

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 31/2020

From : Secretary for Education

To: Heads of All Primary Schools, Secondary Schools and Special Schools (excluding Private Schools, International Schools and English Schools Foundation)

Ref. : EDB(SBPS)/ALC/1/1(21)

Date : 25 March 2020

School-based Support Services (2020/21) Primary, Secondary and Special Education

Summary

The purpose of this circular memorandum is to invite primary, secondary and special schools to apply for the school-based support services offered by the Education Bureau (EDB) in the 2020/21 school year (s.y.).

Details

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

3. The support foci of SBSS and services for the 2020/21 s.y. are listed below. Please refer to Annexes A to E and the EDB website (<http://www.edb.gov.hk/sbss>) for details.

Support foci

- addressing learner diversity (including the learning needs of non-Chinese speaking (NCS) students and students with special educational needs (SEN));
- promoting curriculum initiatives, e.g. Self-directed Learning, Science, Technology, Engineering and Mathematics (STEM) Education, and Language/ Reading across the Curriculum;
- enhancing values education in the planning and implementation of school-based curriculum;
- enhancing assessment literacy, e.g. Assessment of Learning, Assessment for Learning, Assessment as Learning, developing school-based assessment policy, and use of assessment data to facilitate learning and teaching;
- enhancing the interface between Key Stages, notably between kindergarten and

- primary education as well as primary and secondary education;
- developing curriculum leadership and effective pedagogical strategies; and
- cultivating a positive, supportive and caring learning environment.

Support services

Annex	Support programme	Objective
A	On-site Professional Support Services	This programme aims at promoting curriculum leadership development and enhancing the quality of learning and teaching in various Key Learning Areas (KLAs) / subjects of the participating schools according to their needs in school-based curriculum development. Support services will be delivered through the collaboration between schools and the support officers on different topics such as curriculum planning, implementing multifarious learning and teaching strategies and assessment practices.
B	Mainland-Hong Kong Teachers Exchange and Collaboration Programme	This programme aims at fostering the professional exchange and collaboration between Mainland teachers and local teachers. Through close interaction, effective pedagogy and classroom practices are explored to enhance the effectiveness of learning and teaching.
C	Quality Education Fund Thematic Networks-Tertiary Institutes (QTN-T)	This programme is the continuation of the University-School Support Programmes financed by the Education Development Fund ¹ . With the experience in research-based pedagogy and classroom practices, the tertiary institutes will provide schools with diversified professional support services to cater for different schools' development needs.
D	Quality Education Fund Thematic Networks-Schools (QTN-S)	This programme is the continuation of the Professional Development Schools Scheme financed by the Education Development Fund. Schools with exemplary practices in learning and teaching and a good sharing culture will form a network with participating schools,

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

		focusing mainly on specific pedagogical themes to promote inter-school collaboration and professional exchange through various exchange activities.
E	Supporting Non-Chinese Speaking (NCS) Students in Learning Chinese	This programme is arisen from the initiatives on strengthening support for ethnic minorities announced in the 2018 Policy Address. It aims at providing school-based professional support services to schools on enhancing the professional capacity of teachers for helping NCS students learn Chinese.

4. The duration of most of the SBSS normally lasts for one year. Schools may apply for a maximum of two SBSS in order of their preference. In order to step up the support for schools admitting NCS students, foster professional exchange and collaboration between Mainland teachers and local teachers, enhance values education and promote a positive mental health culture in schools, schools may apply for NCS-related support services, the “Mainland-Hong Kong Teachers Exchange and Collaboration Programme”, values education-related support, and/or Mindshift – Promoting positive mental health in schools (shaded in grey in the respective Annexes) as **additional** services on top of the two preferences they intend to apply. In addition, as announced in the Policy Address 2018, the EDB continues to commission post-secondary institutions to provide SBSS for primary and secondary schools admitting NCS students. Apart from the two services at Annex E, there will be another service on facilitating the smooth transition from primary to secondary education, the details of which will be announced on the EDB website (<http://www.edb.gov.hk/sbss>) in due course.

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

Annex	Support programme	Objective
F	Information Technology (IT) in Education Centre of Excellence (CoE) Scheme	The Scheme is implemented by the IT in Education Section. Each year, the EDB invites experienced teachers in using IT in learning and teaching to participate in the Scheme through the Annual Teacher Secondment Exercise. One of the main duties of the secondees is to provide on-site support services to other schools on e-learning. The support services cover pedagogical, technological as well as managerial issues, etc. related to the implementation of IT in Education.

G	Quality Education Fund Thematic Networks (QTNs)	The Networks aim at disseminating good educational practices and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building of schools. Since the 2017/18 s.y., the scope of QTN has been expanded to cover (i) initiatives not funded by QEF such as inviting outstanding/award-winning schools/organisations to establish thematic network of a small scale; and (ii) built-on projects run by the QTN coordinators with promising track records to meet the prevailing needs of the education sector.
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6. In view of the novel coronavirus situation, no briefing sessions will be arranged this year. Instead, an online platform will be used for disseminating the details of the above support services. Schools can visit the EDB website (<http://www.edb.gov.hk/sbss>) during the period from **1 April 2020 to 3 May 2020** for related information.

7. School heads are invited to bring this circular memorandum to the attention of all their teachers, and encourage them to participate in the above SBSS. Interested schools may apply for the support services (Annexes A to E²) via the EDB website starting from **3 April 2020 to 3 May 2020**. The EDB has already informed schools of the login identity and password for the on-line application. For the application for the support services of CoE Scheme and the QTN, please refer to Annexes F and G for details. Late applications will not be accepted. Results of the allocation will be announced on **12 June 2020**.

