Professional Development Schools (PDS) Scheme

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

2. Areas and Foci of Support

Under the PDS Scheme, schools with exemplary practices in Key Learning Areas or whole school pedagogical issues in learning and teaching are designated as the Professional Development Schools (PDS) to provide support services to a cluster of partner schools (PS). The PDS are responsible for taking the lead in the professional sharing on their practices and expertise. Through the diversification of inter-school activities, teachers of PDS as well as PS can succeed in enhancing their professional capacity, improving the teaching effectiveness, enriching collaborative culture and facilitating schools to form the “learning organization”.

Each PDS will support three PS each year and each PS will receive one-year support focusing on specific pedagogical themes to foster an interactive collaborative culture and enhance the effectiveness of learning and teaching through various exchange activities.

Programmes of PDS Scheme (2015/16) are listed below:

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**For Secondary Schools:**

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<td>Caritas Tuen Mun Marden Foundation Secondary School</td>
<td>Forming a learning community to support the learning and teaching of Chinese for NCS students</td>
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<td>Carmel Secondary School</td>
<td>Life planning and career guidance services for secondary school students: A paradigm shift</td>
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<td>C. &amp; M. A. Sun Kei Secondary School</td>
<td>Catering for learner diversity in Liberal Studies through learning and teaching, and assessment strategies</td>
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<td>Concordia Lutheran School - North Point</td>
<td>Forming a learning community to cater for learner diversity: Enriching students’ holistic learning experiences</td>
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<tr>
<td>Elegantia College (Sponsored by Education Convergence)</td>
<td>Catering for learner diversity and enhancing learning and teaching effectiveness through the use of “Constant Model” and “co-operative learning”</td>
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<td>Fung Kai Liu Man Shek Tong Secondary School</td>
<td>Enhancing the effectiveness of learning and teaching of classical Chinese texts through curriculum planning and development</td>
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<td>Hong Kong Taoist Association The Yuen Yuen Institute No.2 Secondary School</td>
<td>Enhancing development of school-based Liberal Studies curriculum and teachers’ professional growth</td>
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<td>S.K.H. Tsang Shiu Tim Secondary School</td>
<td>School-based career counselling through mentorship programme</td>
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<td>Sha Tin Methodist College</td>
<td>Integration of learning, teaching and assessment in Liberal Studies: Inquiry-based teaching, ability-oriented tasks and assessment for learning</td>
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<td>Sheung Shui Government Secondary School</td>
<td>Integration of school-based career education curriculum into the senior secondary curriculum</td>
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<td>S.K.H. Bishop Baker Secondary School</td>
<td>Adopting a whole school approach to Gifted Education</td>
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<td>S.K.H. St Mary's Church Mok Hing Yiu College</td>
<td>Revitalising the learning and teaching of PSHE subjects (History &amp; Culture and Life &amp; Society) through online cloud platform and mobile learning</td>
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<tr>
<td>St. Clare's Girls' School</td>
<td>Liberal Studies: Catering for learner diversity through effective teaching strategies and assessment design</td>
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<tr>
<td>St. Paul's Convent School</td>
<td>Enhancing students’ problem-solving skills with an innovative experimental approach to scientific exploration</td>
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<tr>
<td>Tin Shui Wai Methodist College</td>
<td>A whole-school “Planning-Implementation-Evaluation” approach to catering for learner diversity</td>
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<tr>
<td>TWGHs Chen Zao Men College</td>
<td>A whole-school approach to life-planning and careers guidance</td>
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<tr>
<td>Yan Oi Tong Tin Ka Ping Secondary School</td>
<td>Enhancing the vertical articulation of Life and Society and Liberal Studies curricula</td>
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**For Special Schools** (schools may choose the above services for primary schools and secondary schools and the following two):

| C.C.C. Kei Shun Special School | Applying Learning Progression Frameworks (LPF) in collecting evidences of learning of students with intellectual disabilities (Secondary 4-6) |
| TWGHs Tsui Tsin Tong School | School-based implementation of the Learning Progression Frameworks (LPF) |
3. **Enquiries**

Mr. Locto TANG  
School-based Professional Support Section  
Tel.: 2152 3219  
E-mail: locto@edb.gov.hk
Name of Programme
Enhancing the learning and teaching of English and General Studies through using tablet computers

Professional Development School
Baptist (Sha Tin Wai) Lui Ming Choi Primary School

Address of Professional Development School
8 Yuen Chau Kok Road, Shatin, New Territories

Objective(s)
● To enhance the learning and teaching of English and General Studies with the use of tablet computers
● To promote students’ self-learning by using tablet computers to explore, reconstruct and analyse in the learning process

Foci of Support
● To disseminate experiences of using tablet computers in the learning and teaching of English and General Studies
● To assist partner schools in designing student-centred teaching plans and enhance students self-learning ability with the aid of tablet computers and online resources
● To share teaching resources with partner schools, like the Digital Planetarium
● To render advice and suggestions on the administrative matters related to mobile learning

Mode of Support
● Visits to each of the partner schools (PS) or PS visiting Professional Development Schools (PDS) (at least once a month) for school-based/inter-school sharing
● Advice on the design of lesson plan, including learning objectives, learning and teaching strategies, teaching resources and assessment. Recommendation and technical support on the use of iPad apps in relevance to different topics
● Lesson observations and post-observation sharing sessions among PDS and PS

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Each partner school can choose to participate in the project for English and/or General Studies in any one level.
● The documents required for the partner schools include: schemes of work, minutes, lesson observation forms, teaching plans, student learning outcomes, teaching reflection and PowerPoint slides of sharing.
● Time set aside for collaborative lesson planning sessions and other sharing activities
● Classes are open for lesson observations.

Enquiry
Ms CHEUNG Shuet Fan
Name of Programme
Chinese Language: Promoting self-directed learning through quality curriculum planning and lessons

Professional Development School
Christian and Missionary Alliance Sun Kei Primary School

Address of Professional Development School
Sheung Tak Estate, Tseung Kwan O, New Territories

Objective(s)
To enhance and refresh teachers' pedagogical concepts so as to transform them into facilitators of self-directed learning in curriculum planning and lesson design in Chinese Language

Foci of Support
- To co-plan the Chinese Language curriculum according to the development needs of the partner schools
- To apply the Social Constructivism in lesson design so that students can construct Chinese Language knowledge and reading strategies
- To cultivate students' cognitive skills / meta-cognition through pre-lesson preparation, post-lesson extension and self-reflection learning tasks and teaching materials

Mode of Support
- According to the development of partner schools, the following will be catered for through workshops and teachers' sharing sessions:
  - How to set up a starting point for the development of Chinese Language curriculum
  - Designing lessons in which knowledge construction and learning of reading strategies of Chinese language can take place effectively
  - Sharing of learning tasks and teaching materials that can develop students' meta-cognition
- Through collaborative lesson planning, redesign or amend the Chinese teaching units, with different self-learning strategies embedded including:
  - Jigsaw method
  - Reciprocal teaching (reading strategies)
  - Self-questioning (assumptions, explanations, citations)
  - Effective grouping and group management skills
  - Utilizing electronic materials to facilitate students' self-directed learning
- Establishing teachers' lesson study and sharing culture through lesson preparation, lesson observation, analysis, review, problem solving and theory
- Sharing of experience through workshops, talks and/ or school visits

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- The partner schools have to provide administrative arrangement to facilitate regular collaborative
lesson planning sessions such as arranging regular lessons for doing so

- The partner schools are expected to be keen on curriculum reform and embrace the rationale of the project. The support from the participating teachers is also of paramount importance
- PSM(CD) and Chinese language subject panel heads are willing to be the coordinators to oversee the progress of the project

Enquiry
Ms. WONG Man Ki
Tel: 2191 6996
Name of Programme
Catering for learner diversity in the English classrooms through e-learning

Professional Development School
HHCKLA Buddhist Wong Cho Sum School

Address of Professional Development School
King Lam Estate, Tseung Kwan O, New Territories

Objective(s)
- To incorporate IT in the school-based English Language curriculum and to use e-learning pedagogy effectively in teaching English at Key Stage 1
- To cater for learner diversity with the help of e-learning tools, e.g. e-textbook and to arouse students’ interest in learning grammar and vocabulary

