From: Secretary for Education

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

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

Date : 20 April 2022

School-based Support Services (2022/23)
Secondary, Primary and Special Education

Summary

The purpose of this circular memorandum is to invite secondary, primary and special schools to apply for the school-based support services (SBSS) offered by the Education Bureau (EDB) in the 2022/23 school year (s.y.).

Details

2.	The SBSS are designed to align with the latest development in education and address the needs of schools in order to promote the development of quality education.	Through organised and frequent interactions amongst the school support officers, teachers and school heads as well as exchange and collaboration between professionals and experienced teachers, it is expected that the professional knowledge and capacity of the participants will be enhanced. The modes of support services have become more diversified under different funds/resources, such as professional learning communities, thematic networks and centres of excellence, with a view to promoting the sustainable development of schools.

3.	The support foci of SBSS and services for the 2022/23 s.y. are listed below.	Please refer to Annexes A to D and the EDB website (***http://www.edb.gov.hk/sbss***) for details.

Support foci

- promoting the latest curriculum initiatives, e.g. national education, national security education, media and information literacy, appreciation and enlightenment of Chinese culture through learning of Chinese history and classics, and strengthening students' knowledge base in Science and Mathematics alongside the promotion of Science, Technology, Engineering and Mathematics (STEM) education;

- enhancing values education in the planning and implementation of school-based curriculum to foster positive values among students as well as to nurture in them a sense of identity, belonging and responsibility towards the nation, the Chinese race and our society;

- addressing learner diversity (e.g. non-Chinese speaking (NCS) students and students with special educational needs (SEN)) in secondary and primary schools;
- enhancing assessment literacy, e.g. Assessment of Learning (including homework design), Assessment for Learning, Assessment as Learning and use of assessment data to facilitate learning and teaching;
- enhancing the interface between different stages of learning;
- developing curriculum leadership and effective pedagogical strategies under the new normal amid the pandemic; and
- cultivating a positive, supportive and caring school culture conducive to students' whole-person development.

Support services

Annex	Support programme	Objective
A	On-site Professional Support Services	This programme aims at promoting curriculum leadership 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 collaboration between schools and support officers on different topics such as curriculum planning, implementing multifarious and effective learning and teaching strategies and assessment practices.
B	Mainland–Hong Kong Teachers Exchange and Collaboration Programme	This programme aims at fostering professional exchange and collaboration between Mainland expert teachers (METs) 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)	With the experience of incorporating research-based pedagogy in classroom practices, the tertiary institutes will provide schools with diversified support services to cater for different schools' development needs.

Annex	Support programme	Objective
D	Quality Education Fund Thematic Networks – Schools (QTN–S)	Schools with exemplary practices in learning and teaching and a good sharing culture will form a network with participating schools, focusing on specific pedagogical themes to promote interschool collaboration and professional exchange through various exchange activities.

4.   The duration of SBSS normally lasts for one year.   Each school may apply for a maximum of two SBSS based on its genuine needs.   To step up the support for schools admitting NCS students, foster professional exchange and collaboration between METs and local teachers, enhance values education, promote a positive mental health culture in schools and strengthen the curriculum leadership in primary schools, schools may apply for support services on Chinese Language for schools admitting NCS students, the "Mainland–Hong Kong Teachers Exchange and Collaboration Programme", "The Planning and Implementation of School-based Values Education", the "Mindshift Educational Networking Programme (Phase IV)" and "Learning Community for Curriculum Leaders" (shaded in grey in the respective Annexes) as **additional** services on top of their two preferred ones.

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

Annex	Support programme	Objective
E	Information Technology (IT) in Education Centre of Excellence (CoE) Scheme	The CoE 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/remote support services to other schools on e-learning. The support services cover pedagogical, technological as well as managerial issues related to the implementation of IT in Education.

Annex	Support programme	Objective
F	Quality Education Fund Thematic Networks (QTNs)	The QTNs aim at disseminating good educational practices and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building. Since the 2017/18 s.y., the scope of QTNs has been expanded to cover (i) initiatives not funded by Quality Education Fund (QEF) such as inviting outstanding/award-winning schools or organisations to establish thematic networks 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.