Enquiries

8. For enquiries, please contact Ms LO Yuk-shan Alice at 2152 3217 or Mr LEUNG Yat-yin at 2152 3219 of the School-based Professional Support Section and the officers of the respective sections as set out in Annexes F and G.

Ms LEE Oi-lan Anna
for Secretary for Education

c. c. Heads of Sections – for information

² Schools can also apply for the QTN on “The Planning and Implementation of School-based Values Education” co-ordinated by Fung Kai No.1 Primary School (Item 3 in Annex G) via the EDB website. For details, please refer to Annex G.

On-site Professional Support Services

I. Areas of Support

1. Primary Schools

Area	Examples of Support Services	Code Number for On-line Application ³
Chinese Language	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between Key Stages (KS) through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning Chinese and offer diversified learning experiences to students - To enhance assessment literacy, such as making effective use of assessment data to diagnose students' strengths and weaknesses for informing learning and teaching practices as well as fostering self-directed learning` 	<p style="text-align: center;">F1⁴</p> <p style="text-align: center;">F7⁵</p>
	<ul style="list-style-type: none"> - To enhance support for teaching Chinese to Non-Chinese speaking (NCS) students, including the effective use of the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students 	<p style="text-align: center;">F8</p>

³ Please refer to the on-line application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login identity and password for the on-line application.

⁴ The support service is provided by the EDB Language Learning Support Section.

⁵ The support service is provided by the EDB School-based Curriculum Development (Primary) Section.

Area	Examples of Support Services	Code Number for On-line Application ³
English Language	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To nurture a reading-to-learn culture and promote Reading across the Curriculum - To create a language-rich environment for learning English and offer diversified learning experiences to students - To enhance assessment literacy, such as making effective use of assessment data to diagnose students' strengths and weaknesses for informing learning and teaching practices as well as fostering self-directed learning 	<p>F2⁴</p> <p>F9⁵</p>
Mathematics	<ul style="list-style-type: none"> - To plan and implement the focal points of the renewed school-based curriculum by adopting e-learning and incorporating STEM education in the school-based Mathematics curriculum - To develop students' mathematical skills in computation, conceptual understanding, problem-solving and logical reasoning - To enhance student learning through teaching strategies based on inquiry and investigation - To develop students' collaboration skills, communication skills, creativity, critical thinking skills and self-directed learning abilities - To cater for learner diversity by consolidating foundation knowledge and enhancing higher order thinking skills - To enhance teachers' assessment literacy, collect and analyse the evidence of learning to inform learning and teaching 	F10
General	<ul style="list-style-type: none"> - To plan and implement a school-based General Studies 	F11

Area	Examples of Support Services	Code Number for On-line Application ³
Studies	<p>curriculum using an enquiry approach</p> <ul style="list-style-type: none"> - To promote the integration of knowledge, skills, values and attitudes through the incorporation of STEM education, e-learning, self-directed learning, project learning, scientific investigation, etc. into the curriculum - To strengthen the horizontal coherence and vertical progression of the school-based curriculum in response to different school contexts - To plan diversified school-based assessment strategies and enhance the learning-teaching-assessment cycle - To develop a culture for professional sharing and collaboration among teachers, and expand their capacity to lead the school-based curriculum development 	
Curriculum Leadership Development	To build up the capacity of Chinese/English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese/English Language subjects	Chinese: F3 English: F4
Building Learning Partnership	<u>Learning Community for Curriculum Leaders</u> <ul style="list-style-type: none"> - To assist PSM(CD) or vice-principals to promote whole-school curriculum development - To establish learning groups to share experiences and explore issues on school curriculum-related matters 	J1
	<u>Learning Community for Primary School Mathematics Teacher Leaders</u> <ul style="list-style-type: none"> - To provide a platform for Mathematics teacher leaders from different schools who are enthusiastic about curriculum innovations to share challenges encountered during the process of implementation, and to explore the planning and implementation of the focal points of the renewed school-based curriculum including e-learning and STEM education 	F14
	<u>Learning Community for Primary School General Studies Teacher Leaders</u> <ul style="list-style-type: none"> - To provide a platform for General Studies teacher leaders from different schools who are enthusiastic 	F15

Area	Examples of Support Services	Code Number for On-line Application ³
	<p>about curriculum innovations to share challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices</p> <ul style="list-style-type: none"> - To deepen teachers' understanding of various curriculum initiatives and to broaden their experience and enhance their confidence in implementing school-based curriculum 	
	<p><u>Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese</u></p> <ul style="list-style-type: none"> - To provide a platform for Chinese Language teachers from different schools who are supporting NCS students in learning Chinese to share challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices 	F12
	<p><u>Learning Community for Primary School English Language Teacher Leaders</u></p> <ul style="list-style-type: none"> - To provide a platform for English Language teacher leaders from different schools who are enthusiastic about curriculum innovations to share challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices. - The theme in the 2020/21 school year is “Reading and Reading across the Curriculum” 	F13
	<p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, Self-directed Learning and e-Learning 	F5

Area	Examples of Support Services	Code Number for On-line Application ³
	<p><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, Self-directed Learning and e-Learning 	F6