Foci of Support
- To enrich teachers’ understanding of the rationales, strategies and skills of designing a school-based e-learning curriculum
- To share experience in the design, development and using e-materials and to help develop teachers’ skill in conducting classes in particular related to vocabulary and grammar learning at Key Stage 1
- To form professional learning communities with partner schools
- To integrate self-directed learning strategies of vocabulary and grammar learning into lessons through lesson study, redesign and refinement of learning module
- To establish a culture lesson study through lesson preparations, lesson observations, analysis, review and theorization

Mode of Support
- School visits
- Regular meetings (sharing of experience on e-learning, lesson design and resources sharing), lesson observations
- Evaluation on the lesson plans and the material designs
- Feedback on the use of e-textbooks

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Partner schools should have the following equipment and infrastructure at school:
  - Wifi infrastructure available in classrooms at school (for Tryout Classes)
  - mobile devices and apps: iOS devices (installed with flash browser app, e.g. Puffin academy)
    - Android OS (Android 4.0 devices need to be installed with flash browser app, e.g. Dolphin browser, Puffin academy)
    - Windows (installed with Internet Explorer 9.0 or above)
- Partner schools are expected to be keen on curriculum adaptation and embrace the rationale of the project. The support from the participating teachers is also of paramount importance
- Partner schools should select two to three classes of a particular level from KS1 for the trial of
e-learning practices

- Partner schools should form a project team or appoint teacher(s) as project coordinator(s) and to make administrative arrangements. The project team members such as PSMCD, English Panel Chair should join all the activities.
- Partner schools may have to attend meetings, lesson observations, etc. at the PDS school (located in King Lam Estate, Tseung Kwan O)
- A day per month should be reserved to attend regular meetings and sharing including collaborative lesson-planning, tryouts and lesson observations
- Administrative support from partner schools is needed for the lesson study which is required at least once a month

Enquiry
Ms. LIT Suk Han
Tel: 2623 4773
Name of Programme
Constructing and applying thinking skills in General Studies

Professional Development School
Hong Kong and Macau Lutheran Church Primary School

Address of Professional Development School
4 Chap Fuk Road, Tseung Kwan O, New Territories

Objective(s)
- To enrich teachers’ understanding of the rationales, strategies and skills of designing a school-based curriculum
- To arouse students’ interest in learning thinking skills and to strengthen their capabilities in applying such skills in General Studies and Project Learning

Foci of Support
- To share with PS school-based curriculum design, to enrich teachers’ understanding of the rationales, strategies and skills of designing a school-based curriculum
- To facilitate the PS to incorporate e-learning elements, thinking skills and project learning skills into the GS curriculum

Mode of Support
Basically one or two activities will be conducted each month with adjustment in accordance to the needs of the partner schools. Activities may be carried out in the following ways:
- Regular meetings
- Peer lesson observations, school visits and professional exchange activities
- Sharing sessions or workshops

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Project leaders of partner schools need to be keen on curriculum reform, and frontline teachers should be interested in school-based curriculum design.
- Frontline teachers should be provided with room so that they will have sufficient time to develop the school-based curriculum.

Enquiry
Ms. TSANG Chung Lin
Tel: 2701 9803
Name of Programme
From planning, implementation and evaluation of the Chinese Language curriculum to enhancing the Non-Chinese Speaking students’ abilities in learning Chinese

Professional Development School
Hong Kong Taoist Association Wun Tsuen School

Address of Professional Development School
On Shin Road, Upper Ngau Tau Kok Estate, Kowloon

Objective(s)
To enhance the Chinese learning and teaching effectiveness of NCS students through refining the school-based curriculum, teaching strategies and the use of evaluation tools

Foci of Support
- To cooperate with the partner school to design a school-based Chinese Curriculum adopting the appropriate curriculum modes of Chinese Learning for NCS students
- To incorporate different principles of Chinese Language learning pedagogies in designing teaching materials in listening, speaking reading and writing
- To develop a Chinese curriculum for NCS parents with partner schools, sharing of experiences with the partner schools for smooth transition between kindergarten / primary, primary/secondary studies of NCS students
- To form professional learning communities with partner schools

Mode of Support
- Workshops and sharing sessions will be conducted to help teachers practice the pedagogies of various learning theories.
- Through meetings with the partner schools, the teachers will redesign or fine-tune the Chinese language teaching units in order to incorporate different learning strategies.
- Post-observation sharing will be held after each class observation so as to review the effectiveness of the learning and teaching strategies.

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- The partner schools are expected to be keen on curriculum adaptation and embrace the rationale of the project
- The partner schools have to provide administrative arrangement to facilitate regular collaborative lesson planning sessions

Enquiry
Ms. LEUNG Wai yin
Tel: 2757 0854, 2757 4884
Name of Programme
Enhancing learning and teaching of science modules in General Studies

Professional Development School
L.S.T Leung Kau Kui Primary School (Branch)

Address of Professional Development School
Tin Yan Estate, Tin Shui Wai, New Territories

Objective(s)
- To enhance the curriculum leadership in the GS curriculum
- To enhance teachers’ capability of designing relevant science activities to help students to learn science concepts and master basic science process skills and to enhance the quality of assessment

Foci of Support
- To support partner schools to incorporate science elements into school-based GS curriculum
- To integrate hands-on and minds-on science activities into GS lessons to help students learn science concepts and master science process skills
- To help partner schools to improve the design of assessment
- To develop a cross-school learning community

Mode of Support
- Professional development activity will be held at least once a month including workshops, collaborative lesson planning, lesson observations and post-observation sharing.
- Lesson observations and sharing of experience on learning activities: cross-school lesson observations will be arranged to enhance learning and teaching efficacy.
- Sharing platform of teaching resources will be formed: Sharing of different kinds of teaching resources, such as teaching materials and learning techniques.

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- The service target is the GS panel chairpersons / GS vice-panel chairpersons and the teachers who are interested in science teaching.
- Partner schools should provide room for their teachers to participate in the project (e.g. collaborative lesson preparation, lesson observation).
- Appropriate administrative arrangements should be made, such as timetables, manpower and resources allocations.
- A pro-active open attitude should be possessed by participating teachers: The effectiveness of the project depends on the commitment and initiative of each participant and their willingness to open their classrooms for peer lesson observations for mutual betterment

Enquiry
Mr TANG Hong Yin
Tel: 2445 6880
Name of Programme
Developing an e-learning platform for learning and teaching of Mathematics with tablet computers and gadgets

Professional Development School
Po Leung Kuk Chee Jing Yin Primary School

Address of Professional Development School
Pok Hong Estate, Shatin, New Territories

Objective(s)
- To share with partner schools the use of e-resources in the Mathematics curriculum and the experience of promoting self-directed learning to students
- To enhance the learning and teaching efficacy of teachers by using the strengths of e-learning measures

Foci of Support
- To develop a school-based curriculum by catering for the needs of partner schools and students’ learning capabilities
- To uplift learning efficacy through collaborative lesson preparation and analyse the learning and teaching difficulties as well as designing diverse electronic teaching resources and activities
- To nurture students’ self-directed learning know-hows through constructing an e-learning platform and making good use of e-learning resources

Mode of Support
- The supporting team will visit the partner schools at least once a month to have professional exchanges or collaborative lesson planning (Frequency can be adjusted or altered according to the developmental stages or needs of the partner schools.)
- Taking the partner schools’ developmental directions into considerations, collaborations and workshops are undertaken for partner schools to set their starting point of e-learning in Mathematics, and to develop the school-based Mathematics curriculum with an aim to catering for learner diversity and fostering self-directed learning
- Through lesson observations and post-observation sharing, teaching designs are optimized to enhance teaching efficacy

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Every partner school may select one to two levels for development (Arrangements are subjected to the choice of development items, e.g. it is not recommended to start off the BYOD project for more than one level at one time) and arrange one to two teachers to be accountable for the project. Administrative arrangements are taken to offer time for teachers to conduct collaborative lesson planning and peer lesson observations.
- This project would take iPad as its key IT tool to assist learning and teaching.
● Partner schools with good Wi-Fi coverage and are ready to take any e-learning scheme accordingly.
● Concerning the traveling time spent on on-site school support, participating schools are hoped to be located in the East of New Territories or situated close to the Mass Transit System stations.
● It is important for partner schools to understand and agree upon the ultimate goals of this proposal and attain full support from participating teachers.

