

Title of School-based Support Service (On-site Support) (2026/27):
Personal, Social and Humanities Education: Enhancing Curricula
of the Key Learning Area and Related Subjects to Facilitate the
Implementation of Curriculum Initiatives

<p>Online Application Code S1</p>
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1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional level of teacher team in participating schools through train-the-trainer approach and with a focus on the curriculum leadership
- Develop a broad and balanced the curriculum of the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) at the junior secondary level, and develop effective learning, teaching and assessment strategies to help students acquire a solid knowledge base, develop subject-specific and generic skills, and foster proper values and attitudes as well as humanistic qualities

2. Foci of Support

- To review and enhance the holistic curriculum planning of the PSHE KLA
- To help the subjects of the KLA enhance learning and teaching strategies, deepen curriculum development foci (e.g. humanistic qualities and integrative use of generic skills), and make good use of assessment data to review the effectiveness of curriculum implementation
- To help schools explore and adopt corresponding strategies in alignment with the latest curriculum development of subjects (e.g. Chinese History, History and Geography), with a view to strengthening teachers' professional capacity for promoting continuous curriculum development

3. Support Activities

- Support officers collaborate with the core teaching team through regular meetings to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion
- The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating schools should:
 - appoint a curriculum leader to lead the core teaching team's participation in this professional support service; to be responsible for liaising with the relevant support officer and making specific arrangements for the support service
 - organise regular meetings to ensure teachers are fully engaged in activities including discussions on curriculum development, collaborative lesson planning, lesson observation and post-lesson discussion as well as reviewing student learning outcomes, thereby strengthening collaboration and communication among teachers. Support officers will participate in various sessions and provide feedback to facilitate the professional development of teachers

- allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion
- encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be jointly owned by the Education Bureau and the relevant schools. The Education Bureau also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials

5. Enquiries

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