2. Secondary Schools

Area	Examples of Support Services	Code Number for On-line Application ⁶
Chinese Language	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning Chinese and offer diversified learning experiences to students - To enhance assessment literacy, such as making effective use of assessment data to diagnose students' strengths and weaknesses so as to inform learning and teaching practices, and promoting effective use of assessment to foster self-directed learning - To enhance support for teaching Chinese to NCS students, including the effective use of the Learning Framework and related assessment tools to set 	<p>A1</p> <p>A2</p>

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

Area	Examples of Support Services	Code Number for On-line Application ⁶
	<p>progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students</p>	
English Language	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To support a smooth interface between KS through planning at one level or across levels at different KS - To support the learning of other subjects through Language across the Curriculum / cross-curricular planning - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning English and offer diversified learning experiences to students - To nurture a reading-to-learn culture - To infuse life planning education into the junior secondary English Language curriculum to help students achieve personal and career-related goals - To enhance assessment literacy, such as making effective use of assessment data to diagnose students' strengths and weaknesses for informing learning and teaching practices as well as fostering self-directed learning 	A3
Mathematics	<ul style="list-style-type: none"> - To devise school-based curricula to cater for the diverse needs of students (e.g. the needs of non-Chinese speaking students) in learning Mathematics - To strengthen the interface between the primary and junior secondary, and between the junior secondary and senior secondary school-based Mathematics curricula, including the planning and progressive implementation of the revised Mathematics curriculum for S1-3 starting 	A8

Area	Examples of Support Services	Code Number for On-line Application ⁶
	<p>from the 2020/21 s.y.</p> <ul style="list-style-type: none"> - To develop effective learning, teaching and assessment strategies to help students understand mathematical concepts and enhance mathematical skills, as well as to develop their generic skills, positive values and attitudes - To enhance the application of Mathematics in other KLAs, for example, through promoting STEM education - To enhance the learning of Mathematics through cross-subject collaboration/cross-curricular planning (e.g. promotion of Reading across the Curriculum) - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	
<p>Liberal Studies (LS)</p>	<ul style="list-style-type: none"> - To plan school-based curricula with an issue-enquiry approach to cultivate students' independent thinking, and to develop their positive values and attitudes - To develop learning and teaching strategies by adopting an issue-enquiry approach for helping students understand concepts and construct knowledge, as well as to develop various skills for life-long learning, including thinking skills - To explore effective learning, teaching and assessment strategies to cater for learner diversity - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	<p>A13</p>

Area	Examples of Support Services	Code Number for On-line Application ⁶
Science Education	<ul style="list-style-type: none"> - To devise school-based curricula and develop strategies to cater for learner diversity - To strengthen the interface of school-based Science curricula between the junior and senior secondary levels - To develop effective learning, teaching and assessment strategies to help students construct science knowledge, to nurture their science process skills and scientific thinking, as well as to develop their positive values and attitudes - To develop students' capacity for Self-directed Learning and applying information technology to studies in Science, and to promote STEM education - To enhance the learning of Science through cross-subject collaboration / cross-curricular planning (e.g. promotion of Reading across the Curriculum) - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	A10
Personal, Social and Humanities Education (PSHE)	<ul style="list-style-type: none"> - To review and plan school-based curricula to help students, particularly those at the junior secondary level, acquire a solid knowledge base, to enhance their enquiry learning skills and to foster positive values as well as to nurture humanistic qualities - To strengthen the interface of school-based PSHE curricula between the junior and senior secondary levels - To plan and implement values education (including moral and civic education, Basic Law education) through cross-subject collaboration - To promote Reading across the Curriculum, Self-directed Learning or students' capacity for applying information technology (e.g. through Chinese History, History or Life & Society as one of the foci of the 	A9

Area	Examples of Support Services	Code Number for On-line Application ⁶
	<p>support service)</p> <ul style="list-style-type: none"> - To explore effective learning, teaching and assessment strategies to cater for learner diversity (e.g. the needs of non-Chinese speaking students in learning Chinese history and Chinese culture) - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	
Catering for Learner Diversity	<ul style="list-style-type: none"> - To assist schools in reviewing the effectiveness of school policies and practices on issues pertaining to catering for learner diversity, thereby formulating school-based curriculum development plans - To formulate learning and teaching strategies with the concerted effort of school curriculum leaders and teachers in view of the learning needs of students - To implement and review learning, teaching and assessment strategies adopted to cater for learner diversity - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	A12
Science, Technology, Engineering and Mathematics (STEM) Education	<ul style="list-style-type: none"> - To develop effective learning, teaching and assessment strategies for building a solid knowledge base among students; enhancing students' interest in Science, Technology and Mathematics; strengthening their ability to integrate and apply knowledge and skills; nurturing their creativity, collaboration and problem solving skills; and catering for students' diverse learning needs - To implement STEM education, through strengthening 	A11

Area	Examples of Support Services	Code Number for On-line Application ⁶
	<p>the connection of knowledge and skills among Science, Technology and Mathematics Education KLAs by means of holistic planning of STEM-related projects or learning activities in authentic contexts, thereby deepening students' learning in respective KLAs</p> <ul style="list-style-type: none"> - To promote curriculum leadership and strengthen professional capacity - To shape up an in-house learning community and to promote a sharing and exchange culture among teachers - To promote professional sharing and exchanges through cross-school learning community activities 	
Curriculum Leadership Development	To build up the capacity of Chinese/English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese/English Language subjects	Chinese: A4 English: A5
Building Learning Partnership	<p><u>Learning Community for Chinese Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices - Members of the community will agree on the theme of study for the year, e.g. Supporting Non-Chinese Speaking Students in Learning Chinese, Reading Across the Curriculum, Reading Classical Texts to Enhance the Learning of Chinese Literature and Culture 	A6
	<p><u>Learning Community for English Language Teachers</u></p> <ul style="list-style-type: none"> - To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the process of implementation, collaborate in exploring coping strategies and reflect on pedagogical practices - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, 	A7