**Enquiry**
Principal CHAN Cheuk Lin
Tel: 2646 9181
Name of Programme
Promoting self-directed learning through effective Mathematics lessons

Professional Development School
Pui Kiu Primary School

Address of Professional Development School
12 Fu Yee Road, Siu Sai Wan, Chai Wan, Hong Kong

Objective(s)
- To examine and share with the participating schools the teaching strategies that enhance students’ motivation and skills of self-directed learning, and how to construct an autonomous and supportive classroom environment
- To enhance cooperation and learning culture that cultivate professional exchanges among teachers within and across schools

Foci of Support
- To master how to equip students with skills of cooperative learning and to design group activities which enhance self-directed learning and learning motivation
- To make use of pre-learning activities to enhance the effectiveness of lessons and students’ self-directed learning skills
- To promote team building of teachers, continuous professional development and learning cultures through regular school-based and inter-school activities

Mode of Support
- Regular meetings, once or twice per month, in the forms of seminars, workshops, collaborative lesson planning, peer observation and post-observation sharing, will be arranged. Regular gatherings like seminars, workshops, collaborative lesson preparation will be held at the Professional Development School (Pui Kiu Primary School in Siu Sai Wan). Lesson observation will be conducted at the participating schools.
- Focus on actual practice: "Lesson Studies" will be conducted among the participating schools, in which teachers will design, implement, reflect and improve the lessons together so that sharing of insights and professional growth will develop.
- Subject to participating schools' situations, classroom settings and their willingness of opening up classes for observation, the partner schools can invite teachers, including other Mathematics teachers in the same level who have not joined the program, to participate in each activity to foster the culture of peer observation.
- Setting up of an electronic platform for teachers to share the pedagogic difficulties encountered and the experience gained.

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Positive and open attitude should be possessed by participating teachers: The effectiveness of the project depends on the commitment and initiative of each participant and their willingness to open
their classrooms for peer lesson observations for mutual betterment.

- Respect for diversity: The partner teachers should respect the diverse contexts of individual participating schools and be willing to learn from each other through turning diversity into learning resources.

- To effectively promote the culture of learning, participation of the subject leaders or member of middle management among the partner schools is expected.

- At least one person-in-charge should be assigned for each (or both) level(s). Free time slots should be reserved in the time-table to allow them to attend regular meetings at the Professional Development School (Pui Kiu Primary School in Siu Sai Wan)

- As an average, participating teachers are expected to attend one to two regular meeting in a month

Enquiry
WONG Ching Hung
Tel: 2897 7866
Name of Programme
Promoting self-directed learning to enhance the effectiveness of learning and teaching of Mathematics

Professional Development School
Sau Ming Primary School

Address of Professional Development School
5 Sau Fung Street, Sau Mau Ping, Kwun Tong, Kowloon

Objective(s)
- To create contextualized Mathematics scenarios to arouse lower primary students’ motivation and interest in learning and help them to develop good learning habits
- To empower upper primary students’ Mathematic learning capacity by nurturing their Mathematics thinking skills and to promote proactive learning culture among students
- To reinforce the vertical and horizontal coherence of Mathematics curriculum in order to promote the development of school-based curriculum

Foci of Support
- The dimension of “Measures” is taken for analysis of teaching materials with both the vertical and horizontal perspectives. Scenarios are created accordingly to target at learning difficulties so as to promote learning effectiveness.
- Exploring the potential of self-directed learning by engaging in collaborative lesson preparation sessions and tryouts in class
- Promoting lesson study in Mathematics panel and learning culture through regular meetings in the same level
- Building of a professional learning community through cross-school sharing and exchanges to stimulate teacher professional development

Mode of Support
- At least one exchange activity, including workshop, collaborative lesson preparation sessions, peer observations, post-observation sharing, reflections and evaluation each month
- Joint-school sharing sessions

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- The partner schools should reserve the afternoon session of Thursdays for monthly regular meetings
- The partner schools are advised to select one particular level from primary 2 to 5 for taking part in this project
- Schools should be supportive to the project and provide administrative accommodation and ample flexibility for the participating teachers to attend workshops, collaborative lesson preparation sessions, peer observations and lesson study activities.
- Schools should assign two to five designated Mathematics teachers (including a Mathematics
teacher from the middle management as the coordinator) to participate in every project activity for ensuring the project sustainability and effectiveness.

- Teachers should be open to new ideas and participate actively. They should study about and practise the learned pedagogic strategies in class for enhancing their professional development.
- Teachers should develop inter-dependence with other project participants, be willing to open up their classrooms and share their experiences and pedagogic resources (like teaching plans and materials) with other partner schools for the building of teaching resources platform.
- Teachers of the partner schools should share their experience in their respective schools regularly for the construction of professional learning communities.

Enquiry
Ms. TSANG Ka Man
Tel: 2349 3478
Name of Programme
Developing Key Stage 1 students' independent learning skills through a school-based English Language curriculum

Professional Development School
Shak Chung Shan Memorial Catholic Primary School

Address of Professional Development School
39 Wing Shun Street, Riviera Gardens, Tsuen Wan, New Territories

Objective(s)
To develop students’ independent learning skills in English by developing school-based curriculum and Language-rich Learning Environment Strategy

Foci of Support
- To share the experience on the development of school-based English curriculum and to keep teachers abreast of the latest developments on the design of meaningful learning activities with the help of IT
- Supporting the partner schools to try out the e-learning curriculum

Mode of Support
- Monthly exchange activity, in the forms of workshops, collaborative lesson preparation sessions, lesson observations and post-observation discussions will be conducted.
- Set up objective(s) with the partner schools to suit their developmental needs
- Through collaborative lesson preparation, lesson observations and post-observation sharing, design and implement e-learning lessons with the partner schools

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- The partner schools are keen on enhancing teacher professional development. A designated team is formed to implement the project which is fully supported by the school head and teachers.
- Teachers from the partner schools are ready to participate in the curriculum reform activities and are willing to share their experience and ideas.
- Wi-Fi network should be available in the partner schools and the equipment will be provided by the PDS.

Enquiry
Ms. TSANG Siu Sing
Tel: 2408 6373
Name of Programme
Using e-Portfolios to enhance students’ learning of the strands of Science and Technology in General Studies

Professional Development School
St. Bonaventure Catholic Primary School

Address of Professional Development School
Fung Tak Estate, Diamond Hill, Kowloon

Objective(s)
To use e-Portfolios in the strand of Science and Technology of General Studies effectively (Including: Nano science, Design of technological products, Scientific Inquiry etc.)

Foci of Support
- To equip teachers with the concepts of e-portfolio so as to create unique and diverse learning tools for students
- To assist teachers to understand their students’ progress through e-portfolios thus enhancing learning and teaching
- To facilitate teachers to make use of e-portfolios as assessment tool to promote student reflection and self-management

Mode of Support
- To assist partner schools to evaluate their current situation and to set up shared objectives, and provide appropriate support according to their individual needs (e.g. Discussion forums, workshops, collaborative lesson planning sessions, etc.)
- Teachers of PDS share their successful experiences with the partner schools for facilitating their continuous development based on the features of their school
- To establish a joint-school professional learning community for the purpose of facilitating mutual support and promoting the sharing of experience

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Partner schools are keen on curriculum reforms.
- Participating schools should arrange the same participating members (3-6 teachers) to attend all the supporting activities provided.
- Partner schools should have a flexible and adaptive framework on the General Studies curriculum upon completion of the project.