6.   Details of the above support services will be uploaded to the EDB website for schools' reference (***http://www.edb.gov.hk/sbss***) during the period from **28 April to 27 May 2022**.

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 in Annexes A to D via the Online Application System (OAS) for SBSS (revamped version), which can be accessed through the Common Log-on System (CLO) (***https://clo.edb.gov.hk***) starting from **29 April to 27 May 2022**[1]. For applications for the support services of the CoE Scheme and the QTNs, please refer to Annexes E and F for details. Late applications will not be processed. Allocation results will be announced on **8 July 2022**. Schools may check and download the results from the OAS (revamped version) between 8 July and 31 December 2022.

Enquiries

8.   For enquiries about the support services, please contact Ms Kate WONG at 2152 3215 or Mr Leon LEUNG at 2152 3219 of the School-based Professional Support Section (SBPS) or the officers of the respective sections as set out in Annexes E and F. For technical support on the OAS (revamped version), please contact Mr Sam LAI of the SBPS Section at 2152 3604. For enquiries about the CLO, please contact the CLO Helpdesk at 3464 0592 or by email at ***clo@edb.gov.hk***.

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Ms SO Kwok-yun Isabella
for Secretary for Education

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c. c. Heads of Sections – for information

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[1] Schools may log on to the CLO using their Master School Administrator (MSA) username and password. Details of the OAS (revamped version) are available on the EDB website at ***http://www.edb.gov.hk/sbss***.

On-site Professional Support Services

I. Areas of Support

Primary Schools

Area	Example of Support Services	Code Number for Online Application[2]
Chinese Language	- To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced school-based curriculum with vertical and lateral coherence - To support a smooth interface between Key Stages (KS) through peer or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum, values education and appreciation of Chinese culture through learning of Chinese classics - 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 through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as making good use of assessment data to facilitate learning and teaching	A1[3] / F7[4]
	- To enhance support for teaching Chinese to 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	F8

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[2] For details of the school-based support services, please visit the EDB website at ***http://www.edb.gov.hk/sbss***.
[3] The support service is provided by the Language Learning Support Section of the EDB.
[4] The support service is provided by the School-based Curriculum Development (Primary) Section of the EDB.

Area	Example of Support Services	Code Number for Online Application[2]
	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	
English Language	- To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with vertical and lateral coherence - To support a smooth interface between KS through peer or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum and values education - 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 through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as making good use of assessment data to facilitate learning and teaching	A3[3]/ F9[4]
Mathematics	- To plan and implement the focal points of the renewed school-based curriculum by promoting 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 developing teaching strategies based on inquiry and investigation - To develop students' collaboration skills, communication skills, creativity, critical thinking skills and self-directed learning abilities, etc.	F10

Area	Example of Support Services	Code Number for Online Application[2]
	- 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	
General Studies	- To plan and implement a school-based General Studies curriculum by adopting enquiry-based learning - To promote the integration of knowledge, generic skills, values and attitudes in learning and teaching through the incorporation of blended learning, STEM education, national security education, values education, as well as media and information literacy in the curriculum - To enrich students' learning experiences by providing various experiential learning activities - To design diversified school-based assessment strategies and enhance learning and teaching effectiveness through evidence-informed practice - To promote the building of a professional team by developing a collaborative culture and strengthening teachers' leadership	F11
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, including devising effective learning and teaching strategies under the new normal	Chinese: A4 English: A5
Building Learning Partnership	Learning Community for Curriculum Leaders - To assist PSM(CD)s or deputy school heads to promote whole-school curriculum development - To establish learning groups to share experience and knowledge and explore issues on school curriculum-related matters - To create synergy among curriculum leaders to take forward curriculum initiatives through professional exchange	J1

Area	Example of Support Services	Code Number for Online Application[2]
	Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language - To provide a platform for Chinese Language teachers from different schools who are supporting NCS students in learning Chinese to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness	F12
	Learning Community for Primary School English Language Teacher Leaders - To provide a platform for English Language teacher leaders from different schools to construct and share effective learning and teaching strategies, especially on e-learning - To develop curriculum leadership under the new normal - The theme in the 2022/23 s.y. is "Leveraging on Blended Learning to Take Forward Curriculum Initiatives"	F13
	Learning Community for Primary School Mathematics Teacher Leaders - To provide a platform for Mathematics teacher leaders from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation and ways of addressing them, and explore the planning and implementation of effective measures to respond to the continuous renewal of school-based Mathematics curriculum including blended learning and STEM education	F14
	Learning Community for Primary School General Studies Teacher Leaders - To provide a platform for professional exchange among General Studies teacher leaders through interschool sharing of school-based curriculum implementation experience	F15

