integrate and apply the knowledge and skills across different STEM disciplines</li> </ul>	C5

<b>Project Titles and Co-ordinating Organisations</b>	<b>Objectives</b>	<b>Code Numbers for Online Application<sup>7</sup></b>
Education (CITE), Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> <li>- To develop students' (targets at upper primary and junior secondary students) SDL capabilities, entrepreneurial spirit and 21<sup>st</sup> century skills through scientific investigation and creative engineering design</li> <li>- To develop multilevel school leadership networks so as to foster sustainable development of STEM education in participating schools</li> </ul>	
<b>Self-directed Learning and Curriculum-oriented STEM Education with Progressive Components</b>  (Department of Science and Environmental Studies, The Education University of Hong Kong)	<ul style="list-style-type: none"> <li>- To develop secondary and primary school teachers' professional capacity to promote STEM education with a stronger linkage to the subject curricula, and enhance the integration across STEM-related disciplines, using SDL as one of the major approaches</li> <li>- To identify the components appropriate for students' progressive development of knowledge and skills in STEM education across different KS or grade levels</li> </ul>	C7
<b>Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL)</b>  (Hong Kong Institute of Educational Research, The Chinese University of Hong Kong)	<ul style="list-style-type: none"> <li>- To enhance assessment literacy of secondary and primary school English Language teachers through close collaboration</li> <li>- To enhance teachers' assessment literacy</li> </ul>	C4
<b>Enhancing</b>	- To enhance assessment literacy of English	C3

<b>Project Titles and Co-ordinating Organisations</b>	<b>Objectives</b>	<b>Code Numbers for Online Application<sup>7</sup></b>
<b>Assessment Literacy of Teachers in Primary/Secondary Schools</b>  (Faculty of Education, The University of Hong Kong)	Language teachers through holistic school-based curriculum planning - To promote Assessment as Learning to develop students' ability to evaluate their own learning and make adjustments accordingly	

## II. Modes of Support

- On-site support including collaborative development of school-based curriculum and learning and teaching materials, collaborative lesson planning, lesson observations and post-lesson discussions, action research, workshops, professional exchange activities, etc. will be provided
- Professional development activities will be organised for teachers and learning communities will be formed for different KLAs or subjects to facilitate professional exchange through network activities

## 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 participating schools with an aim to enhance learning and teaching effectiveness and facilitate student development
- nominate a core group or teacher-in-charge to closely collaborate with the support team and to make appropriate arrangement to facilitate teachers in participating in related collaboration and professional development activities
- attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- 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 and student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- 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 duration of support services normally lasts for one year.
- Please visit the EDB webpage (<http://www.edb.gov.hk/sbss>) and QEF webpage (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>) for details.

## Quality Education Fund Thematic Networks – Schools (QTN–S)

## I. Areas of Support

## 1. Primary Schools

Co-ordinating Schools	Project Titles	Code Numbers for Online Application <sup>8</sup>
HHCKLA Buddhist Wong Cho Sum School	Teaching Non-fiction in the English Classroom through e-Reading	D1
Hong Kong and Macau Lutheran Church Primary School	Hands & Brains-on: Promoting STEM Education and Applying HOTS (High Order Thinking Skills) in General Studies	D2
Hong Kong Taoist Association Wun Tsuen School	Enhancing Non-Chinese Speaking (NCS) Students' Ability to Learn Chinese Language through Designing and Adapting the School-based Curriculum	D3
Lok Sin Tong Leung Kau Kui Primary School (Branch)	Integrating Coding into School-based General Studies Curriculum to Promote STEM Education	D4
Pui Kiu Primary School	Constructing an Independent and Interactive Mathematics Lesson with Various Learning Strategies	D5
Sau Ming Primary School	Nurturing Students with the Quality of Self-directed Learning, Fully Utilising the Edge of e-Learning and Constructing Highly Effective Mathematics Lessons	D6
Shak Chung Shan Memorial Catholic Primary School	Scaffolding Students' Self-learning Skills in Key Stage 1 through a School-based English Language Curriculum	D7
St. Bonaventure Catholic Primary School	Practising STEM Education in General Studies to Enhance the Effectiveness of Students' Learning of Science, Technology and Mathematics	D8

