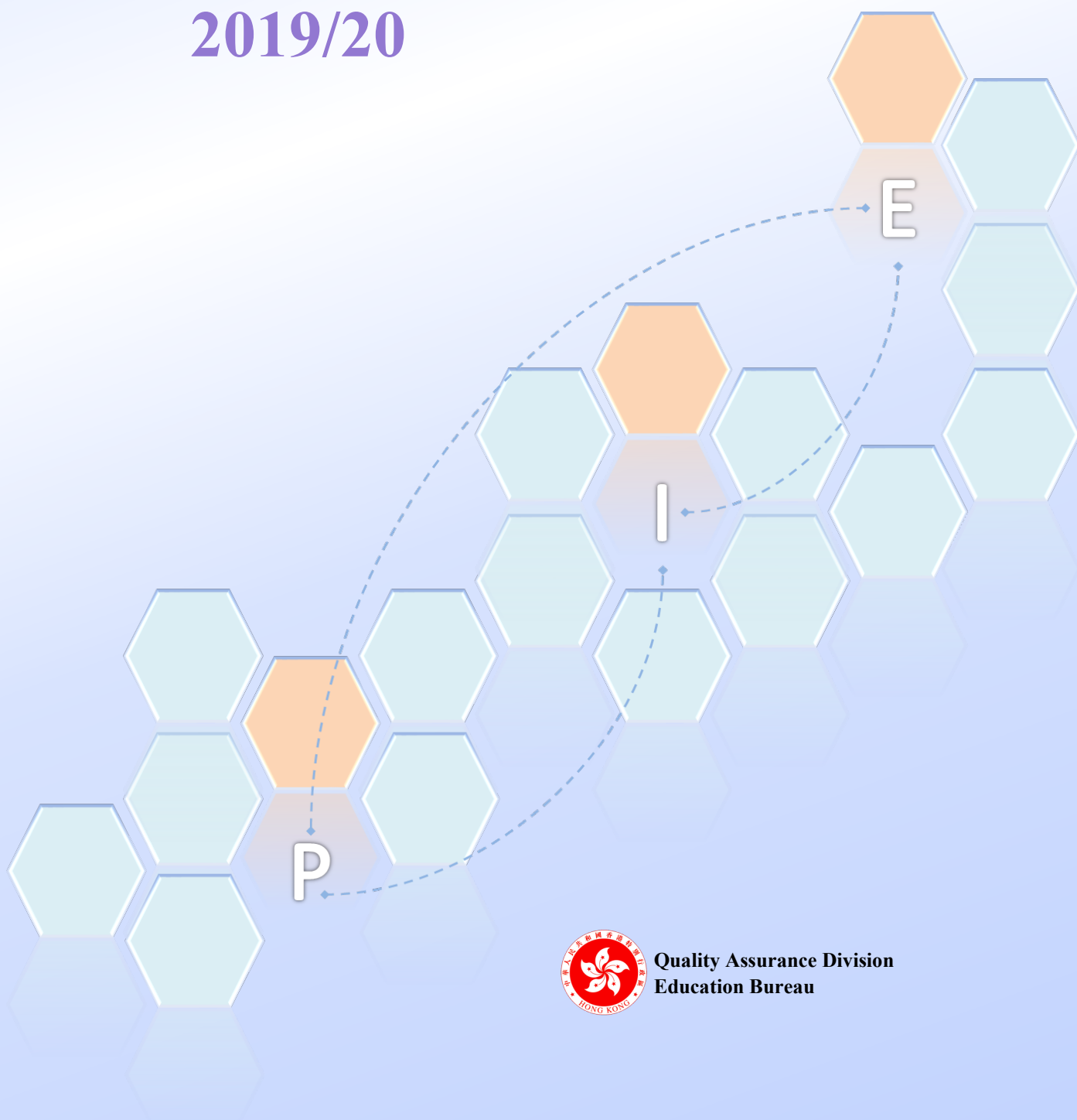


Inspection Annual Report 2019/20



Quality Assurance Division
Education Bureau

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Chapter 1 Introduction

- Since the implementation of the School Development and Accountability (SDA) framework by the Education Bureau (EDB) in 2003, schools have undertaken self-evaluation through the “Planning-Implementation-Evaluation” (P-I-E) cycle, with the aim of enhancing self-improvement and fulfilling the responsibility of providing quality education, in line with the spirit of school-based management. The EDB continues to conduct External School Reviews (ESR) and Focus Inspections (FI) in a “school-specific and focused” manner and provides schools with feedback and recommendations for improvement, thereby enhancing the effectiveness of school self-evaluation (SSE) and facilitating their sustainable development. In 2018, the EDB commissioned the University of Hong Kong to conduct the “Impact Study on the Implementation of the New Phase of the School Development and Accountability Framework for Enhancing School Development in Hong Kong”. The Study acknowledges schools’ enhanced awareness of self-evaluation and the positive impact brought about by the SDA framework on fostering schools’ self-improvement.
- In the 2019/20 school year, due to the COVID-19 pandemic, there was suspension of face-to-face classes in all schools in the territory for some period of time and so the number of inspections conducted by the EDB was reduced as compared to that in the previous year. The EDB conducted ESR in 16 primary schools, 21 secondary schools and 3 special schools (Appendix 1), and FI in 42 primary schools and 69 secondary schools (Appendix 2). This report presents the key findings of the inspections, including SSE, professional leadership, promotion of students’ whole-person development, effectiveness of classroom learning and teaching, and the various measures adopted by schools to support students’ learning and development continuously during the suspension of face-to-face classes. It also discusses the developments and achievements of various educational initiatives that most schools attach importance to, including values education, self-directed learning (SDL), STEM education, and catering for learner diversity. Exemplars are also included in this report for schools’ reference in the planning for the next phase of development in alignment with the seven learning goals.
- According to the findings of the post-ESR school survey of the 2019/20 school year, participating schools were satisfied with ESR. Most of them reflected that the ESR teams could review schools’ major concerns in a school-specific manner, accurately evaluate the effectiveness of SSE, clearly identify schools’ strengths and areas for improvement, and help them reflect on their work effectiveness and formulate plans for their future development. The EDB hopes that by reading this report, schools can have a better understanding of the overall performance and progress of the participating schools in various areas of work and development. Schools could also refer to the exemplars and

suggestions for improvement in this report for enhancing their development and fostering students' whole-person development and lifelong learning continuously.

Chapter 2 Key Findings of External School Reviews and Focus Inspections

2.1 Effectiveness of School Self-evaluation

- Since the implementation of the SDA framework, most schools have gradually incorporated the SSE cycle into their daily operations. The major concerns set by the schools participating in ESR and FI in the 2019/20 school year are generally able to keep pace with the trends in education and meet students' learning and developmental needs. Similar to those of the last school year, schools' key focuses for development are mostly about enhancing values education, SDL and STEM education.
- The decision-making processes in schools are generally transparent. Quite a number of schools make arrangements for teachers to participate in the analysis of the self-evaluation data and review of the school's "strengths, weaknesses, opportunities and threats" (SWOT). During the process, not only is there participation from teachers, but the opinions of other stakeholders such as parents and students are also taken into consideration. Work plans in line with schools' development focuses are appropriately drawn up by subject panels and committees. The goals of the major concerns are rather clear and in alignment with the directions of schools' development and students' needs. However, the performance in overall planning varies among schools. Schools with better planning have set clear priorities for development, with specific and feasible implementation strategies and success criteria that can address the goals of the major concerns. Adhering to the goals of development plans, individual schools can boost their work effectiveness through close collaboration among subject panels and committees. Schools with unsatisfactory planning have too many goals for their major concerns and the scope of work is too broad. Their implementation strategies are only routine work, or there is a lack of consensus among subject panels and committees, with each having its own development focuses, thus undermining the effectiveness in implementing the work plans. Besides, a few schools fail to set goals in phases and there is no obvious progression in the expected outcomes between the two development cycles. They fall short of reviewing their work effectiveness of the previous development cycle successfully for adjusting relevant goals and strategies to facilitate continuous school improvement and development. On the whole, schools still have to set clear and focused goals, prioritise their implementation work, and conduct in-depth evaluation of the work effectiveness for refining the planning of the next phase.
- Support and monitoring from the school management and middle managers are crucial to the effective implementation of school development plans. Schools, in general, arrange professional development programmes for teachers, such as the professional learning network organised by school sponsoring bodies (SSBs), support services provided by the

EDB and tertiary institutions as well as in-house workshops. These activities have fostered the sharing of experience among teachers and enhanced their understanding of the major concerns, so that they can assist schools in the implementation of their development plans. Most of the school management and middle managers are able to maintain communication with teachers and understand the work of subject panels and committees by participating in meetings as well as reviewing meeting minutes and the plans formulated by subject panels and committees. However, only a few schools can follow up on the planning and evaluation of the major concerns carried out by subject panels and committees in a timely manner, and guide them to make good use of the evaluation results to inform planning.

- Most schools are able to use the SSE tools provided by the EDB, including Stakeholder Survey (SHS) and “Assessment Program for Affective and Social Outcomes” (APASO), to systematically collect data and stakeholders’ opinions. However, when schools evaluate the effectiveness of the major concerns, they focus more on reporting work progress and the completion of tasks, but less on reviewing work effectiveness against the goals with reference to students’ performance or learning and teaching effectiveness, such as students’ assignments or self-reflections. Regarding the use of data, schools seldom review work effectiveness holistically by compiling the assessment information and data available. This, in turn, affects the effectiveness of their development planning.
- In the face of the sudden COVID-19 pandemic, schools encounter quite a number of difficulties and challenges during the suspension of face-to-face classes. In general, the school management is capable of co-ordinating their work and reviewing its progress continuously by adjusting the arrangements as needed. The management also co-ordinates various tasks in school to support teaching and students’ ongoing learning and development. For example, schools designate teaching staff members to take up specific tasks, provide them with training and technical assistance in online teaching, and adjust e-learning strategies as well as teaching arrangements. For schools with better planning and implementation of work plans, the management teams are able to formulate contingency plans for different phases according to the school contexts. They also manage to set clear directions according to the priorities of the tasks, promptly execute work plans, collaborate with middle managers to lead all teachers to participate in school work, implement measures with flexibility, and continuously review relevant strategies so that timely improvement can be made. Schools at large are able to consolidate their experience gained during the suspension of face-to-face classes and adjust the directions for future development, such as enhancing e-learning and SDL as well as strengthening students’ resilience and self-management abilities to prepare for the learning and teaching in the new normal under the pandemic.

- On the whole, most schools are generally able to systematically collect different data for conducting self-evaluation. However, they need to enhance the effectiveness of employing the SSE to foster self-improvement, evaluate work effectiveness with close connection to the goals, as well as reflect on and assess the progress in each development phase to follow up with concrete measures for improvement. Looking ahead, to enhance the overall planning and effectiveness of the use of evaluation data in conducting self-evaluation, schools should conduct self-evaluation and reflection based on the seven learning goals¹, and review their overall planning and work effectiveness according to school contexts. Capitalising on the use of SSE data for informing planning, schools should adjust work plans and their expected outcomes based on the evaluation findings.

Exemplars

Reviewing learning effectiveness continuously for adjusting e-learning strategies

During the suspension of face-to-face classes resulting from the pandemic, the school manages to use information technology (IT) effectively for arranging ongoing learning activities. As most students have had the experience of using their own mobile computer devices, the school designs online assignments for students at the early stages of class suspension. On the school website, there is a designated section of “Suspending Classes without Suspending Learning” where a resource bank of self-learning videos has been created for students to learn from home. The school is able to continuously review students’ performance and effectiveness in learning by summarising and evaluating students’ performance in assignments and in real-time online lessons, the amount of online assignments submitted and parents’ feedback. Timely adjustments are made to e-learning strategies, learning content, teaching progress and amount of homework in the weekly collaborative lesson planning sessions. After review, the school integrates the use of e-learning videos with real-time online teaching, instead of simply uploading videos for students to learn on their own, to provide all-round support to students. Diversified learning activities are organised for the teaching of each subject. For example, to integrate the information on pandemic prevention into Physical Education and English, videos about exercising and anti-pandemic know-how are shown alongside the promotion of e-reading. For General Studies, students engage in project learning and build a “wind-powered car” with the use of environmentally-friendly materials. For Visual Arts, students are asked to design models of animals to develop their creativity and sustain their motivation in learning.