Area	Example of Support Services	Code Number for Online Application[2]
	- To deepen panel heads' understanding of various curriculum initiatives, to broaden their experience in curriculum design and to enhance their confidence in implementing school-based curriculum	
	Learning Community for Chinese Language Teachers - To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, values education, self-directed learning and e-learning	A6
	Learning Community for English Language Teachers - To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, values education, self-directed learning and e-learning	A7

Secondary Schools

Area	Example of Support Services	Code Number for Online Application[2]
Chinese Language	- To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced school-based curriculum with vertical and lateral coherence, including the optimisation of the senior secondary curriculum - To support a smooth interface between KS through peer	A1

Area	Example of Support Services	Code Number for Online Application[2]
	or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum, values education and appreciation of Chinese culture through learning of Chinese classics - 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 through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as the use of assessment data to facilitate learning and teaching	
	- To enhance support for teaching Chinese to NCS students, including the effective use of the 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	A2
English Language	- To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with vertical and lateral coherence, including the optimisation of the senior secondary curriculum - To support a smooth interface between KS through peer or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Language/Reading across the Curriculum and values education - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning	A3

Area	Example of Support Services	Code Number for Online Application[2]
	English and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as use of assessment data to facilitate learning and teaching	
Mathematics	- To develop school-based curriculum to cater for the diverse needs of 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 junior secondary from the 2020/21 s.y. onwards - To optimise the senior secondary school-based Mathematics curriculum to create space and cater for learner diversity in accordance with school context and students' learning and development needs - To develop effective learning, teaching and assessment strategies such as gamification, enquiry learning, e-learning and self-directed learning to strengthen students' mathematical concepts and skills, enhance their learning interest, as well as develop their generic skills, positive values and attitudes - To enhance the learning of Mathematics through cross-subject collaboration/cross-curricular planning, such as promotion of STEM education and Reading across the Curriculum - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish learning community in school and to promote the culture of sharing and exchange among teachers	A8

Area	Example of Support Services	Code Number for Online Application[2]
	- To promote experience sharing and professional exchange culture through interschool professional network activities	
Citizenship and Social Development	- To develop school-based curriculum in alignment with the aims and objectives of the central curriculum and design objective and impartial learning and teaching materials to cultivate students' independent thinking skills, positive values and attitudes - To develop learning and teaching strategies for cultivating students' generic skills, such as self-directed learning and cooperative learning, to help students understand concepts and construct knowledge, as well as develop life-long learning competencies, including thinking skills - To develop effective learning, teaching and assessment strategies such as e-learning and experiential learning, and to promote national security education under the framework of the Constitution and Basic Law education, which includes strengthening students' understanding of the country and society as well as enhancing their sense of national identity - To explore effective learning, teaching and assessment strategies to cater for learner diversity - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish a learning community in school and to promote the culture of sharing and exchange among teachers - To promote experience sharing and professional exchange culture through interschool professional network activities	A13
Science Education	- To develop school-based curriculum to cater for the diverse needs of students (e.g. the learning needs of gifted students, students with SEN and NCS students) in learning Science - To strengthen the interface between the junior secondary and senior secondary school-based Science curricula	A10

Area	Example of Support Services	Code Number for Online Application[2]
	with regard to the development of science process skills and scientific thinking for students to learn science and to build a solid knowledge base - To develop effective learning, teaching and assessment strategies such as self-directed learning and e-assessment, to help students construct science knowledge, and enhance their learning interest, as well as develop their generic skills, positive values and attitudes at junior and senior secondary levels - To promote national security education through connecting naturally and integrating organically the elements of national security education with the content of Science curriculum - To enhance the learning of science through cross-subject collaboration/cross-curricular planning, such as promotion of STEM education and Reading across the Curriculum - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish a learning community in school and to promote the culture of sharing and exchange among teachers - To promote experience sharing and professional exchange culture through interschool professional network activities	
Personal, Social and Humanities Education (PSHE)	- To develop broad and balanced school-based PSHE curriculum to help students, particularly those at 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 between the junior secondary and senior secondary school-based PSHE curricula to build up a balanced knowledge base and develop essential generic skills for learning PSHE subjects at senior secondary level - To promote national security education through connecting naturally and integrating organically the	A9