<sup>8</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

<b>Co-ordinating Schools</b>	<b>Project Titles</b>	<b>Code Numbers for Online Application<sup>8</sup></b>
St. Edward's Catholic Primary School	Enhancing Classroom Interaction and Learning Effectiveness in Chinese Language through Innovative Learning and e-Learning	D9
Tai Po Old Market Public School (Plover Cove)	Constructing Mathematical Concepts and Fostering Students' Attitude Regarding Self-directed Learning through Enquiry Learning	D10
Tin Shui Wai Methodist Primary School	Teaching Chinese with Storybooks	D11
Fung Kai No.1 Primary School	The Planning and Implementation of School-based Values Education	D12

## 2. Secondary Schools

<b>Co-ordinating Schools</b>	<b>Project Titles</b>	<b>Code Numbers for Online Application<sup>9</sup></b>
Caritas Tuen Mun Marden Foundation Secondary School	Development of Chinese Curriculum Leadership and Teacher Professional Learning Community for Teaching NCS Students	E1
Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)	Promotion of STEM Education through the School-based Science and Bio-technology Curricula	E2
Lok Sin Tong Yu Kan Hing Secondary School	Implementing AI in STEM Education through Refining School-based Curriculum and Establishing Structured Professional Learning Community	E3
Maryknoll Fathers' School	Promoting STEM Education through Developing Cross-curricular Learning Activities according to the Aims and Objectives of Related Curricula	E4

<sup>9</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

### 3. Special Schools

Co-ordinating School	Project Title	Code Number for Online Application <sup>10</sup>
Hong Chi Winifred Mary Cheung Morninghope School	Catering for Learner Diversity including Students with Special Educational Needs through the Use of Diversified Learning and Teaching Strategies or Whole-person Development Approach to Guidance and Discipline	G1

## II. Modes of Support

- On-site support and network activities will be provided so as to foster professional exchange and collaborative culture, and enhance the effectiveness of learning and teaching
- Each Co-ordinating School supports up to three participating schools each year, and the support is mainly on a specific pedagogical theme

## III. Expectations on Participating Schools

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

- nominate one teacher-in-charge to liaise with the support team and the related School Development Officer
- arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- 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 and student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- 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 duration of support services normally lasts for one year.
- Please visit the EDB webpage (<http://www.edb.gov.hk/sbss>) and QEF webpage (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=8>) for details.

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<sup>10</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

**School-based Support Services for School Admitting  
Non-Chinese Speaking (NCS) Students**

**I. Areas of Support**

Themes and Service Providers	Objectives	Code Numbers for Online Application <sup>11</sup>
<b>Primary Schools</b>		
<b>1. Growth with Ease: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students</b>  (Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> <li>- To enhance teachers' professional capacity for teaching Chinese to NCS students</li> <li>- To facilitate the smooth transition of NCS students from kindergarten to primary education</li> </ul>	Network Schools: I1  Seed Schools: I2
<b>2. Provision of School-based Professional Support Service on Enhancing the Learning and Teaching of Chinese for NCS Students in Primary Schools</b>  (PolyU Technology and Consultancy Co. Limited)	<ul style="list-style-type: none"> <li>- To provide school-based professional support services to primary schools on enhancing teachers' effectiveness of teaching Chinese to NCS students</li> </ul>	Network Schools: I3  Seed Schools: I4
<b>Secondary and Primary Schools</b>		
<b>3. Empowerment and Transition – Supporting Teachers to Promote Multicultural Students' Chinese Learning in Primary and Secondary Schools</b>  (Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> <li>- To enhance the professional capacity of teachers who teach NCS students as well as develop leadership in school-based curriculum development</li> <li>- To enhance the Chinese ability of NCS students so as to facilitate a smooth transition from primary to secondary education</li> </ul>	On-site Intensive Support: I7  School-based Teacher Professional Development Activities: I8

<sup>11</sup> Please refer to the online application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login username and password for online application.