Area	Examples of Support Services	Code Number for On-line Application ⁶
	Self-directed Learning, e-Learning and Integrated Skills Development	
	<u>Learning Community on Liberal Studies (Media Literacy)</u> - To provide a platform for schools that are enthusiastic about promoting media literacy in Liberal Studies to explore school-based curriculum development collaboratively. It accentuates professional exchange of effective implementation strategies/practices and reflection on pedagogical practices among participating schools	A14
	<u>Learning Community on Catering for Learner Diversity (Learning Styles)</u> - To provide a platform for schools that are enthusiastic about attending to students' learning styles for addressing learner diversity to explore diversified learning and teaching strategies collaboratively. It accentuates professional exchange of effective implementation strategies/practices and reflection on pedagogical practices among participating schools	A15
	<u>Learning Community on STEM Education (Assessment)</u> - To provide a platform for schools that are enthusiastic about promoting assessment in STEM education to explore diversified assessment strategies collaboratively. It accentuates professional exchange of effective implementation strategies/practices and reflection on pedagogical practices among participating schools	A16

II. Modes of Support

- On-site professional support

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

designs

- Learning communities

Different learning communities for teachers with common concerns and interests will be formed to promote cross-school collaboration and to share experiences and resources. Through collective inquiry into different educational issues and concerted efforts in planning and implementing the latest curriculum initiatives, curriculum leadership of the participants and effective pedagogical strategies will be developed

III. Expectations on Participating Schools

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

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

IV. Points to Note

- The duration of support services normally lasts for one year
- Respective support sections have built up a body of knowledge and experiences, including exemplars of learning and teaching practices, reflections on collaborative lesson planning, action research reports, etc. Some of these resources have been uploaded onto the following EDB websites:

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

The related materials are also displayed in the Curriculum Resource Centre, Podium Floor, West Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon.

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

Mainland-Hong Kong Teachers Exchange and Collaboration Programme

I. Areas of Support

Area	Examples of Support Services	Target Schools	Code Number for On-line Application ⁷
Chinese Language	<ul style="list-style-type: none"> - To develop a balanced and coherent school-based curriculum with horizontal coherence and vertical progression - To explore learning and teaching strategies to cater for learner diversity - To promote a reflective and collaborative culture among teachers through school-based action research - To create a language-rich environment for learning Chinese - To foster professional exchange between the Mainland and Hong Kong language teachers <p>For details, please visit the EDB website: http://www.edb.gov.hk/languagesupport/</p>	<p>Primary and secondary schools</p> <p>(Apart from opting for one-year on-site support services, schools can opt for network programmes.)</p>	<p>On-site Support: B1</p> <p>Network Programme: B2</p>
Mathematics	<ul style="list-style-type: none"> - To develop effective school-based curricula, teaching activities and promote assessment for learning through an in-depth analysis of school needs and regular on-site support by mathematics expert teachers from the Mainland - To improve learning and teaching strategies through lesson observation and experience sharing by Mainland teachers - To enhance the learning and 	Primary schools	B3

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

Area	Examples of Support Services	Target Schools	Code Number for On-line Application ⁷
	<p>teaching of mathematical concepts, mathematics language and mathematics thinking through diverse modes of collaboration</p> <ul style="list-style-type: none"> - To strengthen the connection between the teachers of the two places, to broaden their horizons and to facilitate professional exchange - To enhance the culture of educational research in schools <p>For details, please visit the EDB website: http://www.edb.gov.hk/sbss</p>		

II. Modes of Support

Schools can opt for on-site collaboration or network programmes

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

III. Expectations on Participating Schools

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

- On-site support services:
 - provide sufficient resources and support for the Mainland teachers to facilitate station-in school collaboration
 - nominate a curriculum coordinator to lead and oversee the progress of the programme in collaboration with the officers from the EDB
 - nominate a liaison teacher for the communication between the Mainland teacher and the school
- Network programmes:
 - release the teachers to attend the network activities and open up their classrooms/activities for inter-school visits
 - observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to Note

- The duration of support services normally lasts for one year.
- The Mainland teachers are not responsible for taking up any teaching or co-curricular duties in schools. Yet, conducting lesson demonstrations and collaborative teaching for professional exchange purposes are encouraged.
- The Mainland teachers mainly communicate in Putonghua. The support service of Mathematics is not applicable to classes conducted in English.

