

Title of School-based Support Service (Learning Communities) (2026/27):
Learning Community for Primary School Master/Mistress (Curriculum Development) [PSM(CD)]: Promoting Curriculum Initiatives and Developing Curriculum Leadership, themes including (A) Values Education, (B) STEAM Education and (C) Interface between Kindergarten and Primary Education

**Online
Application
Code
P13**

1. Objectives

The support service aims to:

- enhance curriculum leadership and professional capacities of teaching teams in participating schools through the train-the-trainer approach;
- establish a professional exchange platform for PSM(CD)s to jointly explore and promote curriculum initiatives; and
- broaden the horizons and enhance the leadership of PSM(CD)s with a view to supporting the ongoing renewal of the school curriculum through cross-school activities.

2. Foci of Support

- This learning community consists of three thematic groups on Values Education, STEAM Education, and Interface between Kindergarten and Primary Education. Members in the groups will discuss how to plan and implement curriculum initiatives at the school level.
 - **Values Education Group:** Equip PSM(CD)s with the strategies to promote values education from multiple aspects, including ‘Classroom Learning’, ‘Life-wide Learning’, ‘Practice and Service’, and ‘School Atmosphere’ to nurture positive values and attitudes in students
 - **STEAM Education Group:** Enhance PSM(CD)s’ competence and confidence in promoting STEAM education by facilitating collaboration across different key learning areas, subjects or committees, optimising the planning, implementation, and evaluation of the promotion of STEAM education in schools, exploring strategies for taking forward AI-empowered education, and cultivating STEAM and digital literacy of students
 - **Interface between Kindergarten and Primary Education Group:** Support PSM(CD)s in understanding transition measures, refining curriculum planning as well as learning and teaching design with a view to helping students adapt to the learning requirements of primary education and sustaining their confidence and interest in learning

3. Support Activities

- Various forms of activities, including thematic seminars, cross-school exchanges as well as curriculum planning workshops are organised to support PSM(CD)s in promoting and implementing curriculum initiatives.
- On-site school visits and consultancy services are arranged to refine the planning and implementation of the school curriculum in response to school development needs.

4. Points to note

- The support service normally lasts for one year.
- To effectively utilise the support service, participating schools should:
 - provide administrative support in releasing PSM(CD)s to attend all meetings as well as professional development activities organised; arrange internal meetings led by the PSM(CD)s participating in this support service to discuss how to promote school

curriculum development in close alignment with curriculum initiatives (Support officers will work closely with the PSM(CD)s and provide feedback to further enhance their professional capacity.);

- allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion; and
 - share successful experiences in school curriculum development and the teaching and learning resources co-developed. (The copyright of these materials will be jointly owned by the Education Bureau and the relevant schools. The Education Bureau also reserves the right to compile and modify these materials for educational promotion purposes.)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials.
 - **This service is a “recommended service”.** Schools may apply for a maximum of two school-based support services, and they can also **additionally apply for this “recommended service”.**

5. Enquiries

Contact person:

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