## **II. Modes of Support**

The 1<sup>st</sup> and 2<sup>nd</sup> projects above offer two modes of support, namely Network Schools and Seed Schools, for schools to choose from:

- Network Schools: At least four on-site consultancy services will be provided on different aspects of school-based curriculum development to help NCS students learn Chinese, according to the needs of the schools
- Seed Schools: At least eight intensive on-site support services will be provided to help schools develop and optimise their school-based curriculum through collaborative lesson planning, lesson observations, and post-observation discussions with teachers, according to the needs of the schools

The 3<sup>rd</sup> project above offers two modes of support, namely On-site Intensive Support and School-based Teacher Professional Development Activities, for schools to choose from:

- On-site Intensive Support: At least five school visits will be provided to conduct school-based curriculum planning, collaborative lesson planning meetings, lesson observations, and post-observation discussions with teachers in light of the school context and development needs
- School-based Teacher Professional Development Activities: At least four school visits will be provided to arrange a series of school-based teacher professional development activities to enhance teachers' pedagogical content knowledge and skills in light of the school context and development needs.

## **III. Expectations on Participating Schools**

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

- form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the school management team, senior teacher or teacher-in-charge) to collaborate with the project team and to coordinate project-related matters;
- facilitate the arrangement of collaborative lesson planning meetings, peer lesson observations, and post-observation discussions by creating space for teachers
- nominate teachers of the core project team to attend professional development activities, encourage them to implement the strategies learned in lessons and encourage other teachers to attend the courses and try out what has been learned
- assist in collecting information (including students' assignments, etc.) to facilitate the analysis of students' learning effectiveness
- nominate teachers to participate in the professional exchange activities to share school-based experiences, such as teacher learning communities, sharing sessions and workshops, organised by the project team
- encourage parents to participate in parent learning communities (only applicable to the 1<sup>st</sup> and 2<sup>nd</sup> projects above)

- 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 duration of support services normally lasts for one year.
- Please visit the EDB webpage (<http://www.edb.gov.hk/sbss>) for details.

## IT in Education Centre of Excellence (CoE) Scheme

### I. Areas of Support

The CoE schools offer on-site/remote support services to schools on the implementation of IT in Education and e-learning. The details of support services and the application form can be found on the EDB webpage (<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. Promoting Information Literacy (IL) and e-Safety (including evaluation and ethical use of information)**
- 2. Planning and using e-learning tools and resources under the new normal**
  - Experience sharing on overall planning of e-learning and real-time online teaching
  - Production of teaching videos
  - Using apps to enhance e-assessment of online learning and teaching
  - Using e-learning apps/tools to enhance interactions in online learning and teaching
  - Using Learning Management System (LMS)/Cloud Services
  - Using e-textbooks and online learning resources
  - Using e-learning tools to support the learning of cross-boundary students
- 3. Pedagogical support for individual subjects**
- 4. Using IT to enhance the learning of students with special educational needs**
- 5. Using IT tools to promote STEM education**
- 6. Technical support**
  - Support for implementation of Bring Your Own Device (BYOD)
  - Support for set-up of Cloud Services

In the 2020/21 school year, there are 18 CoE schools, including 7 primary schools, 10 secondary schools and 1 special school, providing on-site support to other schools. The list of CoE schools is as follows:



### Primary Schools

1.	Buddhist Chi King Primary School
2.	Buddhist Chung Wah Kornhill Primary School
3.	Jordan Valley St. Joseph's Catholic Primary School
4.	Lok Sin Tong Leung Kau Kui Primary School (Branch)
5.	PLK Chee Jing Yin Primary School
6.	PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School
7.	St. Edward's Catholic Primary School

### Secondary Schools

1.	Caritas Fanling Chan Chun Ha Secondary School
2.	Chinese YMCA College
3.	HK SKH Bishop Hall Secondary School
4.	Ling Liang Church E Wun Secondary School
5.	Lok Sin Tong Yu Kan Hing Secondary School
6.	SKH Li Fook Hing Secondary School
7.	Yuen Long Merchants Association Secondary School
8.	Maryknoll Secondary School
9.	Tsung Tsin College
10.	Yan Chai Hospital Law Chan Chor Si College

### Special School

1.	Hong Chi Morninghill School, Tuen Mun
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### III. Points to note

- One on-site support will be provided. It usually covers two sessions, the first one being a preparation meeting, and the other one being provision of support (e.g. talks and workshops).
- For enquiries, please contact Mr Felix KEUNG 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 following QTNs cover a wide range of subjects and themes.