Enquiry
Ms. YAN Kit Ying
Tel: 2320 2727
Name of Programme
Developing students’ Chinese Language proficiency through learning and teaching of writing

Professional Development School
St. Edward’s Catholic Primary School

Address of Professional Development School
8 Hing Tin Street, Lam Tin, Kwun Tong, Kowloon

Objective(s)
● To assist partner schools in developing school-based curriculum in writing by selecting appropriate teaching strategies and catering for learner diversity
● To design a wide range of learning materials, activities and teaching materials and assignments based on students’ cognitive styles and to adopt information technology as appropriate
● To develop ‘assessment as learning’ to enhance the ability of independent learning in students

Foci of Support
● To develop an appropriate school-based writing programme
● To develop professional reference materials, including e-resources with the partner schools and to organize talks, workshops, open classes and sharing sessions for partner schools
● To use the “Smart assessment system” to optimize the writing assessment process

Mode of Support
● Collaborative lesson planning, lesson observation and post-observation sharing
● Workshops and thematic talks
● Designing lesson plan, learning and teaching materials
● Using “Smart assessment system” and “electronic notes” in learning and teaching
● Sharing session

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● One teacher-in-charge from each partner school as contact with the PDS
● Partner school can choose one grade for taking part in the project

Enquiry
Ms. LEE Sui Kuen
Tel: 2717 9585
Name of Programme
Developing a school-based Chinese Language curriculum with an emphasis on the integration of reading and writing

Professional Development School
St. Francis’ Canossian School

Address of Professional Development School
42 & 44 St Francis Street, Wanchai, Hong Kong

Objective(s)
● To help students to apply self-directed learning strategies and schematic structure to comprehend and compose writings to achieve the transfer of learning (from reading to writing)
● To enable partner schools to develop the school-based Chinese Language Reading and Writing Integration Curriculum in P.3 and P.4

Foci of Support
● To plan school-based Chinese Language Reading and Writing Integration Curriculum and design of assessment tasks
● To perform lesson study with teachers of partner schools through collaborative lesson planning and experience sharing so as to enhance the effectiveness of learning and teaching
● To enhance professional exchange by developing a professional learning community among the PDS and partner schools

Mode of Support
- Paying visits to partner schools, experience sharings, collaborative lesson preparations, lesson observations and lesson evaluations
- Developing with partner schools a plan for the lesson study on the integration of reading and writing in Chinese Language
- Inviting partner schools to join our regular school-based experience sharing on school-based curriculum development

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Partner schools are ready to design a school-based Chinese Language Reading and Writing Integration Curriculum that fits the schools’ context
● Professional Development School will meet each partner school at least once a month.
● Each partner school should arrange a coordinator who is responsible for collaborating with the PDS.

Enquiry
Mrs KAN HO Ka Yee
Tel: 2528 1763
Name of Programme
A whole-school approach to the development of school-based Gifted Education curriculum

Professional Development School
Tai Po Old Market Public School

Address of Professional Development School
10 On Cheung Road, Tai Po, New Territories

Objective(s)
To share with partner schools school-based policy and curriculum development in gifted education and to facilitate them in developing school-based gifted education curriculum with Chinese Language as the basis

Foci of Support
● To share experience in the development of school-based gifted education policy and related measures to facilitate its steady development in partner schools
● To introduce differentiation in regular classes to meet the learning needs of gifted students

Mode of Support
● Collaborative lesson planning meetings in alternate weeks
● Lesson observation and post-observation evaluation
● Sharing of resources through a digital platform
● Joint schools professional exchange in the form of a learning community

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Partner schools should position school-based gifted education as one of the major concerns in the annual plan of the coming three years
● There should be a core team of two or more members engaging in school-based gifted education.
● Teachers of the partner schools should have basic knowledge in gifted education (e.g. core team members have had training in fundamentals of gifted education).

Enquiry
Ms. KWAN Sin Fan
Tel: 2665 4610
Name of Programme
Cultivating students’ self-learning attitude and enhancing their construction of mathematical concepts through inquiry learning

Professional Development School
Tai Po Old Market Public School (Plover Cove)

Address of Professional Development School
7 Plover Cove Road, Tai Po, New Territories

Objective(s)
● To enable teachers of partner schools to use inquiry learning in lesson designs and to integrate theory, teaching practices and reflections so as to enhance teaching capacities
● To enable partner schools to use different strategies and learning activities to stimulate students’ thinking and enhance their learning motivation, participation and engagement

Foci of Support
● To share experience on the teaching of different mathematical concepts with emphasis on the inquiry activities so as to enhance teachers’ mastery in teaching such concepts
● To design appropriate learning and teaching strategies and assessment to arouse students’ interests and abilities in Mathematics learning
● To improve teachers’ ability in the development of the Mathematics panel

Mode of Support
● Collaborative lesson planning sessions
● Lesson observations and post-observation sharing
● Workshops
● Cross schools collaborative lessons planning sessions, lesson observations and post-observation evaluation

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Partner schools should reserve Tuesday afternoons for professional exchange meetings.
● Schools in the New Territories and Kowloon are preferred for ease of organizing exchanges and collaborative activities.

Enquiry
Ms. LAI Kit Ching
Tel: 2665 2333
Name of Programme
Enhancing learning and teaching effectiveness of Mathematics through effective practices in lesson planning

Professional Development School
Tin Shui Wai Catholic Primary School

Address of Professional Development School
28 Tin Pak Road, Tin Shui Wai, Yuen Long, New Territories

Objective(s)
To diagnose the difficulties of students' learning and teachers’ teaching from their perspectives and to select and design suitable learning content

Foci of Support
- To analyze the learning and teaching materials through collaborative lesson planning and to share on arranging effective learning tasks for students
- To improve the assessment design and to deliver appropriate and prompt guidance to students with reference to their performance

Mode of Support
- Collaborative lesson planning sessions
- Teacher’s workshop (School-based or cross-school)
- Lesson observation and post-observation sharing (School-based or cross-school)

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Each Partner school should assign respective Panel Head as the project co-ordination
- To form a core group with project participating teachers.
- Partner schools should reserve Tuesday afternoons (2:30 p.m.– 4:30 p.m.) for the project teams to carry out professional development activities.

Enquiry
Mr. NG Lai Cheong
Tel: 2617 8212
Name of Programme
Catering for learner diversity through employing effective teaching strategies

Professional Development School
Tin Shui Wai Methodist Primary School

Address of Professional Development School
Tin Chung Court, Tin Shui Wai, New Territories

Objective(s)
To enhance teachers’ mastery of using multi-dimensional strategies to catering for learner diversity

Foci of Support
● To explore the ways and strategies in utilizing school resources to catering for learner diversity on a whole school basis
● To review curriculum planning of different subjects to smoothen a primary and secondary transition
● To aggregate the professional power of teachers within and among schools to catering for learner diversity

Mode of Support
● Forming learning community with partner schools; organizing cross-school network activity on lesson study or school-based workshops
● Assisting partner schools to develop school-based strategies to cater for learner diversity upon their established foundation and with reference to their school features
● Sharing of how to use continuous modifications to promote a culture of lesson observation and post-observation sharing in the professional learning community
● Identifying the needs of partner schools and to formulate scope of support and plan accordingly and to assist in knowledge management

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● The leaders of each partner school should attend at least three meetings (briefing, mid-term review and project end evaluation).
● Encourage participating teachers to attend network activities or workshop in response to their school needs
● Plan school-based development program of using multidimensional strategies to cater for learner diversity in response to the school needs and areas of concern
● Willing to conduct collaborative lesson planning, lesson observations, post-observation sharing; and to share learning experience and materials with other partner schools
● Foster professional growth by inter-school cooperation and sharing with PDS curriculum leaders and participating teachers

Enquiry
Ms. CHOI Hing Ling
Tel: 2448 0373
Name of Programme
Enhancing students’ high-order thinking and project learning skills through inquiry-based learning in General Studies

Professional Development School
Tseung Kwan O Methodist Primary School

Address of Professional Development School
15 Tong Chun Street, Tseung Kwan O New Territories

Objective(s)
• To establish inquiry-based school-based curriculum by incorporating high-order thinking skills, study skills and scientific inquiry ability
• To enhance the professional capacity of teachers, such as the ability in curriculum leadership and in teaching

Foci of Support
• To assist teachers of partner schools to master the principles and implementation strategies of inquiry-based learning including high-order thinking skills, scientific inquiry, project-based study skills
• To implement the inquiry-based learning in curriculum planning, learning and teaching strategies and to enhance teachers’ capacity in developing appropriate learning and teaching materials so as to develop students’ high-order thinking and project learning skills
• To create a culture of collaboration through inter-school collaborative lesson planning, lesson observation and post-observation sharing

Mode of Support
• Monthly meetings will be held. All partner schools will carry out thematic learning, case study and sharing.
• All teachers involved will participate in collaborative lesson planning, lesson observation and post-observation sharing so that they can improve their skills in teaching through inquiry-based approach and have reflections.
• Sharing of project achievements and outcomes
• Joint-school activities

Points to be noted by partner schools
• One-year professional support would be provided for up to three partner schools.
• Partner schools should provide room for participating teachers to engage in collaborative lesson planning and lesson observations through timetabling.
• Integrations and adjustments of the General Studies curriculum are needed
• Participating teachers are eager to work collaboratively and are willing to share their experiences and views with other schools.
• Partner schools should assign respective Panel Head as a member of the project team and be
responsible for the project co-ordination.