Area	Example of Support Services	Code Number for Online Application[2]
	elements of national security education with the content of Chinese History, History, Geography and Life & Society curricula - To promote Reading across the Curriculum, self-directed learning and students' media and information literacy through Chinese History, History, Geography or Life & Society - To explore effective learning, teaching and assessment strategies such as blended learning, e-assessment and use of assessment data to facilitate learning and teaching for catering for learner diversity - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish a learning community in school and promote the culture of sharing and exchange among teachers - To promote experience sharing and professional exchange culture through interschool professional network activities	
Catering for Learner Diversity	- To assist schools in reviewing the effectiveness of various school policies and practices on issues pertaining to catering for learner diversity to formulate school-based curriculum development plans - To formulate learning and teaching strategies such as differentiated instruction, curriculum adaptation and blended learning, and design learning and teaching materials such as parallel tasks, tiered assignments and cross-subject projects, with the concerted effort of school curriculum leaders and teachers based on the diverse learning needs and learning styles of students - To implement and review the learning, teaching and assessment strategies adopted to cater for learner diversity including NCS students, newly-arrived children (NAC), students with SEN and gifted students - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish a learning community in school and	A12

Area	Example of Support Services	Code Number for Online Application[2]
	promote the culture of sharing and exchange among teachers - To promote experience sharing and professional exchange culture through interschool professional network activities	
Science, Technology, Engineering and Mathematics (STEM) Education	- To strengthen the connection of knowledge and skills of Science, Technology and Mathematics Education KLAs, as well as the articulation in curricula and activities across year levels, through planning STEM education projects and learning activities, thereby deepening students' learning in respective KLAs - To develop effective learning, teaching and assessment strategies such as the application of information technology and design thinking for building a solid knowledge base among students; enhancing students' interest in Science, Technology and Mathematics; nurturing their creativity, problem solving ability and entrepreneurial spirit to help them become self-directed learners; and integrating the cultivation of positive values and attitudes into STEM education - To cater for the diverse needs of students in STEM education, such as the learning needs of gifted students - To cultivate teachers' curriculum leadership and strengthen their professional capacity - To establish a learning community in school and promote the culture of sharing and exchange among teachers - To promote experience sharing and professional exchange culture through interschool professional network activities	A11
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, including devising effective learning and teaching strategies under the new normal	Chinese: A4 English: A5

Area	Example of Support Services	Code Number for Online Application[2]
Building Learning Partnership	Learning Community for Chinese Language Teachers - To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. supporting NCS students in learning Chinese, Reading across the Curriculum, reading classical texts to enhance the learning of Chinese literature and culture	A6
	Learning Community for English Language Teachers - To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, self-directed learning, e-learning and listening and integrated skills development	A7
	Curriculum Leadership Learning Community on Personal, Social and Humanities Education (PSHE) - To broaden knowledge and experience of curriculum leaders (e.g. PSHE KLA coordinators) who are enthusiastic about curriculum innovations in planning and implementing school-based values education, through collaboration and reflection on pedagogical practices - To establish a professional platform to share resources, exchange experience and in collaboration explore strategies to apply the principle of "integrating organically and connecting naturally" with the	A16

Area	Example of Support Services	Code Number for Online Application[2]
	curriculum and use the multi-pronged approach to implement national security education, as well as to develop students' positive values and attitudes	
	Curriculum Leadership Learning Community on Mathematics Education - To broaden knowledge and experience of curriculum leaders (e.g. Mathematics panel chairpersons and level coordinators) who are addressing the learning needs of different types of students (e.g. gifted students, students with SEN and NCS students) in planning and implementing school-based Mathematics curriculum, through collaboration and reflection on pedagogical practices - To establish a professional platform to share resources, exchange experience, and in collaboration explore strategies to cope with the curriculum development issues in Mathematics pertaining to the learning needs of different types of students	A15
	Curriculum Leadership Learning Community on STEM Education - To broaden knowledge and experience of curriculum leaders (e.g. STEM coordinators), who are enthusiastic about curriculum innovations, in planning and implementing school-based STEM education, through collaboration and reflection on pedagogical practices - To establish a professional platform to share resources, exchange experience, and in collaboration explore strategies to cope with the issues pertaining to the articulation in curricula and activities across year levels, catering for the diverse learning needs and fostering an entrepreneurial spirit	A14