Quality Education Fund Thematic Networks-Tertiary Institutes (QTN-T)

I. Areas of Support

Project Title and Coordinating Organisation	Objectives	Code Number for On-line Application ⁸
For Secondary Schools		
Mindshift – Promoting Positive Mental Health in Schools (Department of Psychiatry, The University of Hong Kong)	<ul style="list-style-type: none"> - To enhance teachers' understanding of mental health, and their knowledge (including mental health problems induced by being frequently exposed to stressful circumstances during the social incidents, such as acute stress disorder, post-traumatic stress disorder, etc.) and skills in handling stress-induced issues of students - To develop a positive mental health culture in secondary schools by enhancing wellness of mind and body and increasing capacity to address mental health concerns - To cultivate a friendly environment by promoting mental health awareness in schools - To enhance students' understanding of mental wellness and illness, skills to cope with stress and emotion, and empathy towards people with mental illness (in particular psychosis) 	C1
For Primary Schools		
Catering for Culturally and Linguistically Diverse Learners in Primary Mathematics Classrooms	<ul style="list-style-type: none"> - To support schools to develop effective and diversified pedagogical strategies to cater for the needs of non-Chinese speaking (NCS) students in learning Mathematics in classrooms of increasing cultural and linguistic diversity in primary schools 	C2

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

Project Title and Coordinating Organisation	Objectives	Code Number for On-line Application⁸
(Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> - To design effective learning, teaching and assessment materials that facilitate NCS students' learning of Mathematics - To support schools to design lessons and relevant resource materials on selected curriculum topics/units of Mathematics 	
For Primary and Secondary Schools		
<p>Self-directed Learning as a Strategy to Promote STEM Education</p> <p>(e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)</p>	<ul style="list-style-type: none"> - To support the participating schools in strategic planning and implementation of STEM-related lessons and curriculum using a whole-school approach - To strengthen curriculum leadership, foster collaboration across STEM-related KLAs / subjects such as Mathematics, Science / General Studies and Technology Education - To enhance teachers' professional capacity to adopt self-directed learning as a strategy to promote STEM education - To strengthen students' ability to integrate and apply knowledge and skills across different subject disciplines to unleash their innovation, and to help them develop positive values 	C4
<p>Integrated Self-directed Learning Approach to School-based STEM Development (In-STEM)</p> <p>(Centre for Information Technology in Education (CITE), Faculty of Education, The University of Hong Kong)</p>	<ul style="list-style-type: none"> - To enhance teachers' understanding of the principles of STEM education and self-directed learning so as to help teachers design and assess STEM-related lessons using a self-directed learning approach - To support the use of e-learning technologies for teachers to design, implement and share self-directed learning practices in STEM-related subjects - To develop 21st century skills as well as the solid knowledge and skills across STEM-related disciplines through 	C5

Project Title and Coordinating Organisation	Objectives	Code Number for On-line Application⁸
	classroom implementation - To facilitate collaboration among schools and scale up innovative practices through cluster networks	
Integrating Self-directed Learning with Curriculum-oriented Cross-disciplinary STEM Education (Department of Science and Environmental Studies, The Education University of Hong Kong)	- To explore the integration of self-directed learning with curriculum-oriented cross-disciplinary STEM education in primary and secondary schools - To enrich teachers' strategies to design and implement STEM-related learning activities with enhanced integration across STEM-related disciplines - To facilitate students to consolidate their subject knowledge through cross-disciplinary STEM-related learning activities, which goes beyond the understanding of single-discipline learning - To enhance the coordination of school-based curricula of various subjects relating to STEM education	C6
Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL) (Hong Kong Institute of Educational Research, The Chinese University of Hong Kong)	- To develop school-based practices of effective assessment in English Language learning and teaching at classroom, curriculum and administrative levels - To equip English Language teachers with knowledge, skills and attitudes in employing effective assessment practices to inform their instructions - To empower students to engage themselves in assessment practices in monitoring and regulating individual learning - To strengthen the capacity of school leaders, curriculum leaders and instructional leaders to lead assessment-informed improvement actions in English Language	C7

Project Title and Coordinating Organisation	Objectives	Code Number for On-line Application⁸
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> - To enhance assessment literacy of English Language teachers through whole-school curriculum planning - To promote assessment as learning to enable students to evaluate their own learning and make adjustments accordingly - To propel schools to sustain the good practices in enhancing the assessment literacy of teachers - To foster professional exchanges among participating teachers by forming learning communities 	C3

II. Modes of Support

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

III. Expectations on Participating Schools

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

- have a strong desire and readiness to collaborate with the support team and other schools in the project with an aim to enhance learning and teaching effectiveness and student development
- nominate a core group or teacher-in-charge to closely collaborate with the professional support team and to facilitate teachers in participating in related collaboration and professional development activities
- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, such as work plans, learning and teaching materials and research reports
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to Note

- The duration of support services normally lasts for one year.
- Please visit the QEF web page (<http://qcrc.qef.org.hk/OTN>) for details.

Quality Education Fund Thematic Networks-Schools (QTN-S)

I. Areas of Support

1. For Primary Schools

Co-ordinating School	Project Title	Code Number for On-line Application ⁹
HHCKLA Buddhist Wong Cho Sum School	Teaching Non-fiction in the English Classroom through e-Reading	D1
Hong Kong and Macau Lutheran Church Primary School	Hands & Brains-on: Promoting STEM Education and Applying HOTS (High Order Thinking Skills) in General Studies	D2
Hong Kong Taoist Association Wun Tsuen School	Enhancing the Non-Chinese Speaking (NCS) Students' Ability to Learn Chinese Language through Designing and Adapting the School-based Curriculum	D3
Lok Sin Tong Leung Kau Kui Primary School (Branch)	How to integrate STEM Education in School-based Curriculum of General Studies	D4
Pui Kiu Primary School	Constructing an Independent and Interactive Mathematics Lesson with Various Learning Strategies	D5
Sau Ming Primary School	Nurturing Students with the Quality of Self-directed Learning, Fully Utilising the Edge of e-Learning and Constructing Highly Effective Mathematics Lessons	D6
Shak Chung Shan Memorial Catholic Primary School	Enhancing Assessment Strategies of the Chinese Language Subject: Evaluating the Design, Conducting Analysis, Giving Feedback and Planning the School-based Curriculum	D7
St. Bonaventure Catholic Primary School	Practising STEM Education in General Studies to Enhance the Effectiveness of Students' Learning of Science, Technology and	D8