**Enquiry**
Ms. WAT Ka Man
Tel: 2706 0770
Name of Programme
Catering for learner diversity of students with Special Educational Needs through the use of multi-dimensional pedagogic strategies

Professional Development School
Hong Chi Winifred Mary Cheung Morninghope School

Address of Professional Development School
220 Lai King Hill Road, Kwai Chung, New Territories

Objective(s)
● To enable teachers of partner schools to use different teaching strategies effectively to cater for the special educational needs of students
● To develop and disseminate school-based strategies for catering for learner diversity
● To enhance the development of school-based curriculum, particularly the learning and teaching of Non-Chinese Speaking (NCS) Students with Intellectual Disabilities

Foci of Support
● Facilitating teachers' design of curriculum and assessment accommodations to foster the learning of students with SEN through meetings and professional exchange
● Regular on-site meetings for discussions on the implementation of collaborative teaching, collaborative lesson planning and preparation of teaching materials, teaching tools, record forms and assessment forms; conducting lesson observations and post-observation evaluations to assess students' learning outcomes and to fine-tune the project as need arises
● Through collaborative teaching and lesson study, facilitating teachers' use of various strategies like the use of graphic organizers as platforms for discussion and thinking, implementation of cooperative learning and multisensory learning as well as the application of the multiple modes of learning in lessons for enhancing the learning effectiveness and catering for learner diversity in classes and subjects that require special attention
● Fostering the dissemination of the effective pedagogic strategies for students with SEN in the partner schools at the later stage of the project
● Designing and holding seminars or workshops to foster the growth of teachers and parents
● Through school visits and collaborations, facilitating exchanges among teachers for fostering a culture in using a Whole-School Approach to cater for the SEN students and teacher professional development
● Providing short-term accommodation programme that allows SEN students to study in the Professional Development School for a short duration to enhance the students' classroom learning, communication, social interaction skills etc. that foster their integration into the mainstream schools
● Assisting PS to develop School-based Curriculum and relevant materials for meeting the needs of Non-Chinese Speaking (NCS) Students with Intellectual Disabilities through regular on-site meetings
● Enabling teachers from PS to use various strategies in teaching NCS Students with Intellectual
Disabilities through collaborative lesson planning, lesson observation and post-observation evaluation to raise the motivation and confidence of NCS ID students in learning Chinese language

**Mode of Support**
- Collaborative lesson planning and preparation of teaching materials
- On-site collaborative teaching and Lesson Study
- Seminars or workshops on pedagogic strategies
- Individual / small group learning or counseling
- Opening up of campus and classrooms

**Points to be noted by partner schools**
- One-year professional support would be provided for up to three partner schools.
- Working groups consisting of teachers of partner schools should be formed and each is led by senior teachers of respective schools for project coordination
- Partner schools should be open in attitude and be ready to make administrative arrangements like timetabling, workload distribution and resource allocation, etc. as necessitated by the project.
- Participating teachers should be willing to share and attempt to put the various pedagogic strategies in practice.

**Enquiry**
Ms. CHU Pui Man  
Tel: 2785 5623
Name of Programme
Sharing on the counselling and teaching of students with Special Educational Needs

Professional Development School
Shatin Public School

Address of Professional Development School
15, Chik Fai Street, Tai Wai, Shatin, New Territories

Objective(s)
- To share the strategies and experience in counselling autistic students
- To share the strategies and experience in school-based curriculum design

Foci of Support
- To counsel emotional and behavioral problems of autistic students
- To cater for learner diversity through school-based curriculum design

Mode of Support
- Organization of talks and workshops
- Organization of school visits and lessons observations
- Provision of outbound services/ trainings

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Be open and enthusiastic
- Be ready and cooperative

Enquiry
Mr. CHAN Chi Kuen
Tel: 2691 1492
Name of Programme
Enhancing students’ self-learning skills through IT

Professional Development School
Buddhist Mau Fung Memorial College

Address of Professional Development School
18 Tin Pak Road, Tin Shui Wai, New Territories

Objective(s)
- To help partner schools to use effectively tablet PCs, wireless network and cloud-based technology to promote self-directed learning
- To facilitate students to obtain, analyze, synthesize and assimilate information throughout the learning process to enhance learning effectiveness

Foci of Support
- To enhance the professional capacity of teachers of partner schools through sharing of resources
- To groom the students to develop as self-directed learners through appropriate IT setting and facilitation

Mode of Support
- Professional Collaboration:
  Meetings are held regularly throughout the project. Teachers can actively exchange their experiences in e-learning implementation, lesson co-planning and observation. It aims at building networks among schools for professional development.
- Resources Sharing:
  Professional Development School and partner schools work closely together to build cloud-based platforms by depositing teaching materials to enrich collaborative culture among the schools.
- On-site Support:
  During actual lessons in partner schools, the PDS will provides actual support through collaboration. This can create successful experiences for partner schools and hence boost their confidence in the implementation of the project.
- Organization of Teacher Activities:
  Through professional training offered to partner schools by the PDS, the efficiency of the teaching teams of partner schools can be enhanced and, enabling them to grasp relevant techniques and learning and teaching strategies. With the help of IT, it is hoped that self-directed learning among students can be promoted.
- Organization of Students Activities:
  In collaboration with partner schools, the PDS has the leading role to provide school-based supports such as making use of Tablet PC and wireless network in classes and conducting interactive learning activities to strengthen collaboration and students’ ability of self-directed learning.
Points to be noted by partner schools

- One-year professional support would be provided for up to three partner schools.
- Each school can choose one of the forms (F.1-F.6) and one subject to participate in the project.
- All the participants should understand and agree with the vision of this project with prior consensus from the participating teachers as well.
- Timetable arrangement should be made to enable participating teachers to take part in project meetings.
- There should be enough supply of tablet PCs and most importantly, wireless network systems should be well-connected.
- iPad is used as a basic tool for learning and teaching in this project.

Enquiry
Mr. LI Ka Wah
Tel: 2445 7171
Name of Programme
Forming a learning community to support the learning and teaching of Chinese for NCS students

Professional Development School
Caritas Tuen Mun Marden Foundation Secondary School

Address of Professional Development School
3 Wong Yin Street, Tuen Mun, New Territories

Objective(s)
To develop curriculum leadership in the learning and teaching of Chinese language for NCS students and to refine the said school-based curriculum by making reference to Chinese as a Second Language Learning Framework of the Education Bureau

Foci of Support
• To strengthen curriculum leadership through collaboration on the design of curriculum, teaching strategies, resources designs etc. with the support from scholars, professionals, PS and network schools
• To organize Chinese language-related activities for the NCS students in schools such as prose reading, speech contests, writing competition, etc.
• To provide professional training to teachers of partner schools in learning/teaching of the subjects and leadership skills

Mode of Support
• Experience Sharing
  To organize professional exchange activities, seminars, lesson observations in the learning community to facilitate teachers’ professional development in the area of NCS Chinese language learning and teaching.
• Resources Platform
  Teaching materials and resources of the Professional Development School, partner schools and network schools will be uploaded to an online sharing platform established by the HKEdCity, enabling the participating schools to share teaching materials and other relevant resources and alleviate teachers’ workload.
• Joint-school collaboration
  Collaborative lesson planning, design of teaching materials, lesson observation, etc. will be conducted to facilitate professional sharing among teachers.
• On-site support
  To arrange program advisors and PDS teachers to visit PS and network schools (if necessary) for professional exchanges and collaborations.
• Organizing student activities
  To organize Chinese Language related activities, e.g. prose reading speech contest or writing competition, to enhance NCS students’ interest in learning Chinese Language and to recognize NCS
students with outstanding results in learning Chinese.

**Points to be noted by partner schools**

- One-year professional support would be provided for up to three partner schools.
- Each school should form a collaborative team and appoint a teacher as coordinator to facilitate support arrangements.
- PS should be open-minded in order to facilitate related administrative arrangements, such as timetable, manpower and resource allocation.
- Network schools can gain access to the online sharing platform, take part in sharing sessions, etc. and join the other activities organized by participating schools.
- PS should assign 1-2 teachers for NCS curriculum leadership training and share experiences gained with fellow teachers in their own school, so that a professional learning community can be formed.