II. Modes of Support

- On-site professional support

  Diversified collaborative support services are provided to schools in light of the school contexts and development needs, including reviewing and developing school-based curriculum, collaborative lesson planning, lesson studies, lesson observations,

reviewing and formulating development plans and professional development activities (e.g. seminars, workshops and sharing sessions), and offering consultancy services on school-based curriculum development and pedagogical design

- Learning communities

Different learning communities for teachers with common concerns and interests will be formed to promote interschool collaboration and to share experience 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 experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and 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 experience, 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*

- 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	Example of Support Services	Target School	Code Number for Online Application[2]
Chinese Language	- To develop a balanced school-based curriculum with vertical and lateral coherence - To explore learning and teaching strategies to cater for learner diversity - To attach importance to the reading of Chinese classics so as to strengthen students' learning of Chinese literature and Chinese culture - 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 For details, please visit the EDB website: ***http://www.edb.gov.hk/languagesupport/***	Primary and secondary schools (Apart from opting for one-year on-site support services, schools can opt for the network programme.)	On-site Support: B1 Network Programme: B2
Mathematics	- To develop effective school-based curriculum and promote assessment for learning so as to support the implementation of the revised primary Mathematics curriculum[5] - To improve and develop effective learning and teaching strategies under the new normal through lesson observation and experience sharing of effective teaching practices by METs - To enhance the learning and	Primary schools	On-site Support: B3 Consultancy Support: B4

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[5] The related curriculum documents include the *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Primary Mathematics* (2017), *Explanatory Notes to Primary Mathematics Curriculum Key Stage 1* (2018) and *Explanatory Notes to Primary Mathematics Curriculum Key Stage 2* (2020).

Area	Example of Support Services	Target School	Code Number for Online Application[2]
	teaching of mathematical concepts, mathematics language and mathematical thinking through diverse modes of collaboration with a view to fostering teachers' professional development and enhancing the culture of educational research in school - To strengthen the connection between the teachers of the two places, thereby broadening their horizons and facilitating professional exchange For details, please visit the EDB website: ***http://www.edb.gov.hk/sbss***		

II. Modes of Support

Schools can opt for on-site collaboration or network programme/consultancy support

- 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 educational research
- Network programme/Consultancy support: theme-based sharing, workshops, and/or interschool visits and lesson observations 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 METs 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 MET and the school
    - arrange regular time slots for collaboration and professional exchange, such as collaborative lesson planning and peer lesson observation
    - share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and 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

- Network programme:
  - release teachers to attend the network activities and open up their classrooms/activities for interschool visits
  - share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and 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.
- The METs are not responsible for taking up any teaching or co-curricular duties in schools.   Yet, they would be glad to conduct lesson demonstrations and collaborative teaching for professional exchange purpose.
- The METs 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

Primary Schools

Project Title and Coordinating Organisation	Objective	Code Number for Online Application[2]
Growth Made Easy: 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)	- To enhance teachers' professional capacity for teaching NCS students learn Chinese - To facilitate the NCS children's smooth transition from kindergarten to primary education	C2

Primary and Secondary Schools

Project Title and Coordinating Organisation	Objective	Code Number for Online Application[2]
Mindshift Educational Networking Programme (Phase IV) (Department of Psychiatry, The University of Hong Kong)	- To enhance teachers' understanding of mental health (including mental health problems such as acute stress disorder and post-traumatic stress disorder induced by frequent exposure to stressful events), and their knowledge and skills in handling stress-induced emotional and behavioural issues of students - To promote a positive mental health culture in primary and secondary schools by enhancing students' wellness of mind and body and increasing students' capacity to address mental health concerns - To cultivate a friendly campus environment by promoting mental health in primary and secondary schools	C3