¹ The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning and healthy lifestyle. The seven learning goals of primary education are healthy lifestyle, breadth of knowledge, learning skills, language skills, habit of reading, national identity and responsibility.

Effectively using evaluation findings and appropriately formulating the directions for school development

The school has improved its self-evaluation through consultations and discussions with teachers at various levels and maintained transparency in its decision-making processes. Judging from the major concerns of the two most recent development cycles, the school has aptly identified its development needs and set up a committee to formulate an annual work plan with clear objectives for the major concerns. Taking the major concern of “Strengthening Values Education” in the previous development cycle for example, the committee responsible for student support and school ethos co-ordinates relevant tasks, draws up the key values to be cultivated each year, taps external professional support and develops school-based positive education lessons to enhance students’ physical, mental and spiritual well-being. The school strengthens the overall planning and co-ordination through regular meetings. It also manages to monitor the progress and provide appropriate support to the subject panels and committees in a timely manner, ensuring the work is implemented in a progressive manner. The overall planning is quite thorough and comprehensive.

The school is particularly serious about reviewing the effectiveness of its development work. Before devising the development plans, it makes reference to different information and data, such as findings from the SWOT analysis, data obtained from the school-based surveys and SHS, and evaluation findings of the effectiveness of various tasks conducted in the previous development cycle, to formulate the directions for the new development cycle. Students’ post-activity reflections, school-based questionnaire findings and the assessment results of APASO are used to analyse and review the effectiveness of the school’s implementation of the school-based positive education in the previous cycle. In response to the progressive development of positive thinking in students at all year levels, the school moves on to review the different developmental needs of the junior and senior secondary students, formulate the major concerns of the current cycle and strengthen the whole-school curriculum planning and arrangements of activities. The school strategically builds the resilience of students at different key stages to help them face challenges with a positive attitude. The overall strategies are fairly successful in addressing students’ developmental needs.

2.2 Professional Leadership

- In general, the school management can suitably deploy various types of resources to support students’ learning and development in accordance with the context of the schools and the

needs of students, which is crucial to promoting the sustainable development of schools. Schools are usually able to use the external and internal resources flexibly to cater for the learning and developmental needs of students. For example, schools participate in research and support programmes run by tertiary institutions or other external organisations, including programmes to improve curriculum design and research on pedagogies and to provide counselling to help students work with their emotions. Schools keep on improving the learning and teaching effectiveness as well as helping students with their physical and mental development. Schools also collaborate with local and non-local businesses to provide students with internship and on-the-job experiential learning opportunities. Parents and alumni are invited to serve as volunteers or host career talks at school. During the suspension of face-to-face classes, quite a number of schools are able to learn from each other to facilitate the formulation of appropriate contingency measures. They can also actively allocate internal and external resources according to the different needs of teachers and students by giving out anti-pandemic items and providing suitable e-learning tools to students who lack electronic equipment to ensure that students can continue to learn at home.

- Schools, in general, manage to arrange relevant training for teachers in alignment with the major concerns and the trends in education. Examples of these training activities include the support services provided by the EDB, tertiary institutions or SSBs. Schools' participation in these training activities strengthens teachers' understanding of the concepts of the school curriculum and the work related to the support for students' development. Schools also encourage teachers to make use of collaborative lesson planning and peer lesson observation to learn from each other in relation to schools' major development focuses. During the suspension of face-to-face classes, schools are generally able to provide teachers with appropriate professional support and training in adopting e-learning according to teachers' readiness and capabilities. To support students to learn at home, schools provide teachers with clear work guidelines, designate a committee to teach them how to use e-learning platforms, and assist them in producing e-learning and teaching materials as well as conducting real-time online teaching. Some schools also arrange the sharing of good experience regarding the use of e-learning among teachers in panel meetings. The relevant professional development activities are mainly to help teachers master the skills of using e-learning tools. However, individual schools fail to provide teachers with appropriate technical support or training, which in turn affects the teaching effectiveness of e-learning during the suspension of face-to-face classes. In all, the school management can strengthen teachers' ability to use IT by reflecting on the experience gained during the suspension of face-to-face classes, further enrich the e-learning resource depository, as well as consolidate and sustain the fruitful outcomes brought by the learning and teaching practices adopted.

- In response to staff turnover, some school management deploy their staff members to designated jobs, make suitable arrangements and provide opportunities for teachers to demonstrate their abilities. For example, to pass on the experience of the school management or middle managers, schools actively groom younger talents for leadership role in the management, identify teachers with potential to serve as deputy panel heads and provide them with training. Teachers are assigned to different positions, allowing the less experienced to accumulate administrative experience soon and gradually develop their leadership skills. Teachers with more administrative experience are arranged to coach and provide work-related and post-specific training to the middle managers with less experience. Some schools adopt a mentoring mode by pairing up the novice with the experienced ones and, through lesson observation, help new teachers grasp the learning and teaching requirements to enhance their professional development.
- Schools with higher level of leadership effectiveness have a team of management members who are open-minded towards policy formulation. They maintain two-way communication with stakeholders through different channels, such as facilitating communication with teaching staff of all ranks in panel or committee meetings to build consensus and establish shared visions. With reference to the development needs of the schools, these management teams co-ordinate and facilitate various tasks, build communication platforms across subject panels and committees, guide subject panels and committees to make continuous improvements in line with the directions for schools' development, and provide students with the opportunities to integrate and apply the knowledge and skills acquired from different subjects. They also appropriately deploy human resources, straighten out the arrangements of administrative work, and make room for teachers to carry out tasks on curriculum development and student support. However, quite a number of management teams still need to improve their leadership skills. They cannot provide timely guidance and support to subject panels or committees, nor can they perform the monitoring function, thereby affecting the implementation and effectiveness of relevant work. Moreover, these management teams are not able to empower the teachers-in-charge at different levels with clearly defined authority and responsibilities, which in turn makes it difficult for teachers to carry out their work effectively, hinders the co-ordination and collaboration among subject panels and committees, and affects the evaluation of work effectiveness.
- Curriculum leaders and middle managers are generally able to lead subject panels and committees to formulate appropriate work plans in accordance with the schools' development focuses and the trends in education. In some schools, however, there is not much communication or collaboration among subject panels and committees, causing inadequate overall planning and co-ordination of the curriculum. In individual cases, the learning and teaching materials for the senior secondary (SS) subjects are not rich in

knowledge and their content is biased. The school management and middle managers have to perform the roles of co-ordination and monitoring. They need to enhance collaboration among subject panels and committees regarding the interface between different key stages as well as the cross-curricular development tasks such as STEM education and values education. They should also effectively monitor the curriculum content to ensure that the learning and teaching materials of different subjects are in line with the learning goals and objectives of the central curriculum, and that the information quoted is accurate while the content is objective and balanced.

Exemplars

Effectively planning teachers' professional development and continuously enhancing teachers' professional capacity

In recent years, the school has strengthened the continuous professional sharing on specific topics for teachers and established a sound professional development framework for teachers, covering the individual, subject panel, committee and school levels. The school has drawn up a clear blueprint for the professional development of teachers of different ranks and seniority, including providing school management courses for middle managers to improve their management skills. There are a mentoring system to guide new teachers and help them get accustomed to the team, as well as support from subject panel heads and co-ordinators to facilitate teachers' gradual mastery of the work relating to subject teaching.

The school actively arranges professional development activities, which align with the implementation of the major concerns. These activities appropriately cover the domains of curriculum development and student support. The school also solicits support from external professionals and consultants, promotes overseas collaboration and professional exchange, liaises with renowned universities or institutions from overseas or the Mainland to provide professional advice and support for the development of its school-based curriculum, and thus enhances teachers' professional capacities. When the school promotes the use of IT to enhance learning and teaching, it also conducts school-based and subject-based training and sharing. Upon the implementation of life education, the school arranges for teachers to participate in the sharing session of the authors of the teaching materials and encourages teachers to apply the theories they have learnt. In addition to the communication platforms such as "lesson study", "collaborative lesson planning" and "post-lesson discussions", there are also meetings on curriculum adaptation and mid-term evaluations to help teachers achieve ongoing self-improvement and enhance their capabilities on lesson study.

Responding speedily during the suspension of face-to-face classes and working together to maintain students' learning routine

The school puts great emphasis on the needs of students. During the suspension of face-to-face classes, the school's primary task is to help students maintain a regular daily routine and manage their time wisely to achieve the goal of "Suspending Classes without Suspending Learning". In order to keep on fostering students' reading habit and their interest in reading, as well as promote values education, the school retains the "Morning Reading on Moral Education" session during the suspension of face-to-face classes. The reading materials are not only closely connected to the seven core values of the school-based moral education curriculum and the positive education promoted in the current development cycle, but are also related to the pandemic and information literacy (IL). For example, news stories are used to teach students how to analyse the authenticity of information, help them grasp accurate anti-pandemic information and develop a positive attitude to face the pandemic. In view of the cancellation of co-curricular activities, the school provides information of online activities, such as drama and movies, and encourages students to participate in joint school concerts or online sports training programmes, so that students can continue to take part in arts and sports activities. Moreover, to cater for the learning needs of cross-boundary students, the school has switched to the use of e-learning platforms and apps which can be accessed in the Mainland, so that it can send learning materials to these students or allow them to submit assignments through these channels. After the resumption of face-to-face classes, these classes are livestreamed and the assessment arrangements are revised to take care of the students who are not yet able to return to school.

2.3 Fostering Students' Whole-person Development

- The school curriculum aims to help students achieve the seven learning goals and foster their whole-person development and lifelong learning. Apart from classroom learning, schools should arrange for students various life-wide learning (LWL) activities that cover the five essential learning experiences, so that students can make meaning of their personal experiences. At present, schools generally provide students with different learning experiences according to their school missions, the trends in education and students' needs. For the latest development cycle, most schools set the enhancement of values education, the cultivation of students' SDL abilities and the promotion of STEM education as their key development focuses. Most schools are able to use appropriate implementation strategies. Schools that focus on developing students' self-learning abilities are keen to incorporate self-learning elements in all subjects, develop the habit of pre-lesson preparation among

students and, through the promotion of e-learning, allow students to make use of online platforms after class to consolidate and extend what they have learnt.

- Primary schools generally manage to provide a balanced curriculum, helping students develop their learning abilities as well as positive values and attitudes gradually from the lower primary to upper primary levels. With the implementation of whole-day schooling, tutorial sessions or activity periods are incorporated in the school timetable. Schools with better planning are able to arrange for students to acquire subject knowledge in the morning and engage them in LWL activities in the afternoon, with the learning content in the morning and afternoon being organically linked. This expands the room for student learning, enables them to integrate and apply knowledge and skills across disciplines, and fosters the development of generic skills in them. There are schools allowing students to complete as much of their homework as possible during the tutorial sessions scheduled before school finishes to create room for students to develop their potential in different areas. A few schools encourage students to exercise more, such as doing exercise to improve spinal health during recess time and lunch breaks to help students develop a healthy lifestyle. However, there are individual schools arranging supplementary lessons for students during the time for co-curricular activities, overlooking students' need for balanced learning.
- The curriculum provided in secondary schools is generally broad, with the aim of promoting students' whole-person development. As for the junior secondary (JS) level, the number of schools offering the school-based Liberal Studies curriculum has decreased slightly compared with that of last year. However, there is room for improvement in the overall curriculum planning. For example, for certain Key Learning Areas (KLAs) or subjects, there are schools which bring forward the teaching of some SS curriculum topics to the JS level and drill students' examination techniques for public examinations, resulting in the learning time of the JS level being squeezed. This does not only fail to cater for students' learning needs and their mental and cognitive development, but also hinders their building up of a solid knowledge foundation at the JS level. Schools must ensure that the JS curriculum fully covers the core elements or the essential learning content of the eight KLAs. Moreover, the school-based Economics and Business curriculum at the JS level overlaps with the learning content of Life and Society recommended by the Curriculum Development Council (CDC). Schools should appropriately name subjects according to the CDC's recommendations to avoid any misunderstanding that stakeholders may have about the learning content being the same as that of the SS curriculum. As for the SS level, schools are passably able to take care of students' preferences, interests and abilities regarding their choice of subjects, and provide students with sufficient subject choices, including offering Applied Learning courses or adjusting the combination of elective

subjects at the SS level to cater for learner diversity. Currently, quite a number of schools design their own school-based learning and teaching materials, but their quality varies. The learning and teaching materials for individual subjects at the SS level cover insufficient knowledge, or with information that is outdated or biased, unbalanced and guiding students' thinking to a certain extent. All these materials are not conducive to students' full understanding of an issue, grasp of relevant facts and analysis of the core of the problem for an in-depth and meaningful exploration of the issue. Schools still need to improve the selection and use of the learning and teaching materials to ensure that the content aligns with the goals and targets of the curriculum, so that students can learn with objectivity and impartiality, and acquire complete and correct learning content.