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

Co-ordinating School	Project Title	Code Number for On-line Application⁹
	Mathematics	
St. Edward's Catholic Primary School	Enhancing Classroom Interaction and Learning Effectiveness in Chinese Language through Innovative Learning and e-Learning	D9
Tai Po Old Market Public School (Plover Cove)	Constructing Mathematical Concepts and Fostering Students' Attitude Regarding Self-directed Learning through Enquiry Learning	D10
Tin Shui Wai Methodist Primary School	Teaching Chinese with Storybooks	D11
C. & M. A. Sun Kei Primary School	Enhancing Students' Self-directed Learning through Curriculum Planning and Quality Lessons in Chinese Language	D12

2. For Secondary Schools

Co-ordinating School	Project Title	Code Number for On-line Application¹⁰
Caritas Tuen Mun Marden Foundation Secondary School	Development of Chinese Curriculum Leadership and Teacher Professional Learning Community for Teaching NCS Students	E1
Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)	Promotion of STEM Education through the School-based Science and Bio-technology Curricula	E2
Lok Sin Tong Yu Kan Hing Secondary School	Implementing STEM Education through Refining School-based Curriculum and Establishing Structured Professional Learning Community	E3
Maryknoll Fathers' School	Promoting STEM Education through Developing Cross-curricular Learning Activities according to the Curriculum	E4

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

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

Co-ordinating School	Project Title	Code Number for On-line Application¹¹
Hong Chi Winifred Mary Cheung Morninghope School	Catering for Learner Diversity and Special Educational Needs through the Use of Diversified Learning and Teaching Strategies and Learning Progression Framework	G1

II. Modes of Support

Each Co-ordinating School supports up to three participating schools each year, and each school receives one-year support on a specific pedagogical theme to foster an interactive and collaborative culture and enhance the effectiveness of learning and teaching through various professional exchange activities

III. Expectations on Participating Schools

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

- assign one teacher-in-charge to liaise with the Coordinating School and the related School Development Officer
- arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, teaching materials and research reports
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

IV. Points to Note

- The duration of support services normally lasts for one year.
- Please visit the QEF web page (<http://qcrc.qef.org.hk/OTN>) for details.

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

Supporting Non-Chinese Speaking (NCS) Students in Learning Chinese

I. Areas of Support

Theme and Service Provider	Objectives	Code Number for On-line Application ¹²
For Primary Schools		
Growth with Ease: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students (Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)	<ul style="list-style-type: none"> - To enhance teachers' professional capacity for helping non-Chinese speaking (NCS) students learn Chinese - To facilitate the smooth transition of NCS students from kindergarten to primary education 	Network Schools: I1 Seed Schools: I2
Provision of School-based Professional Support Service on Enhancing the Learning and Teaching of Chinese for NCS Students in Primary Schools (PolyU Technology and Consultancy Co. Limited)	<ul style="list-style-type: none"> - To provide school-based professional support services to primary schools on enhancing teachers' effectiveness of teaching Chinese to NCS students 	Network Schools: I3 Seed Schools: I4

II. Modes of Support

The project will offer intensive on-site support services and consultancy services to Seed Schools and Network Schools:

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

¹² Please refer to the on-line application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login identity and password for the on-line application.

III. Expectations on Participating Schools

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

- form a core project team of at least 2 teachers and appoint a coordinator (e.g. a member from the school leadership, senior teacher or teacher-in-charge) to collaborate with the project team and to coordinate project-related matters;
- facilitate the arrangement of collaborative lesson planning meetings, peer lesson observations, and post-observation discussions;
- nominate teachers of the core project team to attend professional development activities, encourage them to implement the strategies in lessons and encourage other teachers to attend the courses and try out the practices learned;
- assist in collecting information (including students' assignments, etc.) to facilitate the analysis of students' learning effectiveness;
- nominate teachers to participate in the professional exchange activities such as the teacher learning community, sharing sessions, workshops, etc. organised by the project, and share school-based experiences;
- encourage parents to participate in the parent learning community; and
- observe strictly their legal obligations and, in all cases, comply with Copyright Ordinance, and to use the school-based learning and teaching materials of the project for educational purposes only.

IV. Points to Note

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

IT in Education Centre of Excellence (CoE) Scheme

I. Areas of Support

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

II. Foci of Support

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

1. **Promoting Information Literacy (IL) and e-Safety (including evaluation and ethical use of information)**
2. **Curriculum planning and use of resources**
 - Experience sharing on curriculum planning of e-learning
 - Using mobile computer device Apps to enhance classroom learning, teaching and assessment
 - Using mobile computer device build-in functions to enhance learning and teaching
 - Using mobile computer devices to conduct mobile learning
 - Using Learning Management System (LMS) / Cloud Services
3. **Pedagogical support for individual subjects**
4. **Using IT to enhance the learning of students with special educational needs**
5. **Using IT tools to promote STEM education**
6. **Technical support**
 - Support for implementation of Bring Your Own Device (BYOD)
 - Support for set-up of cloud services

In the 2019/20 school year, there are 18 CoE schools, including 7 primary schools, 10 secondary schools and 1 special school, providing on-site support to other schools. The list of CoE schools is as follows:

Primary Schools

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

Secondary Schools

1.	Caritas Fanling Chan Chun Ha Secondary School
2.	Chinese YMCA College
3.	HK SKH Bishop Hall Secondary School
4.	Ling Liang Church E Wun Secondary School
5.	Lok Sin Tong Yu Kan Hing Secondary School
6.	SKH Li Fook Hing Secondary School
7.	SKH St Mary's Church Mok Hing Yiu College
8.	Tak Oi Secondary School
9.	Tsung Tsin College
10.	Yan Chai Hospital Law Chan Chor Si College

Special School

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

- One on-site support will be provided. It usually covers two sessions, the first one being a preparation meeting, and the other one provision of support (e.g. talks and workshops).
- For enquiries, please contact Ms Maggie LAU of the IT in Education Section at 3698 3596.

Quality Education Fund Thematic Networks (QTNs)

I. Areas and Foci of Support

The services offered under the following QTNs cover a wide range of subjects and themes.

Project Title and Coordinating Organisation	Objectives
For Primary Schools	
<p>Systematic Analysis for Enhancing Assessment Literacy through Assessment as Learning</p> <p>(S.K.H. Ling Oi Primary School)</p>	<p>This QTN aims at helping participating schools develop school-based assessment objectives and a systematic analysis system on assessment literacy, analyse assessment data quantitatively and qualitatively, collect data of students' performance with tools such as STAR, progressive assessment, examinations and basic ability tests and lesson activities, enhance students' ability by integrating different teaching materials sourced from web-based platforms such as WLTS and provide effective feedback on learning and teaching. Relevant information will be promoted to help parents of the participating schools understand the teaching model. Professional development activities including experience sharing sessions, workshops, collaborative lesson planning, observation and evaluation will be organised for teachers of participating schools.</p>
<p>Promoting Assessment for Learning and Assessment as Learning and Catering for Learner Diversity through School-based Subject Hierarchical Knowledge / Competency Framework</p> <p>(Pun U Association Wah Yan Primary School)</p>	<p>This QTN aims at promoting assessment for learning and assessment as learning with the use of school-based subject hierarchical knowledge / competency framework. Teachers of participating schools will discuss and design lessons in co-planning meetings in order to cater for learner diversity to enhance students' learning effectiveness and to improve the learning</p>

Project Title and Coordinating Organisation	Objectives
	and teaching cycle. Participating schools will be supported to use assessment data to inform curriculum planning and learning and teaching strategies with a view to promoting self-directed learning of students.
<p data-bbox="245 524 767 604">The Planning and Implementation of School-based Values Education</p> <p data-bbox="245 663 671 696">(Fung Kai No.1 Primary School)</p>	<p data-bbox="796 524 1374 842">This QTN aims at promoting values education, assisting schools to develop school-based curriculum on Basic Law education, foster sharing culture for school-based curriculum planning and disseminate relevant experiences with all primary schools.</p>
<p data-bbox="245 855 767 987">Facilitating STEM Education at the Upper Primary Level Through Robotic Activities</p> <p data-bbox="245 1046 683 1079">(Buddhist Ho Nam Kam College)</p>	<p data-bbox="796 855 1374 1608">This QTN aims at promoting STEM education through equipping teachers of participating schools with the knowledge and skills of designing robotic-related learning activities to arouse students' interest in STEM education. During the project period, regular inter-school sharing and discussion sessions will be conducted to enhance teachers' professional development. The learning community so established under the QTN will be maintained after the completion of the project for sustaining professional exchange and capacity building. Participating schools can continue to use the equipment purchased by the Co-ordinating school under the QTN.</p>
<p data-bbox="245 1621 767 1753">Implementing Computational Thinking and STEM Education in KS1 by Two Approaches</p> <p data-bbox="245 1812 767 1892">(Fung Kai Liu Yun-sum Memorial School)</p>	<p data-bbox="796 1621 1374 2085">This QTN aims at promoting computational thinking and STEM education through Mathematics learning activities and interdisciplinary activities in KS1. Teachers who participate in the QTN will apply the concept of computational thinking and improve their capability of using information technology in teaching. This fosters the development of a learning community among teachers and professional</p>

Project Title and Coordinating Organisation	Objectives
	exchange across schools.
<p>Whole School Curriculum Planning on STEM Education</p> <p>(S.K.H. Holy Cross Primary School)</p>	<p>This QTN aims at establishing an inter-school professional network and enhancing teachers' professional capacity for planning and implementing school-based STEM-related curriculum. Through hands-on and minds-on exploratory activities in General Studies, students' capabilities to integrate and apply knowledge and skills will be developed. By reinforcing the design cycle, students' creativity will be cultivated. The project also supports teachers to provide opportunities for students to apply coding and enhance their computational thinking skills through establishing a school weather station to investigate the climate of four seasons.</p>
<p>STEMaker Junior</p> <p>(Tung Wah Group of Hospitals Chang Ming Thien College)</p>	<p>This QTN aims at supporting participating teachers to familiarise with the use of tools and equipment through a series of regular workshops, to plan and set up school-based STEMaker space, as well as to carry out a series of lesson observations to deepen and develop STEMaker curriculum. The project will be delivered in three stages, i.e. Learning, Planning and Consolidation stages.</p>
For Secondary Schools	
<p>Web-based Learning for Students with Diverse Needs (Reading and Writing) at the Junior Secondary Level</p> <p>(Department of Special Education and Counselling, The Education University of Hong Kong)</p>	<p>This QTN aims at establishing a school network in supporting the diverse learning needs (reading and writing) of junior secondary students. Through different kinds of trainings such as workshops and lesson observations, teachers' professionalism will be enhanced. Teachers can use different strategies to improve their pedagogies in reading and</p>