**Enquiry**
Mr. NG Siu Man
Tel: 2461 0304
Name of Programme
Life planning and career guidance services for secondary school students: A paradigm shift

Professional Development School
Carmel Secondary School

Address of Professional Development School
55 Chung Hau Street, Homantin, Kowloon

Objective(s)
● To enhance teachers’ understanding of different theories regarding career development
● To help partner schools to formulate a career guidance curriculum
● To help partner schools to organize whole-school career guidance activities

Foci of Support
● To organize professional development activities such as collaborative lesson planning and classroom observation
● To share learning and teaching resources

Mode of Support
● Joint-schools professional development
● Collaborative planning & observations
● Resources sharing

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Partner schools should be committed to providing career education and enhancing professional capacity.
● Partner schools should provide administrative support, e.g. timetabling.
● The career master and representatives of the career guidance team to work with the professional development school and other partner schools
● Class teachers of certain forms to take part in relevant sessions

Enquiry
Ms. Lee Yuk Yi
Tel: 2714 9385
Name of Programme
Catering for learner diversity in Liberal Studies through learning and teaching, and assessment strategies

Professional Development School
C. & M. A. Sun Kei Secondary School

Address of Professional Development School
6 Tong Chun Street, Tseung Kwan O, New Territories

Objective(s):
To assist partner schools in mastering learning and teaching, assessment and strategies for catering learner diversity in Liberal Studies

Foci of Support
- To share the learning and teaching, assessment strategies of Liberal Studies in accordance with the school’s experience
- To formulate teaching strategies of the junior form subject “Life and Society” and citizenship education, so that the learning experiences of the students can further enhance the learning and teaching of Liberal Studies in senior forms
- To provide professional support services to partner schools to cater for learner diversity in Liberal Studies
- To establish a “Professional Learning Community” among teachers

Mode of Support
- Experience sharing: our teachers and guest speakers to share their experiences of assessment in Liberal Studies assessment.
- Lesson demonstration and reflection: to improve learning and teaching in classes.
- Lesson observation and reflection: to improve learning and teaching in classes.
- Students’ sharing activities: to promote sharing of learning experiences among students.
- Joint-schools “Professional Learning Community: to form a professional network with teachers of partner schools and to share teaching experiences of Liberal Studies.

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Teachers should be actively engaged in all activities.
- Partner schools should be willing to share relevant teaching materials and school documents for professional exchanges.
- Participating teachers should be those who teach and are responsible for Liberal Studies

Enquiry
Mr. Jacob HUI
Tel: 2191 6022
**Name of Programme**
Forming a learning community to cater for learner diversity: Enriching students’ holistic learning experiences

**Professional Development School**
Concordia Lutheran School – North Point

**Address of Professional Development School**
20 Cloud View Road, Hong Kong

**Objective(s)**
- To facilitate partner schools to review their school-based policy, visions and measures in catering for learner diversity
- To facilitate partner schools in empowering respective schools’ middle managers and subject leaders so as to build a learning community and enhance team efficacy
- To arouse students’ interest in learning and to promote self-directed learning particularly in English and Science

**Foci of Support**
- To help partner schools to formulate strategies of different levels eg. School and student levels on catering for learner diversity
- To enhance teachers’ capacity in catering for learner diversity through collaboration
- To establish a learning community in catering for learner diversity

**Mode of Support**
- To host network activities and/or on-site theme-based workshops
- To assist partner schools in analyzing the current situation and to develop effective school-based strategies in catering for learner diversity based on existing school context
- To share on the implementation and effectiveness of various learning and teaching strategies adopted in lesson preparations, observations and evaluations
- To organize middle management sharing sessions to enhance its leadership

**Points to be noted by partner schools**
- One-year professional support would be provided for up to three partner schools.
- Leaders and middle managers of partner schools should attend three meetings, including the briefing session, the mid-year review and the final evaluation.
- To attend workshops and sharing sessions
- To formulate a school-based development plan of catering for learner diversity
- Collaboration and experience sharing with the curriculum leaders and teachers of the PDS

**Enquiry**
Ms. Rose LEE
Tel: 2570 0331
Name of Programme
Catering for learner diversity and enhancing learning and teaching effectiveness through the use of “Constant Model” and “co-operative learning”

Professional Development School
Elegantia College (Sponsored by Education Convergence)

Address of Professional Development School
8 Ching Shing Road, Sheung Shui, New Territories

Objective(s)
- To help Partner schools to grasp the concept of "Constant Model" and “Co-operative learning” and to refine their school-based Liberal Studies curriculum and teaching materials
- To establish a learning community among the PS to improve the teaching and learning effectiveness in Liberal Studies

Foci of Support
- To share experience regarding the use of "Constant Model" and “Cooperative Learning” in curriculum assessment and teaching materials design
- To share experience in the design of assessment (e.g. cross-modular) and in public examination items

Mode of Support
- On-site support
  - Collaborative preparation: Regular meetings with partner schools for exchanges on the key features of the curriculum, the selection, design and content of learning and teaching materials, the application of graphical organizers and the catering for learning diversity through various teaching materials and activities
  - Class observation and sharing of experience in conducting learning activities: Improving teaching effectiveness through cross school class observation
  - Sharing of assessment methods: Understanding different assessment methods through the exchange of test and exam papers and sharing of assessment experience

- Resources platform
  Exchange of learning and teaching materials among the partner schools by uploading the materials to a platform as a resource bank aiming to facilitate the sharing of teaching resources and thus lessen the workload of all the partner schools

- Professional exchange activities
  Training is provided by professional partners to the partner schools at different stages of the project.

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Having a sharing culture and be ready to share the challenges encountered and the experience
gained in the project

- Playing active roles in various curricular design activities
- Appointing a representative to form a committee for the arrangement of the project

Enquiry
Ms. LAM Pui Yee
Tel: 2468 3680
Name of Programme
Enhancing the effectiveness of learning and teaching classical Chinese texts through curriculum planning and development

Professional Development School
Fung Kai Liu Man Shek Tong Secondary School

Address of Professional Development School
6 Fung Nam Road, Sheung Shui, New Territories

Objective(s)
To help partner schools to develop a school-based curriculum with a focus on the teaching of Classical Chinese texts

Foci of Support
- To engage partner schools in collaborative lesson planning, selection of learning and teaching materials and evaluation of homework design and teaching practices to facilitate the development and implementation of school-based curriculum with focus on classical Chinese texts
- To enable teachers to grasp how the close connection among teaching, learning and evaluation in fostering students’ learning by sharing practical experience in the design of questioning, learning and teaching activities and assessment

Mode of Support
- On-site support: collaborative lesson preparation, peer lesson observation and post-lesson discussions
- Professional sharing: sharing of teaching and learning materials and experiences

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Participants must be Chinese Language teachers in the school and the Chinese Panel Chairperson must be the coordinator of this project

Enquiry
Mr. Chu Kwok Fai
Tel: 2673 6106
Name of Programme
Enhancing development of school-based Liberal Studies curriculum and teachers’ professional growth

Professional Development School
Hong Kong Taoist Association The Yuen Yuen Institute No.2 Secondary School

Address of Professional Development School
Fu Shin Estate, Tai Po, New Territories

Objective(s):
Based on the “Eight-step Development Model”, to develop a school-based curriculum that suits the needs and characteristics of the students and re-defines the relationship between teachers and the curriculum

Foci of Support
● To facilitate the partner schools to implement the “Eight-step Development Model” including in the development of Liberal Studies curriculum, the eight steps include:
  - analysing the characteristics and needs of the students
  - reviewing the resources available and constraints
  - setting up specific learning and teaching and objectives
  - choosing the methodology and tools to be used
  - evaluating the learning outcomes of the students
  - arranging time and resources to conduct evaluation and review if needed

Mode of Support
● On-Site Visits
  Teachers of the professional development school will work with the panel head and participating teachers on devising their subject plan and designing their school-based curriculum.
● Lesson Observations
  Teachers of partner schools will be arranged to observe lessons in the professional development school or teachers of the professional development school would take part in lesson observations in partner schools.
● Experience sharing can be organised for:
  - Liberal Studies teachers: experienced teachers share their experience in implementing the Liberal Studies curriculum; conducive to the development of the subject panel/department
  - Other teachers of the school: experience sharing on the challenges of implementing the Liberal Studies curriculum by experienced teachers in order to facilitate other teachers’ understanding on the teaching and learning of Liberal Studies

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Participants should be teachers of Liberal Studies.
Enquiry
Mr. YEUNG Ying Fai
Tel: 2661 6038
Name of Programme
School-based career counselling through mentorship programme

Professional Development School
S.K.H. Tsang Shiu Tim Secondary School

Address of Professional Development School
Wo Che Estate, Shatin, New Territories

Objective(s)
● To help partner schools to integrate a mentorship programme into their career counseling curriculum
● To form a learning community that focuses on career counselling

Foci of Support
● To enable every senior secondary student to develop an on-going personal profile
● To organize one-on-one and/or group mentorship programmes for students

Mode of Support
● Hosting professional exchanges, workshops, visits and sharing with partner schools by the support teams
● Bilateral shadowing in individual counseling sessions and career events
● Working closely with partner schools and advising on a custom-made mentorship program based on school’s unique characteristics

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Appointing a Career Teacher/ Master as Chief Coordinator
● In handling students’ data, teacher should exercise extra care in respect to privacy and confidentiality.