- Special schools are able to continuously improve the school-based curriculum according to students' learning needs, including the integration of therapeutic elements into the subjects to help students overcome physical challenges and the difficulties encountered in learning; offering of self-care lessons and sensory motor training to enhance students' self-management skills and life skills as well as allocation of resources for diversified LWL activities to foster students' moral and affective development, effectively broaden their horizons and enrich their learning experiences. A complement of the curriculum and life planning education (LPE) connects students with daily life experience and helps them develop independent living and social skills.
- LWL places emphasis on student learning in real contexts and authentic settings as well as the cultivation of students' whole-person development and positive values through the process of experiential learning. This is a strategy adopted by many schools for the implementation of their major concerns. Schools usually assign administrative teams or a committee designated for LWL to co-ordinate the relevant tasks. Tying in with the curriculum of each KLA or subject, LWL activities or other learning experiences are arranged to extend students' learning. For example, to complement the school Arts Education curriculum, platforms such as large-scale talent performances or lunchtime theatres are provided to create an artistic ambience on campus and allow students to demonstrate their creativity; through the participation in academic societies and interest clubs, sports and arts training, school teams, etc., students' interests are fostered and their potential developed; uniformed group activities and volunteer services are organised to cultivate students' spirit to serve and leadership skills as well as enable them to apply what they have learnt to help others. Before the pandemic, many schools extended learning to outside Hong Kong, for example, by organising exchange tours and field trips of different themes in the Mainland, so that students could gain first-hand experience of the latest developments in our country, thereby deepening their understanding of our country and enriching what they had learnt in class. Due to the pandemic, a number of schools have

cancelled or postponed the LWL activities originally scheduled for this school year. Facing the ongoing pandemic, individual schools have tried to arrange learning activities for students to carry out at home, such as writing songs, creating short films or designing masks, to sustain students' interest in learning.

- Schools attach great importance to the interface between different key stages and take measures to strengthen it, including curriculum design and adaptation as well as the provision of bridging activities and learning support, with the most commonly adopted being acclimatising Primary 1 and Secondary 1 students to campus life. Most primary schools conduct induction programmes at the beginning of the school year. In addition to the teaching of classroom routines and self-care skills, some schools adjust the frequency and mode of assessment, for example, by adjusting the amount of homework, frequency of dictations and requirements for writing. A small number of schools even cancel the examinations in the first term or the first year and replace them with different means of formative assessments, such as assignments and quizzes, to help students reduce examination stress and adapt to the primary school life. As for secondary schools, most of them conduct summer bridging courses or induction programmes, in which Secondary 1 students not only get to know different subjects or subject-specific vocabulary in English, but are also taught self-learning strategies, allowing them to adapt to the learning mode in secondary schools soon.
- Assessment is to collect evidence of students' learning process and outcomes for reference to review the effectiveness of curriculum implementation, enhance learning and teaching quality and understand students' learning progress. At present, school assessment policies are generally clear. Schools manage to design appropriate assessments according to the learning objectives and continuously review students' learning progress through lesson observations or assignment inspection. Homework design is generally diversified. Some schools allow students to choose the topic and presentation mode for their assignments, thereby catering for their different learning styles; or assign self-learning tasks instead of the traditional pen-and-paper assignments to students during long holidays. Schools usually notify parents of the relevant policies through circulars or student handbooks at the beginning of the school year, which is a relatively common practice in primary schools. Some schools consult or collect opinions from parents and students in a timely manner and adapt the mode and content of assessments as needed. During the suspension of face-to-face classes, schools adapt the assessment modes to cater for students' learning needs, for example, by switching to online electronic platforms for assigning homework, providing students with hints on assignments supplemented by narrated presentation slides, and recording real-time online lesson clips to enable students to revise the learning content when needed.

- Making good use of assessment data to adjust learning and teaching strategies is a key indicator of teachers' assessment literacy. Schools often analyse student performance in internal and external assessments through, for example, collaborative lesson planning or year-level meetings. Schools that aptly use assessment data are able to adjust curriculum planning and classroom learning and teaching strategies upon analysis of student performance, and thus effectively promote student learning. As for schools with less effective use of assessment data, the follow-up measures devised after evaluation, such as re-teaching the relevant topics and providing students with additional worksheets to drill them on techniques in answering questions, are usually not specific enough. These schools overlook the importance of analysing assessment data, or are not able to formulate improvement strategies with a clear focus in response to students' learning difficulties. During the suspension of face-to-face classes, schools employ different methods, such as paper-based or electronic assignments, online assessments, and observation of students' performance in real-time online lessons, to understand their learning progress and effectiveness at home. However, in some schools, students' homework is not marked in a timely manner and students are required to check answers on their own, or assignments are left to be marked after class resumption, which renders the tracking of students' learning progress difficult.
- To promote reading, schools not only guide students to learn to read and nurture in them a love of reading, but also help students master the skills of "Reading to Learn" to enhance their overall learning capability and achieve the aims of lifelong learning and whole-person development. Schools have paid due attention to the promotion of reading. In most schools, co-ordination of the tasks on promoting reading is taken up by librarians, designated committees or language subject panels. They create a vibrant reading atmosphere on campus through activities such as reading award schemes, book sharing and the setting up of book collection boxes for bookcrossing on campus. They also schedule time slots designated for reading to cultivate students' reading habit and organise theme-based reading weeks or book fairs with specific topics to broaden students' scope of reading. Most schools can make good use of the "Promotion of Reading Grant" to purchase books and organise school-based reading activities, such as inviting writers to give talks, to build up a reading atmosphere on campus. For schools that promote reading more effectively, teachers are able to build consensus, formulate objectives and development strategies, and implement reading plans with a collaborative effort. There are schools inviting organisations that specialise in promoting reading to conduct training workshops on parent-child reading for parents and help create time and space for reading on campus, with a view to creating a good reading environment for students. During the suspension of face-to-face classes, individual secondary schools provide students with various e-reading resources and organise inter-class online reading competitions to encourage students to read

e-books. There are also schools that arrange different forms of sharing on reading, in which students make short video clips to share their reading experience with peers, to help students expand their reading horizons.

- As for schools having implemented Reading across the Curriculum (RaC), the initiative is mostly at its initial stage. Through the language subjects, or the collaboration between the library team and panels of non-language subjects, schools generally promote RaC by setting common reading themes. Schools that promote RaC more effectively manage to plan holistically, with panels of language and non-language subjects jointly setting learning themes, arranging relevant reading materials and allowing students to participate in classroom learning activities designed by different subjects, effectively strengthening students' understanding of the learning themes. RaC is also practised through project learning. Students are allowed to set research topics that interest them, enhance their understanding of related content through reading, and integrate knowledge across different KLAs. Schools promoting RaC at a slower pace lack overall planning as well as specific implementation strategies. To effectively promote reading and enhance the effectiveness of RaC, it is still necessary to strengthen the collaboration among subjects. Schools could identify the connections among the learning focuses of different subjects and enable students to flexibly apply knowledge across different KLAs through reading.
- To achieve the curriculum objectives of fostering students' whole-person development, the cultivation of positive values is an important part in the overall curriculum planning. Schools actively promote values education, mainly through subject learning, school-based moral and civic education lessons, cross-curricular learning and LWL activities, etc., which provide students with various learning experiences and cultivate in them positive values and attitudes. They also leverage resources for the implementation of relevant tasks, for example, by tapping the support from religious groups or community organisations to help students develop positive attitudes towards respecting and treasuring lives through diversified life education activities. Schools also help students develop and bolster positive values through practice and reflection by engaging them in services organised by the EDB or external organisations. Schools with satisfactory performance have clear goals with sound planning; are able to respond to the developmental needs of students at different key stages; and, through close collaboration between subject panels and committees, manage to systematically promote values education with multiple strategies adopted inside and outside the classroom. Students can easily feel perplexed when faced with controversial incidents and social issues. Schools should act in line with the curriculum goals and objectives to help students develop rational thinking and the ability to distinguish right from wrong, enable them to reflect on the impact of their behaviour on themselves and others, and thus help them develop positive values. Schools should also provide timely

support to students and handle inappropriate behaviour; help relieve students' emotions; guide students to make analyses from different perspectives, express opinions in a lawful, peaceful, rational, and respectful manner, as well as make sensible and reasonable judgments and decisions, nurturing them to become responsible citizens.

- The majority of schools actively promote life education, nurturing in students respect for life and positive attitudes. Schools mainly promote life education and positive thinking through school-based moral education curriculum. The learning content is able to meet the developmental needs of students and improve their mental well-being to strengthen their resilience in the face of adversity. Schools with more thorough planning can set appropriate learning objectives and focuses according to the developmental needs of students at different key stages. Examples include integrating reading and experiential activities, making good use of the natural environment of the campus, providing students with first-hand experience and encouraging them to get close to nature to help them understand the meaning of life and the relationship between human beings and the environment.
- For fostering the sense of national identity, schools implement national education and Basic Law education mainly through General Studies, Personal, Social and Humanities Education (PSHE) KLA and LWL activities such as exhibitions, academic weeks, quizzes, flag-raising ceremonies and events promoting the understanding of our country's history and culture. Schools also participate in the students' Mainland exchange programmes that the EDB organises for students or conduct exchanges with sister schools in the Mainland to deepen students' understanding of our country's history, culture, society and economy. However, not many schools are able to holistically review and plan Basic Law education at the school level. Omissions in the learning content occur in schools that fail to include the learning elements of Basic Law education in relevant subjects appropriately. Some teachers are unable to connect their teaching naturally to the Basic Law and students fail to understand the relationship between the Basic Law and their everyday life, resulting in the overall effectiveness of its implementation being impaired. Schools need to ensure an adequate coverage of Basic Law education, enhance students' understanding of the relationship between the country and Hong Kong, and strengthen students' sense of national identity.
- Schools employ different strategies to help students develop a healthy lifestyle. Examples include conducting health talks, or assigning the calculation of nutritional intake as learning tasks to raise students' awareness of healthy diets; and incorporating exercise programmes in multiple intelligence classes or co-curricular activities to encourage students to exercise more. Some primary schools make good use of recesses or lunch breaks to encourage students to participate in various physical activities, such as morning jogs or exercises to improve spinal health. Some secondary schools arrange for students stress-relieving

exercises or experiential activities to relieve stress through art, thereby improving students' physical and mental well-being; or organise volunteer services and thematic talks to help students understand mental health and emotion management. To further motivate students to develop a healthy lifestyle while fully taking into account their physical, mental and spiritual well-being, interpersonal relationships, positive thinking, etc., schools should connect the curriculum content to students' daily life and arrange diversified LWL activities for students to help them maintain physical, mental and spiritual well-being, so that they can grow healthily and happily.