Project Title and Coordinating Organisation	Objectives
	writing. New information technology elements will be incorporated in the learning materials to cater for learner diversity.
<p data-bbox="244 427 769 651">Issue-based Exploration to Foster Students' Critical Thinking Skills and Positive Values – “Cognition, Thinking, Experience and Application”</p> <p data-bbox="244 707 616 741">(Sha Tin Methodist College)</p>	<p data-bbox="794 427 1375 1216">This QTN aims at enhancing teachers' professional capacity for integrating knowledge, skills, attitude and action into the learning and teaching of Liberal Studies (LS). In addition to developing students' knowledge and skills, exploratory activities and practical applications will be arranged in the LS curriculum for students' internalisation of values and the concept of sustainable development learned. The project will arrange activities to enhance teachers' understanding of issue-inquiry learning so as to foster students' critical thinking skills and positive values. Collaborative lesson planning, observation and review of lessons will be arranged to enhance teachers' professional development.</p>
<p data-bbox="244 1243 769 1323">Creative STEM Education Driven by Scientific Investigation</p> <p data-bbox="244 1384 769 1464">(Christian Alliance SW Chan Memorial College)</p>	<p data-bbox="794 1243 1375 1794">This QTN aims at promoting and supporting professional development of teachers by leveraging scientific investigation through STEM education. Under the framework of scientific investigation and in conjunction with the computational thinking of computer science and engineering, students will learn, improve and apply their interdisciplinary knowledge and practical skills relating to STEM education as well as nurture their innovative mindset and entrepreneurial spirit.</p>
For Primary and Secondary Schools	
<p data-bbox="244 1870 769 2087">Developing and Promoting an Effective Learning Community for STEM Education – “Learning, Applying, Getting Feedback and Enhancing STEM Education”</p>	<p data-bbox="794 1870 1375 2087">This QTN aims at providing various technical trainings for teachers to assist them in developing school-based STEM-related teaching plans and using augmented reality (AR) courseware and</p>

Project Title and Coordinating Organisation	Objectives
(Shun Tak Fraternal Association Yung Yau College)	virtual reality (VR) courseware. Participating schools can establish an interactive STEM education learning community to develop a sustainable STEM-related curriculum. The project also promotes professional exchange related to innovation and technology on Internet of Things (IoT). The concept of Smart City can be realised by enhancing students' ability to apply STEM-related knowledge and to come up with feasible solutions to improve daily lives.
AI STEM Education Curriculum for Positive Education (HKSKH Bishop Hall Secondary School)	This QTN aims at supporting participating schools to develop STEM education with artificial intelligence (AI), establish Design Thinking application tool kit for STEM education and foster the development of students' growth mindset and creative thinking through design missions.
Science in ACTION : Facilitating STEM Education in Primary/Secondary Schools (Pak Kau College)	This QTN aims at promoting STEM education to primary and secondary schools with the use of science packages, micro:bit micro-controllers and sensors. Through their participation in the activities, interest of teachers and students in learning science will be aroused and a professional learning community across primary and secondary schools will be developed, covering STEM education in different learning stages.
STEMaker Classroom (Heung To Middle School (Tin Shui Wai))	This QTN aims at providing a platform and tools in the STEMaker Classroom in the Co-ordinating school for students of participating schools to take part in STEM-related learning activities so as to enhance their creativity, collaboration and communication skills. Seminars and workshops will be organised for teachers to develop their curriculum leadership.

Project Title and Coordinating Organisation	Objectives
	Territory-wide competitions on problem solving will be organised for students to develop their problem solving skills.
<p>“Little Spark, Make it Great” STEMaker Centre</p> <p>(Yan Chai Hospital Lan Chi Pat Memorial Secondary School)</p>	This QTN aims at helping participating schools develop school-based STEM-related curriculum and activities, carry out the learning and teaching activities by using different devices and hardware, and introduce the educational concept of “Maker” in school settings.
<p>Promoting Wellness in School</p> <p>(The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)</p>	This QTN aims at helping participating schools develop into well-being-first schools where the well-being of students will be marked as a top priority. There is a 3-stage framework to initiate, build and nurture wellness education in schools through a holistic approach of health education including biological, psychological and social aspects.

II. Points to Note

- The support services under the QTNs are provided by the respective QTN Co-ordinators and the mode of support varies. The support services for the 2020/21 s.y. have not been finalised. Invitation will be sent to schools direct by the QTN Co-ordinators except Fung Kai No.1 Primary School (Item 3 above). For the QTN on “The Planning and Implementation of School-based Values Education” co-ordinated by Fung Kai No.1 Primary School, schools can apply via the EDB website from **3 April to 3 May 2020** (Code number for on-line application¹³: H1).
- Please visit the QEF web page (<http://qcrc.qef.org.hk/QTN>) for details.
- For enquiries, please contact Miss Allison WONG of the QEF Secretariat at 2123 6039.

¹³ Please refer to the on-line application form in the Online Application System for School-based Support Services (website: <http://sbssapplication.edb.gov.hk/>). The EDB has already informed schools of the application details together with the login identity and password for the on-line application.