Enquiry
Mrs. Leung Yen Ying
Tel: 2697 5566
Name of Programme
Integration of learning, teaching and assessment in Liberal Studies: Inquiry-based teaching, ability-oriented tasks and assessment for learning

Professional Development School
Sha Tin Methodist College

Address of Professional Development School
Sun Tin Wai Estate, Shatin, New Territories

Objective(s)
- To enhance learning motivation and critical thinking development of students through inquiry-based learning
- To enhance teacher’s professional capacity in assessment and lesson design

Foci of Support
- To explore teaching strategies to facilitate inquiry-based learning. For example, devising project-based learning activities, resources and materials which stimulate students to formulate a proper IES topic. (To facilitate partner schools in mastering inquiry-based learning and to look for various inquiry topics from different modules)
- To facilitate partner schools in developing ability-oriented lesson plans; to refine teaching strategies of partner schools through collaborative lessons preparations and repeated lessons’ try-outs
- To assist partner schools to develop ability-oriented pre-lesson assignments, classworks and post-lesson assignments so as to consolidate what students learnt in lessons
- To further enhance the thinking skills of partner schools’ students by designing assignments and/or exam papers based on the assessment formats of public examination
- To support PS to integrate inquiry-based learning methodology into IES, which enables students to formulate their IES topics and questions in an effective way
- The support will be adjusted according to specific needs of partner schools as partner schools have their respective steps and developments.

Mode of Support
- Lectures: invitations of guest speakers to share on inquiry-based learning theory
- Seminars: PDS would share on experiences in lesson design and provide samples to partner schools.
- On-site support: PDS would organize school visits to partner schools so as to review their school-based curriculum, lesson plans and assessments etc.
- Lesson observations and evaluations: to review the effectiveness of lesson plans and to further enhance the teaching effectiveness of partner schools

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Panel heads / deputy panel heads should be responsible for the liaison of PDS activities.
- To join PDS activity once a month.
- To have at least one representative attending each PDS activity.

**Enquiry**
Mr. HUI Man Chung
Tel: 2602 1300
**Name of Programme**
Integration of school-based career education curriculum into the senior secondary curriculum

**Professional Development School**
Sheung Shui Government Secondary School

**Address of Professional Development School**
21 Pak Wo Road, Sheung Shui, New Territories

**Objective(s)**
To help partner schools to develop a school-based career education curriculum and to implement Applied Learning curriculum (ApL) (Mode 2)

**Foci of Support**
- To assist partner school in formulating a school-based career education curriculum
- To share experience and resources

**Mode of Support**
- Meeting regularly to review and refine the school-based career education curriculum through professional exchange activities
- Sharing experience and offer professional advice to partner school(s) on the facilitation of a network programme of senior secondary elective subjects and ApL (Mode 2) courses according to their school context
- Establishing a data bank in which teaching materials, resources outside school, seminar information about learning techniques, career talks and visits can be shared
- Preparing a timeline and a roadmap with partner school(s) so as to adopt S1-S6 career education curriculum in phases; the career education curriculum will be modified continuously with reference to the formative assessment tools

**Points to be noted by partner schools**
- One-year professional support would be provided for up to three partner schools.
- Partner school(s) should assign a regular staff member in handling different project co-ordination tasks.
- Some class visits and sharing sessions are held in the format of school networking activities.

**Enquiry**
Mr. TONG Shui Chi
Tel: 2668 0628
Name of Programme
Adopting a whole school approach to Gifted Education

Professional Development School
SKH Bishop Baker Secondary School

Address of Professional Development School
Fung Yau Street South, Yuen Long, New Territories

Objective(s)
● To share experiences with partner schools in the development of school-based gifted education policy and pull-out enrichment programmes
● To facilitate partner schools in the development of school-based gifted education curriculum

Foci of Support
● To establish whole school gifted education policy and related measures in PS to facilitate its suitable development
● To meet the learning needs of gifted students through the implementation of “Parallel Curriculum Model (PCM)” in regular classes
● To develop students’ potential through school-based pull-out enrichment programmes

Mode of Support
● 3-4 joint schools professional exchanges annually in the form of a learning circle
● Collaborative lesson planning meetings in every 2-4 weeks
● Mutual Lesson observations and reviews
● Establishment of platform(s) for resources sharing

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Prospective partner schools should position school-based gifted education as one of their major development initiatives.
● There should be a core team responsible for school-based gifted education development.
● Teachers in the partner schools should have basic knowledge in gifted education.

Enquiry
Mrs. WONG Man Han
Tel: 2475 4778
Name of Programme
Revitalising the learning and teaching of PSHE subjects (History & Culture and Life & Society) through online cloud platform and mobile learning

Professional Development School
SKH St. Mary’s Church Mok Hing Yiu College

Address of Professional Development School
1 Hoi Lai Street, Sham Shui Po, Kowloon

Objective(s)
To help partner schools to develop diversified and effective e-resources through mobile devices and cloud platform so as to enhance the learning and teaching of History and Culture and / or Life Society

Foci of Support
● To help partner schools to develop different systems such as web-based assessment system, data management tools and e-classroom
● To design with partner schools co-operative e-learning activities for History and Culture and/or Life and Society

Mode of Support
● To provide IT technical suggestions and support to partner schools through school visits
● To evaluate existing IT infrastructure and e-resources of partner schools and support the application of hardware and software in classroom learning
● To design subject-based e-resources according to the needs of partner schools
● To share successful experiences with partner schools and facilitate their continuous development in e-learning.
● To form a joint-school network for facilitating partner schools' regular professional exchange of experiences and for mutual support

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● The support services are provided for History & Culture and/ or Life & Society only at junior secondary level.
● Partner schools should appoint at least one History and Culture or Life and Society teacher to coordinate, assist in promoting and implementing the items of support services.
● Partner school management provides support for school-based curriculum development (including manpower and IT resources).

Enquiry
Mr. Lee Ho Yin
Tel: 2577 5347
Name of Programme
Liberal Studies: Catering for learner diversity through effective teaching strategies and assessment design

Professional Development School
St. Clare’s Girls’ School

Address of Professional Development School
50 Mount Davis Road, Hong Kong

Objective(s)
- To improve the teaching strategies and assessment design of Liberal Studies
- To enhance students’ interests, motivation and learning outcome of Liberal Studies

Foci of Support
- To organize regular meetings and professional exchange activities to explore effective teaching strategies and assessment design to cater for learners’ diversity
- To organize seminars and workshops for partner schools on topics such as effective teaching strategies and assessment design for Liberal Studies

Mode of Support
- On-site school support to co-design the curriculum, assessment tasks and teaching activities of selected modules with the LS panel of the partner schools. For instance, mutual lesson observation sessions to enhance understanding of the employment of teaching strategies.
- Conducting seminars or workshops about the sharing of teaching experiences with emphasis on teaching by using co-operative learning and assessment for learning
- Lesson demonstration sessions by the Professional Development school

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- We are willing to develop both English and Chinese teaching resources with partner schools.
- The panel head is expected to be the project coordinator to facilitate the collaboration.
- Teachers of partner schools are willing to try out different learning and teaching strategies and to share their experiences.