- LPE should promote students' self-understanding, help students reflect on factors that affect their choices of further studies or future career, and assist them in setting personal goals to equip them to meet the related challenges. Most schools can respond to students' learning and developmental needs at different key stages, and help them understand themselves and learn about a variety of multiple pathways through class-teacher periods, assemblies and individual or group counselling on life planning. In general, schools can also aptly tap different resources to promote LPE through collaborating with tertiary institutions to organise diversified activities, including taster programmes, campus tours and seminars on further studies, to let students know about the choices for further studies. Learning opportunities such as visits to companies, mock interviews and job shadowing are provided for students to understand the workplace. Parents, alumni, etc. are invited to provide information about different sectors and industries and provide students with advice on further studies or employment. In some of these schools, LPE is integrated into the curriculum by, for example, connecting it to the learning content of Life and Society, enabling students to understand themselves and make choices for their future paths. There is also group or individual counselling on future studies and careers, helping students set their personal goals for different stages and define the direction of their personal development.
- On the whole, schools are able to define the focuses of curriculum development and formulate corresponding strategies and implementation measures in alignment with the trends in education and their major concerns. However, the curriculum leaders of some schools have yet to fully grasp the principles of curriculum planning as they do not possess a strong concept of holistic planning. Curriculum leaders in secondary schools need to pay particular attention to the holistic planning of the JS curriculum, ensuring that the curriculum content is broad and balanced and meets students' abilities and needs to help students build a strong knowledge foundation. To connect the learning of and across various KLAs more effectively for achieving the seven learning goals, schools should strengthen curriculum planning and co-ordination, as well as enhance the collaboration among subject panels and committees at the curriculum level. Schools ought to enable

students to make good use of the learning time inside and outside the classroom, applying the knowledge and skills acquired from various disciplines, and foster positive values in students. Furthermore, there are still differences in the use of assessment data to promote learning and teaching among schools. Schools need to strengthen the effectiveness of assessment for learning by making good use of assessment and other relevant data, evaluate the effectiveness of their work with reference to students' performance and analyse students' learning needs and difficulties to inform curriculum planning.

Exemplars

Making appropriate adjustments to homework and assessment arrangements to create room for students to develop interests and potential

In recent years, the school has set creating room for students to develop their interests and potential as its key development focus to foster the whole-person development of students. Therefore, the school adjusts the homework and assessment arrangements, collects opinions from stakeholders regularly, as well as reviews and optimises the homework policies such as the arrangements and amount of homework for each subject in a timely manner. There is reduction in the amount of homework through streamlining worksheets with repetitive key learning points under the monitoring of designated committees. The school schedules tutorial sessions in the timetable so that students can complete most of the homework at school under teachers' guidance. This not only supports the learning of the less able students, but also creates room for most students to develop their potential according to their own interests. The school strives to help Primary 1 students adapt to the transition between kindergarten and Primary 1 as well as the learning in the primary school. The school does not set any examinations for Primary 1 and it continuously reviews and adjusts the relevant arrangements. For example, diversified assessment strategies are adopted in Key Stage 1, covering students' daily performance in reading aloud, practical activities, group presentation, etc. Combining teacher observation with parent and peer assessment, the related information is compiled into a learning portfolio, which facilitates parents' understanding of student's learning progress and performance while taking into account students' needs in adaptation and learning.

Striving to develop a distinctive school-based curriculum to enhance students' language abilities; deepening students' understanding of the Chinese culture through cross-curricular collaboration

The school has developed a distinctive school-based curriculum to deepen students'

understanding of the Chinese culture. The school starts with the teaching of reading in the Chinese Language, allowing students to experience the thoughts and feelings expressed in classical poetry and simple classical texts, and to understand the moral and affective essence as well as the cultural connotation in them, thereby gaining a more in-depth understanding of the literary works. The elements of drama or debate are incorporated in the selected learning modules of Chinese Language at each upper primary level to foster students' creativity and higher-order thinking skills, and boost their interest in language learning.

In addition, through cross-curricular collaboration, the school enhances students' language and learning abilities, and encourages them to read widely. For example, effort is made to connect the learning of Chinese Language and Life Education through the use of picture books, not only teaching reading strategies, but also emphasising values education and allowing students to reflect on the meaning of the story in connection with their life experience. Through the collaboration of the Chinese Language and the English Language panels, autobiographies and biographies are chosen as the theme and reading materials to promote RaC in Primary 5, enabling students to learn the writing style and special features of the genre. The school has launched the "Cross-curricular Activity Days" since the last school year, with the themes of these two years being "Journey to the West" and "The Romance of the Three Kingdoms" respectively. Through cross-curricular collaboration, students can deepen their understanding of the Chinese culture. For example, they are guided to employ reading strategies in Chinese Language, explained the concept of symmetry through the traditional art of paper-cutting in Mathematics, and taught to make sky lanterns and understand their symbolic meaning in Visual Arts. This enhances students' interest in learning the Chinese history and culture.

Effectively catering for students' learning needs through aligning assessment arrangements and design with the school's key development focuses

In recent years, the school has paid particular attention to catering for learner diversity, and each subject panel acts proactively to arrange appropriate assessments for students in response to their different abilities and learning styles. Taking the internal assessment of Liberal Studies for example, the examination papers for the more able students require higher-order thinking skills. Students are to extract and analyse useful information from relatively complicated reading materials. The examination papers for the less able students employ more direct questioning, provide guidance to facilitate students' thinking, and contain less complex reading materials, helping students master how to answer questions and thus builds their confidence in learning. Each examination question is set with assessment focuses, including the application of concepts and knowledge acquired from the learning modules, the use of supporting evidence and relevant elaboration, etc. When marking the answers, teachers note down students'

performance according to the preset focuses, and produce individual performance records for students to have a good grasp of their learning performance. The school also carefully analyses the test and examination performances of students from different ability groups and adjusts the teaching strategies in response to their learning difficulties. The school makes an effort in motivating students to conduct independent project learning using a non-textual mode. Students are guided to combine the knowledge and skills acquired in STEM education, record the inquiry process and use videos to report the results. This effectively enhances students' interest in learning and cultivates their inquiry mind.

2.4 Classroom Learning and Teaching

- Student learning includes the learning experiences both inside and outside the classroom. In general, students are attentive and interested in classroom learning. They conform to rules and participate in learning activities according to teachers' instructions with a good rapport in the classroom. Teachers are generally able to present the learning objectives clearly in class and structure the learning content according to the learning objectives. Teachers also use various learning and teaching materials, such as multimedia resources, to enhance student participation, sustain their motivation and help them grasp the concepts and learning content. For promoting SDL, teachers often assign pre-lesson preparation tasks to students, for example, providing them with reading materials and video clips through e-learning platforms, and start the lessons with students' pre-lesson preparation work. Teachers also upload pre-lesson preparation work to e-learning platforms for students to share and discuss, thereby facilitating peer interaction. Most students are able to complete their pre-lesson preparation tasks and apply the knowledge and skills learnt to accomplish the learning tasks in class. However, they seldom take the initiative in raising questions or taking notes on key learning points. Teachers need to set higher expectations for students, offer guidance in accordance with their abilities, and enhance their self-learning abilities and initiative in learning. There is room for improvement for the learning activities in some lessons. Examples include an abrupt end of the lesson, inadequate teaching content, low expectations towards students or an inappropriate level of learning content. This cannot guide students to explore the learning content deeply, and thus affects their learning effectiveness.
- In addition to lecturing, most teachers employ questioning and group activities to enhance students' participation in class. Teachers' questions are mainly to check students' prior knowledge, with quite a number of them being too straightforward and giving little scope for students to explore the issues in depth. The effectiveness in using questioning to cultivate students' higher-order thinking skills varies. Students are willing to answer

teachers' questions and participate in class activities, displaying a positive learning attitude. Group activities are conducted in most lessons to promote peer interaction. Most students are engaged in the group activities and are willing to express opinions, discuss with peers and listen patiently to the views of others. In some of the lessons, sharing on the discussion is arranged after the activities to enhance students' confidence as well as their presentation skills. However, the design of group activities in some lessons is unsatisfactory and fails to enhance learning effectiveness. For example, there is not much collaboration in tasks, little room for discussion on certain issues and activities are dominated by the more able students. In general, teachers can provide opportunities for students to share their learning outcomes and give timely and positive feedback. Some teachers capitalise on e-learning, using mobile computer devices and apps to give students instant feedback, thereby enhancing students' participation in lessons and boosting their motivation and interest in learning.

- To cater for learner diversity, teachers often make use of questioning to increase students' participation in learning and arrange group activities to engage students with different abilities in lessons. Teachers monitor students' learning progress through observations and provide individual guidance to students in need. Some teachers adopt different learning and teaching strategies, such as tiered assignments, mixed ability grouping or giving hints for answering questions, to support students with different abilities. However, assigning challenging learning tasks to the more able students to extend their learning or develop their potential is not commonly seen. On the whole, to enhance the effectiveness of catering for learner diversity in class, teachers still need to flexibly adjust the pace of teaching as well as learning and teaching strategies according to students' abilities, styles and performance.
- An effective connection between the learning inside and outside the classroom can bring about a mutually reinforcing effect and help students internalise and apply what they have learnt in the classroom. In general, schools are able to conduct diversified learning activities and create contexts for students to apply what they have learnt outside the classroom. For example, visits to museums and local historical sites and Mainland exchange programmes are organised to extend students' learning of our country's history and the Chinese culture. In addition, some schools arrange various activities to develop students' English language abilities. These activities include "English Café", English drama and English booth games, enabling students to use English vocabulary and demonstrate their communication skills, as well as helping boost their confidence in using English. In individual secondary schools, the English panel co-ordinates the work of Language across the Curriculum (LaC) and collaborates closely with the teacher-librarian and non-language teachers. They jointly formulate cross-curricular learning themes, providing students with the learning experience of integrating the knowledge of different subjects learnt inside and outside the classroom. Currently, there are not many schools

promoting LaC, and cross-curricular collaboration is generally insufficient. The overall planning needs to be improved. It is desirable for school curriculum leaders to take a co-ordinating role in overall planning. They should review the connection of the key learning points between different subjects and strengthen the communication and collaboration among subject panels. Schools need to make good use of learning time, to integrate learning activities inside and outside the classroom effectively, helping students apply what they have learnt and facilitating classroom learning.

- At the beginning of the suspension of face-to-face classes, schools mainly upload learning materials to the e-learning platform for students to study at home. At the middle and late stages, schools usually produce school-based teaching videos alongside online learning materials, or conduct real-time online teaching. Most schools make use of e-learning platforms, instant messaging apps and social media platforms to provide students with learning support, such as discussing learning content or learning outcomes with teachers and peers. Some schools adopt the flipped classroom approach to conduct activities such as reading, hands-on tasks and project learning to achieve “Suspending Classes without Suspending Learning”. Teachers understand students’ learning progress and effectiveness mainly through reviewing their assignments and observing their performance in online lessons. Teachers also make use of e-learning platforms to give feedback to students and enhance students’ IL, including the ability and attitude to use IT. However, the effects of online learning and teaching and face-to-face classes are different after all. For example, it is relatively difficult for teachers to accurately evaluate the learning effectiveness of students in online learning, and parents’ support for students to conduct e-learning varies. Moreover, there are differences among the capabilities of teachers and students in using IT for learning and teaching, resulting in a number of difficulties and challenges in conducting online lessons. In response to the development of e-learning, schools need to continuously improve the IL of different stakeholders, including students and teachers, and help them enhance the capability of using IT, for example, extracting, organising and screening information, as well as enjoy the benefits brought by it. This would allow teachers and students to adapt to the learning and teaching modes under the new normal as soon as possible, thereby improving learning and teaching effectiveness.

Exemplars

<p>Closely aligning with the school’s major concerns to effectively cultivate students’ inquiring mind through learning and experiential activities</p>
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<p>The lesson design closely follows the school’s major concern of “Inquiry and Experience:</p>

Fostering Curiosity, Initiative and Problem-Solving Skills”. Teachers are able to arrange appropriate investigative activities according to the characteristics of the subjects. For example, students are required to explore the relationship between columns, cones, spheres and their cross sectional and longitudinal shapes in Mathematics. In General Studies, different experiential activities or small-scale scientific experiments are conducted to arouse students’ curiosity. Taking exploring the relationship between battery capacity and the brightness of light bulbs for example, students demonstrate their inquisitiveness and the eagerness to learn. The elements of the inquiry process are not confined to mathematical and scientific activities, but also included in the study of the minds and emotions of fictional characters. For example, students are guided to put themselves in the character Bao Qingtian’s shoes and understand his righteousness, integrity and selflessness through role-play; or there are investigative activities for students to experience how people attempting to lose weight feel to help students understand the text content. Students are serious and attentive. They possess the spirit of inquiry and demonstrate good problem-solving skills.

The school can wisely capitalise on whole-day schooling and flexibly arrange the learning schedule to connect subject content with extended learning activities in an organised manner. For example, theme-based activities on STEM education are conducted to extend the learning in General Studies, providing opportunities for students to learn certain principles from General Studies in the morning class and apply them in the activities on STEM education that take place in the afternoon. This helps students apply knowledge and skills across disciplines through hands-on inquiry-based activities.