Project Title and Coordinating Organisation	Objectives
<b>For Primary Schools</b>	
<p><b>Systematic Analysis for Enhancing Assessment Literacy through Assessment as Learning</b></p> <p>(S.K.H. Tin Shui Wai Ling Oi Primary School)</p>	<p>This QTN aims at helping participating schools construct school-based assessment objective lists and an assessment analysis system so as to develop assessment literacy; analyse quantitative and qualitative assessment data; collect students' performance data with diversified assessment tools such as STAR, formative assessment, examinations, Basic Competency Assessment and lesson activities; enhance students' ability by integrating different teaching materials sourced from platforms such as Web-based Learning and Teaching Support (WLTS) and provide effective feedback to enhance the effectiveness of learning and teaching. Relevant information will be disseminated to parents of the participating schools to help them understand the teaching mode. Professional development activities, including sharing sessions, workshops, collaborative lesson planning, lesson observation and evaluation, will be organised for teachers of the participating schools.</p>
<p><b>Promoting Assessment for Learning and Assessment as Learning through School-based Subjects (Chinese Language, English Language, Mathematics and General Studies) Hierarchical Knowledge/Competency Framework to Cater for Learner</b></p>	<p>This QTN aims at promoting Assessment for Learning and Assessment as Learning with the use of school-based subject hierarchical knowledge/competency framework. Teachers of participating schools refine the design of lessons and assessment through attending workshops, co-planning meetings</p>

<b>Project Title and Coordinating Organisation</b>	<b>Objectives</b>
<p><b>Diversity</b></p> <p>(Pun U Association Wah Yan Primary School)</p>	<p>and lesson observations, etc. With a view to enhancing teachers' assessment literacy, catering for learner diversity and enhancing students' self-directed learning capabilities, the teaching design will be developed and the design of school-based curriculum and the strategies of learning, teaching and assessment will be enhanced.</p>
<p><b>Facilitating STEM Education at the Upper Primary Level through Robotic Activities</b></p> <p>(Buddhist Ho Nam Kam College)</p>	<p>This QTN aims at promoting STEM education through equipping teachers of participating schools with the knowledge and skills of designing robotic-related learning activities to arouse students' interest in STEM education. During the project period, regular inter-school sharing and discussion sessions will be conducted to enhance teachers' professional development. The learning community so established under the QTN will be maintained after the completion of this project for sustaining exchange among teachers and professional development. Participating schools can continue to use the equipment purchased under the QTN by the co-ordinating school.</p>
<p><b>Implementing Computational Thinking and STEM Education in KS1 by Two Approaches</b></p> <p>(Fung Kai Liu Yun-sum Memorial School)</p>	<p>This QTN aims at promoting computational thinking and STEM education through Mathematics learning activities and cross-curricular activities in KS1. Teachers of participating schools will apply the concept of computational thinking and improve their capability of using information technology in teaching. This QTN will establish a teacher learning community and foster inter-school professional exchange.</p>
<p><b>Whole School Curriculum Planning on STEM Education</b></p> <p>(S.K.H. Holy Cross Primary School)</p>	<p>This QTN aims at establishing an inter-school professional exchange network and enhancing teachers' professional capacity for planning and implementing school-based</p>

<b>Project Title and Coordinating Organisation</b>	<b>Objectives</b>
	STEM-related curriculum. Through hands-on and minds-on exploratory activities in General Studies, teachers can develop students' capabilities to integrate and apply knowledge and skills as well as encourage them to make use of the design cycle, show their creativity and cultivate positive values and attitudes. The project also supports teachers to provide opportunities for students to apply coding and enhance their computational thinking skills through establishing a school weather station to investigate the weather of the four seasons.
<b>STEMaker Junior</b>  (Tung Wah Group of Hospitals Chang Ming Thien College)	This QTN aims at supporting participating teachers to familiarise themselves with the use of tools and equipment through a series of regular workshops, to plan and set up school-based STEMaker space, as well as to carry out a series of lesson observations to deepen and develop STEMaker curriculum. The project will be delivered in four stages, i.e. Learning, Planning, Consolidation and Development stages.
<b>For Secondary Schools</b>	
<b>Issue-based Exploration to Foster Students' Critical Thinking Skills and Positive Values – “Cognition, Thinking, Experience and Application”</b>  (Sha Tin Methodist College)	This QTN aims at enhancing teachers' professional capacity for integrating knowledge, skills, attitude and action into the learning and teaching of Liberal Studies (LS) (to be renamed). In addition to developing students' knowledge and skills, the LS curriculum also includes exploratory activities and practical applications for students' internalisation of values and the concept of sustainable development learned. The project will enhance teachers' understanding of issue-inquiry learning so as to foster students' critical thinking skills and positive values. Collaborative lesson