	- 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)	
Self-directed Learning as a Strategy to Promote STEM Education (e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)	- To support participating schools in strategic planning and implementation of STEM-related lessons and school-based curriculum - To strengthen curriculum leadership, foster collaboration across STEM-related KLAs/subjects such as Mathematics Education, Science Education/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 foster their innovation and to nurture their positive values	C4
Integrated Self-directed Learning Approach to School-based STEM Development (In-STEM) (Centre for Information Technology in Education (CITE), Faculty of Education, The University of Hong Kong)	- To provide support to teachers to enhance their capacity to integrate self-directed learning (SDL) into STEM education, develop and implement school-based STEM curriculum, and assess effectively students' learning outcomes so that students are facilitated to integrate and apply the knowledge and skills across different STEM disciplines - To develop students' (targeted at upper primary and junior secondary levels) SDL capabilities, entrepreneurial spirit and 21st century skills through scientific investigation and creative engineering design - To develop multi-level school leadership networks so as to foster sustainable development of STEM education in	C5

		participating schools	
STEM Education with Self-directed Learning and Progressive Development in Problem-solving (Department of Science and Environmental Studies, The Education University of Hong Kong)	-	To develop secondary and primary school teachers' professional capacity to promote STEM education with a stronger linkage to the subject curricula, and enhance the integration across STEM-related disciplines, using SDL as one of the major approaches	C6
	-	To identify the components appropriate for students' progressive development of knowledge and problem-solving skills in STEM education across different KS or grade levels	
Empowerment and Transition – Supporting Teachers to Promote Multicultural Students' Chinese Learning in Primary and Secondary Schools (Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)	-	To enhance teachers' professional capacity for teaching NCS students learn Chinese as well as leadership in school-based curriculum planning	C7
	-	To facilitate NCS students' smooth transition from primary to secondary education	
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (Faculty of Education, The University of Hong Kong)	-	To enhance assessment literacy of English Language teachers through holistic school-based curriculum planning	C8
	-	To promote Assessment as Learning to develop students' ability to evaluate their own learning and make adjustments accordingly	

II. Modes of Support

- On-site support including collaborative development of school-based curriculum and learning and teaching materials, collaborative lesson planning, lesson observations and post-lesson discussions, action research, workshops, professional exchange activities, etc. will be provided
- Interschool professional development activities will be organised for teachers and

learning communities will be formed for different KLAs or subjects to facilitate professional exchange through network activities

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 participating schools with an aim to enhance learning and teaching effectiveness and facilitate student development
- nominate a core group or teacher-in-charge to closely collaborate with the support team and to make appropriate arrangement to facilitate teachers in participating in related collaborative and professional development activities
- attend two Executive Committee meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and student work (The copyright of these materials will be owned by the Quality Education Fund.)
- 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 the support services normally lasts for one year.
- Please visit the EDB website (***http://www.edb.gov.hk/sbss***) and the QEF website (***https://qcrc.qef.org.hk/en/fund/activity.php?cate=7***) for details.

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

I. Areas of Support

Primary Schools

Coordinating School	Project Title	Code Number for Online Application[2]
HHCKLA Buddhist Wong Cho Sum School	Teaching Non-fiction in English Classroom through e-Reading	D1
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	D2
Pui Kiu Primary School	Constructing Independent and Interactive Mathematics Lessons with Various Learning Strategies	D3
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	D4
Shak Chung Shan Memorial Catholic Primary School	Promoting Self-directed Learning Skills through School-based English Curriculum	D5
St. Bonaventure Catholic Primary School	Practising STEM Education in General Studies to Enhance the Effectiveness of Students' Learning of Science, Technology and Mathematics	D6
St. Edward's Catholic Primary School	Enhancing Classroom Interaction and Learning Effectiveness in Chinese Language through e-Learning and New Paradigm	D7
Tai Po Old Market Public School (Plover Cove)	Constructing Mathematical Concepts and Fostering Students' Attitude Regarding Self-directed Learning through Enquiry Learning	D8
Tin Shui Wai Methodist Primary School	Teaching Chinese with Storybooks	D9
Fung Kai No.1 Primary School	The Planning and Implementation of School-based Values Education	D10