Using pre-lesson preparation, questioning and classroom discussion effectively to deepen student learning

The lesson is well organised with clear learning objectives which align with the school’s major concern of strengthening students’ SDL abilities. Most lessons start with students’ pre-lesson preparation. Most of the students manage to complete the pre-lesson preparation conscientiously and have developed a good pre-lesson preparation habit. The pre-lesson preparation tasks are closely linked to the content of the lesson, and scaffolding is widely used to help students grasp the learning content. Most teachers are able to make good use of the lesson time to facilitate student learning through teacher-student and peer interaction. Some teachers effectively use students’ pre-lesson preparation outcomes or results of group learning in class to conduct in-depth discussions with the whole class, providing opportunities for students to share and elaborate on their learning outcomes. Guidance is also aptly given to encourage students to comment on each other’s work, make revisions to and further refine their own work and that of their peers. By doing so, students can effectively learn from each other and construct

knowledge together. A good atmosphere of mutual learning is present among peers.

Teachers usually employ questioning throughout the lesson, and are able to provide appropriate guidance and make use of probing based on students' responses. This helps students clarify their learning difficulties and guide them to self-correct as well as master the relevant learning content and skills gradually. In addition to checking the basic understanding of students, a few teachers also discuss issues with students in depth through asking questions of various levels. Before the end of the lesson, they use questions wisely to guide students to summarise the key learning points, thereby deepening students' learning.

2.5 Implementation of Schools' Major Concerns

2.5.1 Values Education

- Values education is commonly adopted by schools as a major concern or a school development focus. It is promoted through the learning content of various KLAs, school-based moral education lessons and LWL activities, etc. The seven priority values and attitudes are generally covered.
- The overall planning of values education in schools is mainly devised by the support for student development committees or working groups that co-ordinate and implement the pertinent work through LWL activities. There are also schools starting the task with a subject-oriented approach. For example, the various cross-curricular domains in values education, such as environmental protection, anti-drug, Basic Law education and national education, are incorporated into relevant school-based curricula and delivered through the school-based life education or moral and civic education lessons. Schools with better planning are able to devise tasks according to students' developmental needs at different key stages. The content of school-based life education curriculum, for example, is enriched in accordance with students' developmental stages. Co-ordination is made among teachers from different subject panels and committees, class teachers and social workers to enable sufficient communication on curriculum planning, design of learning and teaching activities, deployment of resources, etc. Community resources, library collections and e-learning platforms are also used to provide students with diversified learning experiences, such as organising volunteer service teams to serve the needy in the community, or designing booth games to promote mental well-being among peers. Based on the framework of the school-based life education curriculum, class teacher periods, thematic talks and service activities are connected to cultivate students' positive values and attitudes systemically through the integration of cognition, affection and action.

- In response to the EDB's policy development in IT in education, schools need to further enhance students' IL with the aim of nurturing their ability and attitude to use information effectively and ethically. Schools commonly develop students' IL through subject teaching or LWL activities, for example, incorporating topics on IL into the school-based Computer Studies curriculum or Information and Communication Technology; organising relevant talks or dramas on themes about intellectual property to help students verify the authenticity of information, acquire relevant knowledge of intellectual property and cyber safety, as well as develop proper attitude towards the use of information and IT. There are schools holding IL talks for parents to enrich their understanding of the issue. However, very few schools are able to formulate comprehensive and concrete plans and strategies to nurture IL among students. When implementing relevant tasks, schools need to refer to the relevant guidelines issued by the EDB and integrate IL into the whole-school curriculum, and provide students with real contexts and authentic settings across different subjects whilst taking care of students' needs at different key stages. In such a way, measures for enhancing students' IL could be implemented systematically. Moreover, in the light of the changes in learning and teaching modes under the new normal, there are more opportunities for students to engage in e-learning and access a large quantity of information online. Schools should make better efforts to guide students to evaluate whether the information is reliable, authoritative and unbiased or not, and help students become responsible learners who can use information and IT ethically.
- Schools usually conduct various LWL activities to develop in students a sense of national identity, such as organising exchange programmes to the Mainland, including the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" and the "Understanding Our Motherland" scheme, or participating in academic or arts and sports activities with sister schools in the Mainland. Through experiential learning, students gain a better understanding of our country's development in aspects such as history, culture, society and economics. Regular activities for all members of schools, such as exhibitions on the Chinese culture, academic weeks, Basic Law competitions and flag-raising ceremonies, are held to enhance students' understanding of our country and its culture. Furthermore, interest groups like Chinese orchestras, folk dance groups, ink painting classes and Chinese calligraphy classes are organised, from which students experience the fun of Chinese culture through experiential learning. For Basic Law education, schools implement it through General Studies at the primary level and subjects of PSHE KLA at the secondary level, or connect Basic Law education learning elements to relevant subjects to enhance teachers' capabilities of grasping the teaching focuses.
- Life education in schools is implemented mainly through the school-based moral education curriculum to cultivate students' positive values and attitudes such as respecting and cherishing life. The school-based curriculum of schools with more comprehensive

planning is designed with clear vertical continuity, providing students with holistic learning experiences through various kinds of learning activities, such as class teacher periods, personal growth lessons, thematic talks and service learning. Schools adopt diversified strategies to help students develop positive and optimistic attitudes in the face of challenges in life. These strategies include showing movies about everyday life events that students can relate to and guiding them to make reflections and treasure life; and encouraging subject panels to collaborate with the school library to recommend books about life education to students, so that students can connect the knowledge acquired from lessons to their life experiences and develop positive attitudes to help them tackle difficulties and adversities. Besides, through strengthening home-school co-operation, parents' and teachers' understanding of life education is deepened, enabling them to work closely together to foster students' attitude towards respecting and cherishing life. During the suspension of face-to-face classes in view of the pandemic, many schools continue to promote values education. They conduct online lessons personal growth education or school-based moral education, in which pandemic-related incidents are shared and discussed with students, to instill into students positive values such as gratitude and a love for life, as well as encourage them to persevere. Moreover, in response to the reduced interaction among students due to the prolonged period of online learning at home, quite a number of schools conduct online real-time class teacher periods, in which students can chat with their peers and learn how to get along and communicate with others, catering for students' needs for social development as best they can. Changes in the learning modes can easily bring students anxiety and stress over their learning progress and examination. Hence, schools need to continue providing students with counselling service, online talks about positive thinking, etc. to help students release emotions, maintain good learning attitudes and habits, and build resilience against adversity.

- Schools evaluate the implementation of values education mainly through ways such as students' reflections, teachers' observations and school-based questionnaires. However, a few schools fail to appropriately assess the effectiveness of values education, with their evaluation focusing more on reporting work progress, logistic arrangements or teachers' perceptions, and seldom conduct comprehensive reviews on students' performance or the achievement of learning objectives. Based on the nature and purpose of an activity, schools could conduct evaluation involving different stakeholders to incorporate the opinions from students, parents and teachers to understand students' behaviour and performance from different perspectives. Schools could also make good use of data such as APASO to evaluate work effectiveness and identify students' needs regarding their behaviour and attitudes. In this way, ongoing development of values education could be effectively promoted through the P-I-E cycle.
- On the whole, most schools are enthusiastic about promoting values education, but they

should still strengthen, building on the present foundation, whole-school curriculum planning and set key learning focuses in each learning stage as well as for each subject in accordance with students' developmental needs. Since the implementation of values education involves different domains of the curriculum, schools should enhance communication and collaboration among subject panels and committees to provide students with diversified learning experiences for the cultivation of positive values and attitudes among them.

Exemplars

Making good use of evaluation to inform planning, effectively identifying students' needs, integrating cognition, affection and action to foster in students positive values and attitudes, such as the sense of responsibility and caring for others

The school makes effective use of the quantitative and qualitative data to evaluate the work effectiveness of values education for planning purposes. It includes data collected through the scales and subscales in APASO as well as the analysis of counselling cases and misconduct cases to identify students' needs. These data are integrated with teachers' observation on students' performance to evaluate the work effectiveness of values education. In addition, the school strengthens the role of the class teacher in counselling and makes good use of the "class mail box" to understand thoughts of students. The school also discusses the performance and needs of students in different year levels in the teacher sharing sessions, and subsequently formulates appropriate follow-up measures.

The school actively provides students with different learning opportunities and contexts, creates a positive atmosphere in school, and develops the sense of responsibility and caring for others among students through the integration of cognition, affection and action. For example, the school organises a two-day camp, which aims at facilitating students' personal growth and developing their self-care skills, for students of different year levels to learn about self-management and to put those positive values and attitudes, such as commitment, punctuality and team spirit, into practice in their daily lives. Moreover, the school launches a "One Student One Post" scheme in class with students' posts shown outside the classroom. Badges are also given to students to encourage them to assume their roles and take up their responsibilities within the school. There is also a "mentoring programme", in which all Primary 6 students are arranged to go through proper training on how to develop friendships with and care for younger fellow schoolmates, as well as how to solve problems. These "big brothers" and "big sisters" are also encouraged to have lunch with the younger counterparts once a week to promote friendship and develop a sense of mutual support and love among them.

Arranging LWL activities which meet students' needs and helping students achieve physical and mental well-being continuously

During the suspension of face-to-face classes, the school adopts diversified strategies to take care of students' physical, mental and spiritual development. In morning assemblies, there are mental well-being activities, in which teachers lead students to do mindful breathing, read articles and share reflections on the reading, helping students relieve the anxiety caused by the pandemic. Furthermore, the school maintains the weekly class teacher period for the purpose of classroom management and arranges different discussion topics for students to express their views. There is also an online message board for students to share their feelings in the class teacher periods; and that helps inform class teachers of their emotional state. The school's moral and civic education committee continues to motivate students to care for others and serve the community to foster students' positive values and attitudes. Activities held for such a purpose include organising an online blessing hub for all teachers and students to leave encouraging messages to students taking part in public examinations; the production of short videos by students to cheer for the professionals who help fight the pandemic; and designating an online area named "Encouragement Platform" on the e-learning platform for students to share anti-pandemic information and their experience of learning from home. The platform also provides information about various online competitions and students are encouraged to take part in them, helping broaden their learning experiences and sustain their interest in learning.

2.5.2 Self-directed Learning

- In recent years, quite a number of schools have continued to set SDL as one of their major concerns, which is to tie in with the curriculum development, with the aim of developing students' ability of learning to learn. Capitalising on the achievements previously attained in promoting SDL, schools sustain or strengthen the relevant development. For example, plans of fostering students' SDL abilities are devised in a more systematic manner, and SDL elements are embedded into the school-based curricula; or cross-curricular collaboration is gradually enhanced to promote SDL in different subjects. Schools generally take cultivating students' SDL abilities as an entry point to creating successful learning experiences for students and, subsequently, developing students' learning habits and positive learning attitudes. A few schools make an effort to develop students' ability to self-evaluate their learning effectiveness by helping them set personal goals and conduct self-reflection and evaluation, which increases their sense of ownership in learning and

enables them to master their own learning progress and make self-adjustments. A small number of schools are short of clear and holistic planning. Their subject panels have different interpretations of SDL and, without collaboration, their direction and pace of promoting SDL vary, which in turn largely undermines the overall work effectiveness.