<b>Project Title and Coordinating Organisation</b>	<b>Objectives</b>
	planning, observation and review of lessons will be arranged to enhance teachers' professional growth.
<b>For Secondary and Primary Schools</b>	
<b>AI STEM Education Curriculum for Positive Education</b>  (HKSKH Bishop Hall Secondary School)	This QTN aims at supporting participating schools to develop STEM education with artificial intelligence (AI), establish Design Thinking application tool kit for STEM education and foster the development of students' growth mindset and creative thinking through design tasks.
<b>Science in ACTION : Facilitating STEM Education in Primary/Secondary Schools</b>  (Man Kwan Pak Kau College)	This QTN aims at promoting STEM education to primary and secondary schools with the use of science packages, micro:bit micro-controllers and sensors. Through the participation in the activities, teachers' and students' interest in learning science will be enhanced. A professional learning community across secondary and primary schools will be developed, bridging STEM education in different learning stages.
<b>"Little Spark, Make it Great" STEMaker Centre</b>  (Yan Chai Hospital Lan Chi Pat Memorial Secondary School)	This QTN aims at helping participating schools develop school-based STEM-related curriculum and activities, and carry out the learning and teaching activities using different devices and hardware. The project also introduces the educational concept of "Maker" in school settings.
<b>Creative STEM Education Driven by Scientific Investigation</b>  (Christian Alliance SW Chan Memorial College)	This QTN aims at promoting and supporting professional development of teachers by leveraging scientific investigation through STEM education. Under the framework of scientific investigation and in conjunction with the computational thinking of computer science and engineering, students will learn, improve and apply their interdisciplinary knowledge and practical skills relating to

<b>Project Title and Coordinating Organisation</b>	<b>Objectives</b>
	STEM education as well as nurture their entrepreneurial spirit.
<p data-bbox="256 383 785 510"><b>Integrating STEM into Environmental Education Curriculum</b></p> <p data-bbox="256 577 785 660">(China Holiness Church Living Spirit College)</p>	<p data-bbox="807 383 1394 1039">This QTN aims at establishing an inter-school professional network and collaboratively constructing an environmental education curriculum – “Amazing Code of Life”, with experiential learning and STEM elements. Through hands-on and minds-on experiential activities about genetic codes, students will learn to appreciate the wonders of lives and their interest in STEM and environmental education will be nurtured. The DNA laboratory of the co-ordinating school can provide support for these experiential STEM activities.</p>
<p data-bbox="256 1055 785 1093"><b>Promoting Wellness in School</b></p> <p data-bbox="256 1160 785 1288">(The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)</p>	<p data-bbox="807 1055 1394 1473">This QTN aims at helping participating schools develop into well-being-first schools where the well-being of students is the top priority. The project includes three stages, namely development, establishment and cultivation. Adopting the biological, psychological and social framework, the project is set out to promote holistic health education.</p>
<p data-bbox="256 1489 785 1668"><b>Web-based Learning for Students with Diverse Needs (Reading and Writing) at the Junior Secondary Level</b></p> <p data-bbox="256 1736 785 1908">(Department of Special Education and Counselling, The Education University of Hong Kong)</p>	<p data-bbox="807 1489 1394 2047">This QTN aims at establishing a school network in supporting the diverse learning needs (reading and writing) of junior secondary students. Through different kinds of training such as workshops and lesson observations, teachers’ professional capacity will be enhanced. Teachers will be able to use different strategies to improve their pedagogies in reading and writing. New information technology elements will be incorporated in the learning materials to cater for learner diversity.</p>

## **II. Points to Note**

- The support services under the QTNs are provided by the respective QTN Co-ordinators and the mode of support varies. Invitation will be sent to schools direct by the QTN Co-ordinators.
- Please visit the QEF Cyber Resource Centre webpage (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=4>) for details.
- For enquiries, please contact Miss Gigi YUEN of the QEF Secretariat at 2123 6039.