Secondary Schools

Coordinating School	Project Title	Code Number for Online Application[2]
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 AI in STEM Education & Social Intelligence, through Refining School-based Curriculum and Establishing Structured Professional Learning Community	E3
Maryknoll Fathers' School	Unleashing Students' Potential through Developing Cross-curricular STEM Learning Activities	E4

Special School

Coordinating School	Project Title	Code Number for Online Application[2]
Hong Chi Winifred Mary Cheung Morninghope School	Catering for Learner Diversity and Special Educational Needs through the Use of Diversified Learning and Teaching Strategies or Whole-person Development Approach to Guidance and Discipline	G1

II. Modes of Support

- On-site support and network activities will be provided so as to foster professional exchange and collaborative culture, and enhance the effectiveness of learning and teaching
- Each Coordinating School supports up to three participating schools each year, and the support is mainly on a specific pedagogical theme

III. Expectations on Participating Schools

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

- nominate one teacher-in-charge to liaise with the support team and the related Curriculum Support Officer

- arrange regular timeslots for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- attend two Executive Committee meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and student work (The copyright of these materials will be owned by the Quality Education Fund.)
- 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 the support services normally lasts for one year.
- Please visit the EDB website (***http://www.edb.gov.hk/sbss***) and the QEF website (***https://qcrc.qef.org.hk/en/fund/activity.php?cate=8***) for details.

IT in Education Centre of Excellence (CoE) Scheme

I. Areas of Support

The CoE schools offer on-site/remote support services to 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 literary (IL) and e-safety (including evaluation and ethical use of information)**

2. **Planning and using e-learning tools and resources under the new normal**
   - Experience sharing on overall planning of e-learning/real-time online teaching/blending learning
   - Production of teaching videos/flipped learning
   - Using apps to enhance e-assessment of online learning and teaching
   - Using e-learning apps/tools to enhance interactions in online learning and teaching
   - Using Learning Management System (LMS)/Cloud Services
   - Using e-textbooks and online learning resources
   - Using e-learning tools to support the learning of cross-boundary students

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. **Parent education and support on e-learning**

7. **Technical support**
   - Support for implementation of Bring Your Own Device (BYOD)
   - Support for set-up of Cloud Services

In the 2021/22 s.y., there are 18 CoE schools, including seven primary schools, ten secondary schools and one special school, providing on-site/remote support services to other schools.   The list of CoE schools is as follows:

Primary Schools

1.	Baptist (Sha Tin Wai) Lui Ming Choi Primary School
2.	Buddhist Chi King Primary School
3.	Jordan Valley St. Joseph's Catholic Primary School
4.	Ling To Catholic Primary School
5.	Lok Sin Tong Leung Kau Kui Primary School (Branch)
6.	PLK Chee Jing Yin Primary School
7.	St. Edward's Catholic Primary School

Secondary Schools

1.	CCC Tam Lee Lai Fun Memorial Secondary School
2.	Caritas Fanling Chan Chun Ha Secondary School
3.	HK SKH Bishop Hall Secondary School
4.	Lok Sin Tong Yu Kan Hing Secondary School
5.	Man Kwan Pak Kau College
6.	Maryknoll Secondary School
7.	Shatin Pui Ying College
8.	SKH Li Fook Hing Secondary School
9.	Yan Chai Hospital Law Chan Chor Si College
10.	Yuen Long Merchants Association Secondary School

Special School

1.	Hong Chi Morninghill School, Tuen Mun

III. Points to note

- One on-site/remote support will be provided.   It usually covers two sessions – the first one being a preparation meeting and the other one being provision of support services (e.g. talks and workshops)
- For enquiries, please contact 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.

Primary Schools

Project Title and Coordinating Organisation	Objective
Robot in STEM cum STEM Education Resource Hub (Buddhist Ho Nam Kam College)	- To promote 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 - To enhance teachers' professional development by conducting regular interschool sharing and discussion sessions - To maintain the established learning community under the QTN after the completion of this project so as to sustain professional exchange and development among teachers - To allow teachers and students of participating schools and other schools to use the equipment purchased under the STEM Education Resource Hub established by the coordinating school continuously
Implementing "Computational Thinking" and "STEM Education" by Two Approaches cum STEM Education Resource Hub (Fung Kai Liu Yun-sum Memorial School)	- To promote computational thinking and STEM education through Mathematics learning activities and cross-curricular activities in KS1 - To help teachers of participating schools apply the concept of computational thinking and improve their capability of using information technology in teaching - To establish a teacher learning community and foster interschool professional exchange - To provide workshops for teachers, parents and students of participating schools and other schools and allow them to use the equipment and tools provided by the coordinating school under the STEM Education Resource Hub