- Schools employ various means, including pre-lesson preparation, online platforms, e-learning, note-taking, the promotion of reading, the teaching of learning strategies, and the facilitation of self-reflection, to enhance SDL among students. Among the above measures, pre-lesson preparation is the main strategy that most schools adopt to help students develop the habit of self-learning. Students are generally able to complete their pre-lesson preparation tasks as instructed by their teachers. Some teachers can make use of the outcomes of students' pre-lesson preparation to facilitate learning in class. For example, QR codes are provided for students to do online reading before lessons to assist and deepen their learning in class. Apart from pre-lesson preparation, most schools require students to take notes. Students generally manage to jot down key learning points under teachers' instructions. The more able students are capable of using concept maps appropriately to organise lesson content. Some schools focus on helping students set their personal learning goals, understand their own strengths and weaknesses, and devise action plans for learning. Some schools emphasise students' self-reflection during the learning and teaching process. They let students review their own learning progress or their performance in service learning, thereby strengthening their reflective abilities. Some schools teach self-learning strategies, such as thinking and reading skills, and encourage students to apply relevant strategies to their assignments or project learning tasks. However, there are still schools which fail to consider students' learning ability when teaching them self-learning strategies and are unable to guide students to apply their self-learning strategies learnt in the learning process. As a result, students' motivation to take their own initiative to extend learning after class is dampened and their learning performance is affected.
- Students' self-learning is facilitated mainly through e-learning. The majority of schools employ e-learning platforms to disseminate learning and teaching materials; and encourage students to collect information from the Internet, read online, participate in after-class online discussions or do extended reading, etc. outside classroom to develop students' self-learning abilities. Some schools make use of e-learning to enhance interaction in class, in which students carry out self-assessment and peer assessment to obtain immediate feedback and foster peer learning. These schools capitalise on the advantages of e-learning to enable students to review their learning outcomes instantly, and evaluate and reflect on their own learning process as well as the strategies adopted, so that their self-regulation and self-management abilities are strengthened. Teachers also use e-learning platforms to collect data about students' learning, identify the difficulties they

have in learning, as well as take follow-up actions and give timely feedback to improve teaching effectiveness. During the suspension of face-to-face classes, most schools are able to expedite the development of e-learning gradually according to the school context. In the past, schools developed e-learning mainly for facilitating classroom teaching, aiding the learning and teaching activities for teachers and students. Amid the pandemic, e-learning gradually becomes a major mode for supporting students to conduct online learning at home. Teachers, students and parents need time to adapt to such a change in the mode of learning and teaching. Building on the present foundation, schools could make use of their online learning and teaching experiences accumulated in this period to plan and map out the future development work for e-learning to further foster students' SDL capabilities. Moreover, schools could adopt a blended mode of learning and teaching by integrating classroom teaching with online teaching, and arrange different kinds of learning activities flexibly. Schools could also set up an e-learning and teaching resource bank to consolidate and extend the achievements made during the suspension of face-to-face classes.

- Schools have been emphasising the importance of cultivating students' "Reading to Learn" skills for the purpose of developing their self-learning abilities. Through arranging various reading activities such as online reading, book recommendation and extended reading materials, schools help students connect reading to their learning of different subjects and encourage students to widen their scope of reading as well as master reading strategies to enhance SDL. Some schools strengthen the promotion of "Reading to Learn" during the suspension of face-to-face classes and encourage students to read extensively, including e-books and webpages, to facilitate self-learning. A few schools that promote RaC can integrate reading with the content and materials of various KLAs, allowing students to make use of reading strategies to connect the reading activities, reflect on their life experiences as well as integrate knowledge across different KLAs, and cultivating students' attitude and ability for active learning through reading.
- Schools are capable of using different self-assessment tools such as questionnaires and teachers' observations to evaluate the implementation of SDL, but the effectiveness of evaluation varies among schools. Individual schools are able to conduct evaluation based on students' learning effectiveness and put forward concrete plans for deepening SDL, such as incorporating e-learning as a core element in the school-based curriculum to facilitate learning and teaching, with a view to motivating students to become self-directed learners. Some schools rely heavily on using quantitative data to analyse students' learning progress, but fall short of adopting qualitative tools, like teachers' observations, to further understand students' needs and the factors hindering their SDL. Schools have to integrate various types of evaluation data to review the work effectiveness and adjust the strategies for overall planning.

- Generally speaking, schools have already gained some experience in promoting the development of SDL and in nurturing students' self-learning abilities. However, students' initiatives and their sense of ownership in learning are still insufficient. With a view to promoting students' SDL holistically, schools could further strengthen their curriculum planning by connecting learning and teaching to the area of support for student development or the major renewed emphases in curriculum, etc., through cross-subject collaboration. Regarding the design of learning activities, it is desirable for schools to continuously provide students with more opportunities to interact with peers and reflect. Schools could make good use of strategies like e-learning to further enhance interaction among teachers and students; encourage students to share their learning outcomes; and motivate them to feedback and enhance learning through self-evaluation, peer assessment and teacher feedback. Schools could also boost students' enthusiasm and motivation towards learning, and create more opportunities for students to realise their potential as well as formulate their learning plans, or choose learning activities by themselves.

Exemplars

Formulating the school-based curriculum holistically with collaboration among subject panels to cultivate students' capability and attitude on SDL

In accordance with students' development at different key stages, the school successfully creates a SDL framework and appropriately maps out the study skills, thinking tools and reading strategies that students need to master. Most subject panels are able to address subject-specific needs in promoting SDL. For example, the lesson design requires students to set their own learning goals, and encourages students to use graphic organisers in pre-lesson preparation. A number of students are able to choose the appropriate thinking tools as needed to organise content of their writing, express opinions, sort out and analyse information. Furthermore, the school-based curriculum is closely connected to e-learning, STEM or cross-subject project learning activities, providing students with the opportunities of setting project themes, collecting information, coding and designing experiments, etc., on their own. In these activities, students are able to apply the knowledge attained from different subjects and share learning experiences with their peers throughout the learning process. They are confident in sharing, displaying and reviewing the learning outcomes with others, demonstrating their good reflective ability, interest in learning as well as ownership of learning. In response to students' needs, the school integrates "mindfulness" with positive education and arranges for students to practise mindfulness during personal growth lessons, morning assemblies and lunchtime to strengthen students' attentiveness, emotion management, self-reflection, etc., and develop a positive learning attitude. These measures are able to

enhance students' mental readiness for SDL. Moreover, the school also revises its school-based reward scheme to enhance students' reflection on SDL, "mindfulness" and appreciation, and invites class teachers and parents to participate in the evaluation. During the process, students are able to understand and reflect on their own learning and developmental needs from different perspectives, and make improvement accordingly, demonstrating their capacity of self-understanding and attitude towards active learning.

Adopting multiple strategies to encourage students to develop self-learning habits at various levels

The school employs strategies like e-learning, note-taking and the "junior teachers" scheme to enable students to bring into play their SDL capabilities in the three areas of knowledge enrichment, organisation of what is learnt and peer learning. Regarding knowledge enrichment, e-learning platforms are effectively employed in the subjects of Science and Biology to help students prepare for lessons and consolidate their prior knowledge. Examples include uploading of videos and provision of websites to facilitate students' better understanding of the topics. For Physics, short videos about students' common misunderstanding of the subject content are uploaded to help students clarify concepts and revise what has been learnt. Through e-learning, students effectively prepare for lessons, extend what they have learnt in lessons, and gradually develop SDL habits. In the aspect of organising what is learnt, JS students use learning tools, such as concept maps, charts and tables, to organise the key learning points in class, and then compile their personalised notes. As for peer learning, teachers assign students as "junior teachers" to explain some topics to their fellow schoolmates in Physics lessons, and, through the use of daily life examples and important concepts of Physics, to elucidate the learning content. Teachers also arrange peer assessment for students to comment on the performance of the "junior teachers", thereby helping students improve their learning through peer assessment and exerting their abilities in SDL.

2.5.3 Science, Technology, Engineering and Mathematics (STEM) Education

- In recent years, most schools have put great emphasis on STEM education and made it as one of their key development focuses. Schools, on the whole, are capable of setting concrete objectives of school-based STEM education to nurture students' interest in Science, Technology, Engineering and Mathematics and to enhance their ability in integrating and applying the related knowledge and skills. Quite a number of schools have

set up committees designated to promote STEM education. These committees co-ordinate tasks relating to the organisation of activities, allocation of resources and professional development of teachers. Examples of these tasks include co-ordinating relevant subject panels to organise STEM education-related activities and deploying resources for the purchase of equipment to encourage students to participate in activities on STEM education. Schools with more comprehensive planning are able to strengthen cross-KLA or cross-subject collaboration, and systematically incorporate the elements of STEM education into the school curriculum and LWL activities. They also introduce external professional support and professional exchanges across schools to promote a culture of sharing among teachers.

- Regarding implementation strategies, schools usually organise learning activities based on the topics of a KLA or subject and integrate relevant learning elements of other KLAs or subjects into them. For example, a secondary school has arranged a hands-on Science activity of making water filters for the unit of “water”, letting students choose the materials suitable for the production in the learning context. At the same time, learning elements of other KLAs or subjects, such as the calculation of cost, measurement of light transmittance of water samples and safe use of the hot melt glue guns, are integrated into the activity. Such a learning process provides students with the opportunities to integrate and apply their knowledge and skills across different subjects, and helps develop their generic skills. Compared with previous years, more schools now implement cross-curricular project learning to promote STEM education. For example, some primary schools conduct project learning on the theme of science, allowing students to apply what they have learnt in lessons to make landing devices, thereby enhancing their creativity, collaboration and problem-solving skills. In addition, elements of coding are also incorporated into the curriculum of quite a number of schools to develop students’ computational thinking and allow them to apply coding to tackle problems encountered at home or in daily life.
- To promote STEM education, schools often organise diversified LWL activities, such as Activity Day/Week on STEM Education, robot-making and exhibitions, to enhance students’ interest in learning. To enrich students’ learning experiences, schools also arrange advanced training for students who are more interested or demonstrate higher ability in STEM education and nominate them to take part in competitions outside school, to help them reach their full potential and broaden their horizons. Overall, schools mainly implement STEM education through cross-KLA or cross-subject collaboration in the planning of LWL activities, whereas there is less co-ordination and collaboration at the curriculum level.
- When assessing students’ learning performance, schools tend to examine the quality of finished products and students’ level of involvement in the learning activities. Only a few

schools adopt diversified modes of assessment, such as student presentations and lesson observations, to understand students' performance in different aspects such as learning motivation and interest, application of knowledge and skills across different disciplines, as well as creativity, collaboration, and problem-solving skills. Schools with better performance allow students to evaluate their own performance in knowledge, skills, and attitudes, which is a way to cultivate students' power of reflection; or employ assessment forms that cover knowledge, skills and attitudes to evaluate students' learning.

- In sum, in evaluating the effectiveness of STEM education, most schools set students' level of involvement and interest in learning as the assessment criteria, or go further to put more weight on the learning outcomes like the finished products than on the generic skills demonstrated by students in the process of inquiry. A few schools with better performance can appropriately review their work and conclude their experience in a timely manner, making good use of students' learning performance as evidence for evaluating work effectiveness and thus providing feedback on planning. Schools should focus on the objectives of school-based STEM education, understand the learning progress of students in terms of knowledge, skills, and attitudes, and review holistically the work effectiveness of promoting STEM education.

Exemplars

Systematically planning and promoting STEM education

In the previous development cycle, the school has established a STEM education committee to be responsible for developing the school-based curriculum, co-ordinating activities and letting students participate in competitions. To implement STEM education in all year levels, a school-based curriculum has been developed with General Studies as its backbone, while appropriate topics are selected and systematically integrated with the relevant learning elements of Mathematics and the school-based Computer curriculum. For example, in teaching the topic of "Sea, Land and Air Transportation" in Primary 3 General Studies, an activity for students to make airboats is organised. The activity starts with daily life situations as lead-ins to let students discover the problems, and stimulate their interest in learning. Subsequently, students are encouraged to apply knowledge across subjects to make real objects by hand. Taking part in the activity helps foster students' creativity and problem-solving skills. To further promote STEM education, the school adopts it as the major concern in the current development cycle and aims for more systematic planning and implementation. The school incorporates the elements of coding into the school-based Computer curriculum, allowing students to employ related knowledge to carry out activities on STEM education, with the aim of developing their

computational thinking skills. Teachers actively participate in external training courses and, through practices and exchanges of professional views, keep on reviewing and refining the school-based curriculum to promote STEM education. Moreover, different subject panels also try to arrange learning activities that align with STEM education, such as the making of string telephones in Music and the use of heart rate monitors in Physical Education to assess one's physical conditions when exercising. The school succeeds in delivering STEM education step by step, starting with the implementation by the General Studies core group members, then gradually extending it to all General Studies teachers, and later to teachers of other subjects.