Enquiry
Mr. LI Siu Tak
Tel: 2817 1764
Name of Programme
Enhancing students’ problem-solving skills with an innovative experimental approach to scientific exploration

Professional Development School
St. Paul’s Convent School

Address of Professional Development School
140 Leighton Road Causeway Bay Hong Kong

Objective(s)
- To enable teachers to master scientific explorations that are related to the curriculum in order to enhance the level of scientific literacy of students
- To strengthen the professional competence of science teachers especially in mastering Science Process Skills
- To enhance students’ problem-solving skills

Foci of Support
- To help partner schools to design and attempt a variety of scientific explorative activities, such as in areas of agricultural science, environmental science and health education etc

Mode of Support
- To facilitate partner schools to exchange and share their experience in leading students in scientific explorations through seminars and experience sharing meetings
- To provide teachers with professional training through demonstrations and experiments
- To reflect and discuss on effective strategies
- To organize observational field visits for professional exchanges with other organizations
- To use the “Moodle” platform as an e-communication channel for sharing materials and receiving feedbacks

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Partner schools should have interests in starting scientific explorations in their schools and be ready to share materials and support each other.

Enquiry
Mrs FUNG TSUI Tai Min
Tel: 2576 1692
Name of Programme
A whole-school “Planning-Implementation-Evaluation” approach to catering for learner diversity

Professional Development School
Tin Shui Wai Methodist College

Address of Professional Development School
Tin Fu Court, Tin Shui Wai, Yuen Long, New Territories

Objective(s)
● To help partner schools to cater for learners diversity
● To enhance the professional capacity of teachers of both the Professional Development School (PDS) and Partner Schools

Foci of Support
● To enhance professional capacity of teachers through lesson planning and classroom observation
● To enhance students’ learning through the “Planning-Implementation-Evaluation” model

Mode of Support
● To organize network activities and workshops with themes that are based on our unique experiences
● To assist PSs to analyse their current situations and to develop school-based strategies to cater for learners diversity with reference to those situations
● To evaluate with PSs on the strategies of catering to learners diversity and their effectiveness through lesson preparations, observations and evaluations based on the ‘Lesson Study’ platform of the PDS
● To collaborate with PSs to formulate project plans based on the needs of schools, and to consolidate their learning outcomes as well as to accumulate successful experiences

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Leaders and middle managers of partner schools should attend the briefing session, the mid-year review and the final evaluation.
● To encourage teachers to attend network activities or workshops based on the needs of schools
● To develop and implement school-based strategies of catering to learners diversity according to school context and its major concerns
● To be willing to prepare, observe and evaluate lessons with other PSs and share teaching materials and learning experiences
● To facilitate professional growth among schools through experience sharing and collaboration with curriculum leaders and teachers from PDS

Enquiry
Ms. Stella WONG
Tel: 3156 2500
Name of Programme
Life-planning and careers guidance – A whole school approach

Professional Development School
TWGHs Chen Zao Men College

Address of Professional Development School
1-5 Kwai Hop Street, Kwai Chung, New Territories

Objective(s)
To enhance the capacity of partner schools in the development and implementation of school-based career guidance curriculum and activities

Foci of Support
● To share experiences with partner schools in the implementation of whole school approach to career guidance and to assist partner schools in designing appropriate career guidance activities
● To enable teachers of partner schools to master the knowledge and skills needed in the successful implementation of the career guidance curriculum

Mode of Support
● Experience sharing: Joint-school professional exchanges, such as career guidance workshops, career planning camps and mock interviews, facilitating teachers in the implementation of career guidance activities
● Joint-schools collaboration: teachers can gain hands-on experience and their professional development can be fostered through designing, organizing, implementing and participating in lessons and activities of career guidance.
● On-site support: Professional Development School provide on-site professional exchange and assistance to partner schools concerning the implementation of career guidance activities if necessary

Points to be noted by partner schools
● One-year professional support would be provided for up to three partner schools.
● Careers teachers and class teachers of senior forms are preferred
● Participants should be willing to share their teaching experiences and design school-based learning and teaching resources and welcome teachers from other schools to have professional exchanges and observations of their career guidance activities

Enquiry
Mr. WONG Siu Keung
Tel: 2424 5318
**Name of Programme**
Enhancing the vertical articulation of Life and Society and Liberal Studies curricula

**Professional Development School**
Yan Oi Tong Tin Ka Ping Secondary School

**Address of Professional Development School**
Shan King Estate, Tuen Mun, New Territories

**Objective(s)**
- To develop curriculum, instructional design and teaching strategies for Life and Society and Liberal Studies so as to link up two subjects.
- To share experience on Independent Enquiry Studies (IES)

**Foci of Support**
- School-based curriculum development, learning and teaching design and pedagogic strategies for Junior Life and Society and SS Liberal Studies
- Sharing of the experience of IES

**Mode of Support**
- School-based and cross-school teaching materials design task force and support activities
- Exchange and sharing of pedagogic materials and experiences
- Collaborative lesson planning and observation
- Cross-school workshops and school-based professional development activities that focus on the design of learning and teaching

**Points to be noted by partner schools**
- One-year professional support would be provided for up to three partner schools.
- Participating schools should share the following beliefs:
  - The most effective partnership is established through professional exchanges and development
  - Every school is in the exploratory stage for the development of SS Liberal Studies and each school has its own special features and strength
  - The project provides opportunities for the participating schools to identify the strength of each other and fosters mutual development

**Enquiry**
Mr. TSUI Hing Wa
Tel: 2466 5270
Name of Programme
Applying Learning Progression Frameworks (LPF) in collecting evidences of learning of students with intellectual disabilities (Secondary 4-6)

Professional Development School
CCC Kei Shun Special School

Address of Professional Development School
Shun Lee Estate, Kwun Tong, Kowloon

Objective(s)
To help teachers of partner schools to collect evidences of students’ learning and to diagnose the learning progression of intellectually disabled (ID) students with the Learning Progression Frameworks

Foci of Support
- To organize regular professional development activities and sharing sessions for partner schools
- To share effective ways of archiving evidences of student learning

Mode of Support
A professional development activity would be held at least once a month including:
- Workshop for subject panel heads and teachers
- Working group meeting
- Network sharing session
- Collaborative lesson planning, lesson observation or post-observation sharing
- Tryout of moderation meeting

Points to be noted by partner schools
- One-year professional support would be provided for up to three partner schools.
- Partner schools should join the support service in the form of a working group and one of the members should be nominated as the coordinator
- For the sake of effective administrative arrangement, day of support is scheduled on the first Tuesdays of each month tentatively
- Partner schools may have to provide relevant curriculum documents, lesson plans, teaching materials, assessment tasks, etc. for reference and / or discussion so as to facilitate the support
- Partner schools should choose one from senior secondary Chinese Language, Mathematics or Liberal Studies / Independent Living as a major trial subject to be supported in the course of tryout

Enquiry
Ms. LEI Lan Fa
Tel: 2341 7422
**Name of Programme**  
School-based Implementation of the Learning Progression Frameworks (LPF)

**Professional Development School**  
TWGHs Tsui Tsin Tong School

**Address of Professional Development School**  
25 Waterfall Bay Road, Wah Fu Estate, Hong Kong

**Objective(s)**  
To help teachers to understand the Learning Progression Frameworks and to use the Frameworks effectively in school-based assessment

**Foci of Support**  
- To share school-based experiences with partner schools regarding the implementation of the LPF  
- To support partner schools in the implementation of LPFs

**Mode of Support**  
- To enhance the understanding and confidence of partner schools in implementing LPFs through at least 8 inter-school activities annually  
- Experience Sharing: To enable teachers of partner schools to understand our school-based implementation strategies at all levels through workshops, conferences and resources sharing  
- On-site Support: To arrange professional exchange visits to partner schools to support collection of evidences of performance and holding of moderation meetings if necessary  
- Joint School Network: Through design and organization of professional development activities, to share experiences with other schools which are implementing LPFs, or with experts

**Points to be noted by partner schools**  
- One-year professional support would be provided for up to three partner schools.  
- Partner schools should set up a collaboration team with members including teachers-in-charge of the learning and teaching affairs to facilitate the development of respective schools’ school-based implementation strategies.  
- Partner schools have to choose a senior secondary subject from Chinese Language, Mathematics or Liberal Studies/Independent Living for the pilot project in the course of the development of school-based strategies.  
- Partner schools should make accommodations in their time-tables and manpower arrangements for taking part in inter-school activities on Tuesdays.  
- Partner schools and participating teachers need to participate in the dissemination seminar(s) at the end of the school term to share their professional development experiences.

**Enquiry**  
Ms. NG Mei Fung  
Tel: 2875 3077