Catering for learner diversity and providing students with hands-on and minds-on learning opportunities in authentic situations through STEM education

The school has set up a committee to co-ordinate STEM education-related work with comprehensive planning and clear objectives, and attaches importance to catering for learner diversity in the promotion of STEM education. The school has set aside a STEM education period for creative science and technology for Secondary 1 classes, providing students with rich learning content and choices of various themes for scientific inquiry as well as effectively catering for their different interests. The themes of scientific inquiry integrate both aspects of theory and practice. Apart from community visits for inspiring students to apply science and technology to help others, there are also opportunities for students to engage in hands-on and minds-on activities. For example, designing a “smart food bag”, which has a coded programme installed in it to make sound notifications when the food is about to expire, for visually impaired people, so that the user will not mistakenly eat expired food. To develop the potential of the more able students, the school takes part in the Enriched IT Programme and designs relevant enrichment courses to strengthen students' computational thinking and problem-solving skills. The school also optimises the use of the funding for the plan and strives to arrange for students at all year levels to participate in external competitions. Individual students have performed excellently and achieved brilliant results in international and territory-wide competitions.

2.5.4 Catering for Learner Diversity

- In response to the different needs of students, schools can generally formulate school-based policies on catering for learner diversity and provide support for academic as well as personal development to students with different abilities, interests, learning styles and cultural backgrounds. As for learning support, schools often stream students according to their academic abilities, or hire additional teachers and teaching assistants to conduct group teaching or collaborative teaching for increasing student-student or teacher-student

interaction, thereby helping students build confidence in learning. Outside class, there are tutorial classes as well as enrichment and intervention programmes to develop students' potential or consolidate their learning. Regarding the support for student development, most schools are able to provide students with appropriate guidance and meet the different developmental needs of students. During the suspension of face-to-face classes, most schools provide support to students in need through an established inter-disciplinary collaboration mechanism. Class teachers, Special Educational Needs Coordinator (SENCO) or social workers maintain communication with students with special educational needs (SEN) as well as their parents- to understand their situation and needs at home, and arrange online professional support services.

- Most schools are able to adapt the curriculum and assessment according to the different abilities of students, for example, providing additional learning materials for the more able students and formulating challenging questions to help develop their thinking skills, whereas focusing on teaching the foundation topics or core learning elements to the less able students. In general, schools set the ratio for questions of different difficulty levels in the assessment papers according to the needs of students, or adopt diversified modes of assessment to understand students' learning performance. Schools design a wide range of assignments for students with different abilities, such as reports with themes closely related to daily life or tasks for students to build or create things, to help stimulate students' interest in learning. Schools are often able to set tiered assignments according to students' abilities, such as providing graphic organisers or clues to help the less able students organise concepts and grasp important ideas. However, a few schools have not adapted their curriculum to cater for the needs of students and have overemphasised examination techniques. In some schools, the difficulty levels of tiered assignments and the clues provided fail to match students' abilities, or students are instructed to employ certain thinking strategies, thereby restricting their ways of thinking. To cater for learner diversity, it is desirable for schools to make good use of collaborative lesson planning and peer lesson observation to further explore effective learning and teaching strategies. Examples include capitalising on e-learning to better facilitate feedback or designing more activities that could stretch students' potential to the full to consolidate and extend their learning as well as build their confidence in learning.
- For students with SEN, schools are generally capable of formulating appropriate integrated education policies and put them into practice through adopting the five basic principles of "Early Identification", "Early Intervention", "Whole School Approach", "Home-school Co-operation" and "Cross-sector Collaboration". Most schools manage to adapt their assessment to cater for students with SEN, such as giving additional time or providing question papers with enlarged print. They appropriately deploy additional resources to increase manpower and arrange different support services, such as support groups for

students with dyslexia, speech therapy or training on social skills, to cater for students' learning and developmental needs. During the suspension of face-to-face classes, schools most often provide professional support services over the phone or online, including online speech therapy services, training to teach students with autism spectrum disorders to wear masks, and counselling to help students work with their emotions, so that students are able to receive ongoing support amid the pandemic. Staff like class teachers and social workers also conduct home visits to alleviate students' emotional and family problems resulted from the suspension of face-to-face classes. Timely and appropriate support is provided and students' learning is sustained.

- Starting from the 2019/20 school year, the EDB has provided all public sector primary and secondary schools with an additional teaching post so that schools can designate a teacher as the SENCO. Schools generally have appointed the SENCO or set up a committee to assist in implementing whole-school approach to integrated education. Most SENCOs support students with SEN through proper implementation of strategies, including enhancing communication with parents to jointly take care of students' learning and developmental needs, and conducting collaborative lesson planning with subject teachers to design tiered assignments or co-teaching for the less able students. Some schools provide teachers with school-based training. One example is the practice of cross-subject collaboration which promotes exchange of professional views among teachers to foster a caring and inclusive school culture. However, schools should continue to enhance teachers' professional capabilities through, for instance, sending more teachers to basic, advanced and thematic courses to help the teachers grasp the necessary professional knowledge and skills; and devise the overall planning through the collaboration of various subject panels to cater for the learning and developmental needs of students with SEN in a more systematic manner.
- Schools are generally able to provide appropriate support measures to meet the learning needs and the social adjustment of the newly-arrived children and cross-boundary students. In terms of learning, schools generally arrange after-school support classes to consolidate students' basic knowledge; arrange for SS students to be peer counsellors to help these children adapt to school life as soon as possible; and organise activities to enhance these students' understanding of the Hong Kong community and culture. During the suspension of face-to-face classes, there are schools using e-learning platforms for students who are outside Hong Kong to access learning materials, and collect and submit assignments. Arrangements for real-time online learning, adoption of formative assessment to replace the final examination, and provision of follow-up and support via mobile apps to individual students are also observed.
- Regarding gifted education, schools are more advanced in providing Level 2 school-based

pull-out programmes and Level 3 off-school support. Students with potential are selected for special or advanced training to reach their full potential. Individual schools even collaborate with tertiary institutions and make use of external resources to provide students with diversified online courses. However, not many schools are able to execute Level 1 school-based whole-class teaching. Schools generally focus on developing students' higher-order thinking skills while the cultivation of students' creativity and personal-social competence still needs to be strengthened. There is room for improvement in the planning of gifted education. Most of the schools that have developed the "Talent Pool" are able to select students to participate in different activities according to their talents to broaden their horizons and further enhance their abilities. Most schools also place emphasis on nurturing leaders. They provide opportunities for students to shoulder various duties, organise activities, or even take part in school policy meetings so that their leadership skills can be developed.

- Schools attach great importance to the learning and developmental needs of non-Chinese speaking (NCS) students. Apart from classroom learning, most schools organise LWL activities or activities that promote integration of NCS students and other students to offer more opportunities of peer sharing and interactions, help NCS students integrate into school life and the Hong Kong society, and enhance their interest in learning Chinese. Schools are generally able to allocate extra funding flexibly to hire additional staff or purchase learning and teaching materials to support NCS students in learning Chinese. In accordance with the number of NCS students admitted, schools in general manage to employ appropriate support measures, including integration into mainstream classes, pull-out learning, cross-class or cross-level grouping, and a combination of these approaches. During the suspension of face-to-face classes, to help NCS students learn at home, individual schools record audio files of Chinese reading and highlight keywords with different colors in e-learning videos to help students learn Chinese vocabulary. However, for teachers' professional development, quite a number of schools have yet to arrange for the Chinese Language teachers to take courses related to the learning and teaching of Chinese as a second language. According to the needs for professional development, schools should strengthen training for teachers and actively look for suitable external support services to further enable teachers to grasp the learning styles and needs of NCS students. In such a way, schools would be able to provide more appropriate and specific support for NCS students in learning Chinese.
- Schools with a larger number of NCS students mainly use English as the medium of instruction. Students often communicate in their mother tongue or English in class or in their spare time, resulting in insufficient motivation for learning and infrequent use of Chinese. Schools have to create a better environment for students to immerse themselves in Chinese, thereby increasing the opportunities for them to use Chinese and enhancing

their interest in learning Chinese. Outside class, most schools offer after-school remedial classes to students, but with low effectiveness. For example, the objectives of the lessons are not clear and the learning content fails to address the difficulties NCS students encounter in learning Chinese, and thus students' learning effectiveness is affected and it is unfavourable for enhancing their proficiency in the language. In all, although schools have planned their curriculum with reference to the "Chinese Language Curriculum Second Language Learning Framework", they only focus on certain levels or key stages while the vertical continuity of the curriculum needs improvement. Schools should strengthen the monitoring of, and the follow-up actions on, the implementation of various after-school support measures and evaluate their effectiveness.

- On the whole, in catering for learner diversity, schools are generally able to formulate school-based policies and allocate resources to support students' learning in accordance with their learning abilities and motivations, but there is room for improvement in planning and co-ordination. Cross-subject collaboration should be further strengthened to build consensus to achieve whole-school participation in catering for the different learning and developmental needs of students. It is desirable for schools to continue to review learning materials, the design of assignments and after-school enrichment or remedial programmes with a view to providing support that better suits students' learning styles and needs. Schools should also explore more effective support strategies, such as using e-learning to provide feedback or designing more experiential activities that connect the subject learning content, to help students consolidate, deepen and extend their learning.

Exemplars

Effectively using in-class activities to cater for learner diversity and enhance learning effectiveness

The school attaches great importance to the effectiveness of classroom teaching and students' learning. Teachers carefully analyse the strengths and weaknesses of students in subject panel meetings as well as through collaborative lesson planning. Based on the curriculum content and the difficulties students have encountered in learning, they design classroom activities and adopt appropriate follow-up measures to improve the effectiveness of learning and teaching. In class, teachers increase the opportunities for students with different abilities to participate in learning through activities that allow students to demonstrate their potential. Teachers make use of a variety of learning and teaching materials, such as images, realia and e-learning tools, to facilitate students' understanding and enhance their interest in learning. In general, teachers conduct group activities to increase classroom interaction, arrange appropriate grouping and

learning tasks according to students' different abilities, and encourage students to share their learning outcomes with the whole class. Most teachers are able to address the difficulties students have in learning and use questions to understand their learning progress, as well as give positive feedback in a timely manner. At the same time, teachers can use a range of questions to guide students to think, or provide concrete feedback to facilitate students' learning. Apps are also effectively employed to involve students in peer assessment.

Appropriately taking care of the learning and developmental needs of different students; promoting a caring and inclusive culture

The school can formulate strategies to support learning according to different needs of students. At the beginning of the first term, the school uses different ways to understand the lifestyles, interests and learning attitudes of Secondary 1 students, and provides early support for their learning and development. For newly-arrived children, the school arranges for the SS students to act as peer counsellors to help them adapt to the new school life, and organises various activities such as community visits to let them know more about Hong Kong. Regarding the LPE of the NCS students, the school manages to provide multiple pathways for their further studies and career opportunities according to their abilities, aspirations and cultural backgrounds. For example, the school endeavours to establish partnerships with numerous tertiary institutions outside Hong Kong, provide after-school support and arrange for students to take various vocational and professional education and training programmes.

In response to the ethnic diversity of students, the school is committed to promoting an inclusive culture. In addition to organising lunchtime activities to cater for the characteristics of students from different racial or ethnic groups, the school also takes their religious background into account when preparing food for them. The school organises "Ethnic Culture Day" annually to let students learn about the culture of other countries. There are exhibitions to display ethnic costumes and items donated by students from various racial or ethnic groups, who are assigned to be guides to introduce the exhibits to help other students understand and respect the culture of different countries and regions.

Identifying students' needs early and providing all-round support to students of different abilities

All staff of the school works closely together as a team to adopt a whole-school approach to supporting and fostering students' learning and whole-person development, and provide anti-pandemic supplies as well as emergency grants for families of students in financial difficulties to ease the hardship the families face due to the pandemic, and cater for the needs of

students. The school sets up a task force to co-ordinate relevant work. Class teachers fully perform the bridging role to keep close contact and communication with students and their parents, be they in or outside Hong Kong, through sunshine calls or instant messaging, so that teachers get to understand students' learning and emotions as well as the financial situation of their families. In this way, teachers can report to the task force as early as possible, or use the newly launched "electronic referral service" to seek timely intervention from professionals such as counselling teachers, social workers or school-based educational psychologists.

During the pandemic, the school seizes the opportunity to continue working on "cultivating positive thinking and gratitude", which is the school's major concern of this school year, through conducting online activities or support services to meet students' needs. When face-to-face classes are suspended, the school capitalises on the real-time or instant messaging apps to closely connect with different stakeholders, and invites parents to participate in talks on various topics. The school also updates anti-pandemic information and circulars about online learning arrangements on the school website and via other electronic communication systems in a timely manner, so that parents can better understand the development of the pandemic as well as the school's support measures. In response to parents' opinions about the impact brought by long hours of online learning on students' eye health, the school immediately adjusts the duration of online learning. Such an experience demonstrates how home-school collaboration can properly cater for the diverse needs of students.

Chapter 3 Concluding Remarks

In general, schools are able to formulate development plans in line with the trends in education as well as students' needs, and gradually integrate the self-evaluation cycle of P-I-E into their daily operations. The majority of schools set strengthening values education, developing students' SDL abilities, promoting STEM education, or catering for learner diversity as their key development focuses of the latest development cycle. The suspension of face-to-face classes due to the pandemic in the 2019/20 school year has affected schools' daily operations to a certain extent. However, schools manage to adhere to professionalism, remain faithful to their duties and responsibilities, and keep going in the face of adversity. The school management is often able to activate mechanisms for crisis management promptly, plan, co-ordinate and facilitate various measures during the suspension of face-to-face classes, and maintain close contact and communication with teachers. With a view to supporting students' learning and development during the suspension of face-to-face classes, the school management can make good use of IT and various resources to flexibly arrange different modes of learning activities for students, helping speed up the development of e-learning. For future development and further improvement, schools may refer to the following recommendations:

Strengthening Professional Leadership and Effectively Using Evaluation Data to Inform Planning

- There is room for improvement regarding the effectiveness of schools in fostering self-improvement through the self-evaluation cycle. Schools could focus on the seven learning goals and take them as the basis for reflection in self-evaluation, formulate clear and focused school development goals, and set priorities for the implementation of various measures. Schools could then set the expected outcomes of students' learning in close connection with the learning goals and students' performance, and conduct a holistic review of the work effectiveness by integrating the various evaluation information and data. This would help schools evaluate their effectiveness in fostering students' whole-person development and lifelong learning, identify the crucial factors affecting the implementation effectiveness, and provide feedback on planning by making good use of the results from related analyses.
- The school management should lead the school team to formulate appropriate school-based development strategies and perform well the functions of co-ordination, support and supervision. Schools need to empower the teachers-in-charge of different levels with clearly defined authority and responsibilities to promote the implementation of the schools' development tasks through effective communication, monitoring as well as timely support.

Moreover, the school management and middle managers must keep up with the times, to continue to enhance their professional capacities, accurately grasp the concepts of school curriculum and development trends, and effectively deploy resources for subject panels to explore the direction of curriculum development that meets the school-based and subject-based needs. Furthermore, cross-subject collaborative platforms should be established to strengthen cooperation among subject panels and committees in dealing with appropriate educational development issues, such as values education and STEM education, to achieve synergy. Teachers could reflect more on their teaching through professional development activities both inside and outside school to not only enhance subject knowledge and improve teaching skills, but also boost their assessment literacy. Appropriate methods should be employed to identify students' learning needs and learning difficulties. The information derived from analyses of assessment data should be effectively employed to formulate specific improvement strategies for providing feedback on curriculum planning, the arrangements of learning and teaching activities and the design of assignments. Schools could grasp the opportunity and capitalise on the e-learning experience during the suspension of face-to-face classes to help students sustain learning despite constraints of place and time with the use of IT. Schools should adopt a greater variety of learning and teaching strategies, such as a blended learning mode to enable flexible organisation of activities both inside and outside the classroom, to consolidate and extend students' learning.

Promoting Students' Whole-person Development through Enhancing Overall Curriculum Planning

- Schools should ensure that the curriculum is broad and balanced. Planning and co-ordination among subject panels and committees should be strengthened at the school level with a view to providing students with opportunities to integrate and apply knowledge and skills across different subjects. Learning and teaching should be conducted in a holistic and orderly manner, covering the core learning elements or essential content of the relevant learning areas. Moreover, as student learning is no longer confined to the classroom and school hours, schools should align planning with the concept of “learning time” to effectively connect the learning activities conducted inside and outside the classroom for creating rich learning experiences for students. This includes suitable sports and arts activities to improve students' physical, mental and spiritual well-being, creating room for students to develop their potential and have a healthy lifestyle. Many secondary schools bring forward the teaching of the SS curriculum to the JS level, and thus fail to organise suitable lesson content according to students' abilities or their mental and cognitive development. These schools fall short of helping students build a solid knowledge

foundation. When developing the school-based curriculum, schools need to ensure the learning and teaching materials of different subjects align with the learning goals and targets of the central curriculum. Schools should use and quote from sources that are complete, accurate, objective and unbiased, employ effective learning and teaching strategies to enable students to acquire relevant knowledge and skills, and help foster in them positive values and attitudes.

- To promote values education, it is desirable for schools to enhance the overall planning and adopt a whole-school approach to foster communication and collaboration among subject panels and committees. Students could be inspired to reflect on and discuss daily life events and related issues with the integration of cognition, affection and action. Schools should strategically observe the curriculum goals and learning targets, guide students to earnestly reflect on the value orientations behind their behaviour and habits, and deepen students' understanding of positive values and attitudes. When planning values education, in addition to covering the seven priority values and attitudes, namely perseverance, respect for others, responsibility, national identity, commitment, care for others and integrity, schools should also follow the CDC's recommendations to enhance students' understanding and recognition of the values of law-abidingness and empathy. Schools could organise appropriate learning activities to help students apply what they have learnt in their daily life to prepare them to face the challenges in life and in learning with positive attitudes. At the same time, schools also need to integrate IL into the overall curriculum. While each subject panel works with each other to enhance students' IT abilities, they should guide students to use information and IT in an ethical manner, and nurture students to be responsible lifelong learners. As for developing the sense of national identity, schools need to continue to deepen students' understanding of the history, traditional culture and the latest developments of our country. There is also a need to ensure the curriculum content and the materials cited are correct and go in line with the goals and targets of the curriculum. Schools should also employ effective learning and teaching strategies to enable students to master the knowledge of the Constitution, the Basic Law and national security, as well as to cultivate in them the sense of belonging towards the country and the sense of national identity.

Appendix 1 Schools Undergoing External School Review in the 2019/20 School Year

Primary Schools

Chai Wan Kok Catholic Primary School
Chiu Sheung School, Hong Kong
FDBWA Chow Chin Yau School
HKFYG Lee Shau Kee Primary School
Lutheran Tsang Shing Siu Leun School
North Point Government Primary School
PLK Siu Hon Sum Primary School
PLK Tin Ka Ping Millennium Primary School
PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School
Queen Elizabeth School Old Students' Association Branch Primary School
Ta Ku Ling Ling Ying Public School
Tai Po Baptist Public School
TWGHs Hok Shan School
TWGHs Hong Kong & Kowloon Electrical Appliances Merchants Association Ltd. School
YCH Chan Iu Seng Primary School
Yuen Long Merchants Association Primary School

Secondary Schools

Caritas Tuen Mun Marden Foundation Secondary School
CCC Kei Long College
CCC Mong Man Wai College
Cumberland Presbyterian Church Yao Dao Secondary School
G.T. (Ellen Yeung) College
HKCWC Fung Yiu King Memorial Secondary School
HKFYG Lee Shau Kee College
Hong Kong Sheng Kung Hui Bishop Hall Secondary School
Kowloon Sam Yuk Secondary School
Ma On Shan Tsung Tsin Secondary School
Pak Kau College
Rhenish Church Pang Hok Ko Memorial College
San Wui Commercial Society Chan Pak Sha School

Shatin Tsung Tsin Secondary School
St. Antonius Girls' College
St. Catharine's School for Girls
St. Paul's College
Tang Shiu Kin Victoria Government Secondary School
The YWCA Hioe Tjo Yoeng College
TWGHs Lee Ching Dea Memorial College
Wah Yan College, Kowloon

Special Schools

Ebenezer New Hope School
HHCKLA Buddhist Po Kwong School
Shatin Public School

Appendix 2 Schools Undergoing Focus Inspection in the 2019/20 School Year

Primary Schools

Bishop Ford Memorial School
Buddhist Chi King Primary School
Buddhist Chung Wah Kornhill Primary School
Canossa Primary School
Catholic Mission School
CCC Kei Faat Primary School (Yau Tong)
CCC Kei Tsun Primary School
CCC Tai O Primary School
Chinese YMCA Primary School
Choi Wan St Joseph's Primary School
Confucian Tai Shing Primary School
Emmanuel Primary School, Kowloon
Fung Kai Liu Yun Sum Memorial School
Good Counsel Catholic Primary School
Hennessy Road Government Primary School
HKMLC Wong Chan Sook Ying Memorial School
HKTA The Yuen Yuen Institute Shek Wai Kok Primary School
Holy Angels Canossian School
Hop Yat Church School
Jordan Valley St. Joseph's Catholic Primary School
Kwong Ming Ying Loi School
La Salle Primary School
Ling To Catholic Primary School
Lok Sin Tong Leung Wong Wai Fong Memorial School
Ma On Shan Methodist Primary School
Our Lady of China Catholic Primary School
PLK Fung Ching Memorial Primary School
PLK Mrs. Chan Nam Chong Memorial Primary School
Pun U Association Wah Yan Primary School
Sacred Heart of Mary Catholic Primary School
San Wui Commercial Society School

Sha Tin Government Primary School
Shak Chung Shan Memorial Catholic Primary School
Shatin Tsung Tsin School
Si Yuan School of the Precious Blood
SKH Kei Yan Primary School
SKH Yuen Chen Maun Chen Primary School
S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School
St. Charles School
Stewards Pooi Kei Primary School
The Mission Covenant Church Holm Glad Primary School
TWGHs Tang Shiu Kin Primary School

Secondary Schools

Baptist Lui Ming Choi Secondary School
Buddhist Ho Nam Kam College
Buddhist Wong Fung Ling College
Buddhist Yip Kei Nam Memorial College
Caritas Fanling Chan Chun Ha Secondary School
Caritas St. Joseph Secondary School
Carmel Bunnan Tong Memorial Secondary School
Carmel Secondary School
CCC Kei San Secondary School
CCC Rotary Secondary School
CCC Tam Lee Lai Fun Memorial Secondary School
China Holiness Church Living Spirit College
CMA Secondary School
CNEC Lee I Yao Memorial Secondary School
Cognitio College (Hong Kong)
Concordia Lutheran School
Cotton Spinners Association Secondary School
DMHC Siu Ming Catholic Secondary School
Elegantia College (Sponsored by Education Convergence)
Fanling Government Secondary School
FDBWA Szeto Ho Secondary School

Fung Kai Liu Man Shek Tong Secondary School
GCCITKD Lau Pak Lok Secondary School
Henrietta Secondary School
HHCKLA Buddhist Leung Chik Wai College
HK & KLN Kaifong Women's Association Sun Fong Chung College
HKMA K. S. Lo College
HKSYP & IA Chan Nam Chong Memorial College
HKWMA Chu Shek Lun Secondary School
Ho Dao College (Sponsored by Sik Sik Yuen)
Ho Ngai College (Sponsored by Sik Sik Yuen)
Hotung Secondary School
Kau Yan College
King Ling College
King's College
Kwun Tong Kung Lok Government Secondary School
Lingnan Secondary School
Lions College
Lock Tao Secondary School
Lok Sin Tong Yu Kan Hing Secondary School
Lung Cheung Government Secondary School
Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College
Ma On Shan St. Joseph's Secondary School
Munsang College (Hong Kong Island)
Our Lady of the Rosary College
PAOC Ka Chi Secondary School
PLK C.W. Chu College
PLK Centenary Li Shiu Chung Memorial College
PLK Vicwood K.T. Chong Sixth Form College
PLK Wu Chung College
POH 80th Anniversary Tang Ying Hei College
POH Tang Pui King Memorial College
Pui Shing Catholic Secondary School
Pui Ying Secondary School
Rosaryhill Secondary School
SPHRC Kung Yik She Secondary School

St. Paul's Secondary School
St. Teresa Secondary School
Stewards Pooi Tun Secondary School
Tak Nga Secondary School
The Pentecostal Holiness Church Wing Kwong College
Tin Shui Wai Government Secondary School
TWGHs Li Ka Shing College
United Christian College
Yan Oi Tong Tin Ka Ping Secondary School
YCH Law Chan Chor Si College
YCH No.2 Secondary School
Ying Wa Girls' School
Yuen Long Catholic Secondary School