Project Title and Coordinating Organisation	Objective
AI STEM Education Curriculum for Positive Education cum STEM Education Resource Hub (HKSKH Bishop Hall Secondary School)	- To develop STEM education with artificial intelligence (AI), establish Design Thinking application tool kit for STEM education - To foster the development of students' growth mindset and creative thinking through design tasks - To promote STEM education to different stakeholders by setting up a STEM Education Resource Hub and opening special room, and providing teacher training and student workshops
Whole School Curriculum Planning on STEM Education (S.K.H. Holy Cross Primary School)	- To establish an interschool professional exchange network and enhance teachers' professional capacity for planning and implement school-based STEM-related curriculum - To develop students' capabilities to integrate and apply knowledge and skills through hands-on and minds-on exploratory activities in General Studies - To encourage students to make use of the design cycle, show their creativity and cultivate positive values and attitudes - To support teachers to establish a school weather station to investigate the weather of the four seasons - To provide opportunities for students to apply coding and enhance their innovative and computational thinking skills
STEMaker Junior (Tung Wah Group of Hospitals Chang Ming Thien College)	- To familiarise teachers with the use of tools and equipment through a series of regular workshops so as to facilitate their planning and setting up of school-based STEMaker space - To carry out a series of lesson observations to develop or deepen STEMaker curriculum - To deliver the project in four stages, i.e. Learning, Planning, Consolidation and Development stages

Secondary Schools

Project Title and Coordinating Organisation	Objective
GPS to Social Development for Secondary Students (Tung Wah Group of Hospitals Ho Yuk Ching Educational Psychology Service Centre)	- To enhance S.1–S.2 students' social competence and understanding of sex and relationship education as well as promote the values of "respect for others" and "empathy" - To assist students to establish healthy social networks so as to facilitate their adjustment to adolescence period - To provide school personnel with relevant professional training

Primary and Secondary Schools

Project Title and Coordinating Organisation	Objective
Integrating STEM into Environmental Education Curriculum (China Holiness Church Living Spirit College)	- To collaboratively establish an interschool professional network and construct an environmental education curriculum – "Amazing Code of Life", with experiential learning and STEM elements - To nurture students' interest in STEM and environmental education and appreciation of the wonders of life through hands-on and minds-on experiential activities about genetic codes - To provide support for experiential STEM activities with the use of DNA laboratory of the coordinating school
Promoting Integrated STEM Education with Investigation Based Design-centric Applications (Christian Alliance SW Chan Memorial College)	- To enhance teachers' professional capacity for using inquiry approach in designing STEM learning and teaching activities - To help students learn, improve and apply their interdisciplinary knowledge and practical skills relating to STEM education as well as nurture their

	creativity and entrepreneurial spirit through implementing a scientific investigation based curriculum supplemented with learning of computational thinking skills
Web-based Learning for Students with Diverse Needs (Reading and Writing) at the Junior Secondary Level/Senior Primary Level (Department of Special Education and Counselling, The Education University of Hong Kong)	- To establish a school network in supporting the diverse learning needs (reading and writing) of junior secondary/senior primary students - To enhance teachers' professional capacity for applying various learning and teaching strategies in reading and writing through different kinds of training such as workshops and lesson observations - To cater for learner diversity by incorporating new information technology elements in the learning materials
Science in ACTION: Facilitating STEM Education in Primary/Secondary Schools (Man Kwan Pak Kau College)	- To promote STEM education to primary and secondary schools with the use of science packages, micro-controllers and sensors - To enhance teachers' and students' interest in learning science through engaging their participation in various activities - To develop a professional learning community across secondary and primary schools so as to incorporate STEM education in different learning stages.
Promoting Wellness in School (The Hong Kong Jockey Club Centre for Suicide Research Prevention, The University of Hong Kong)	- To help participating schools develop into well-being-first schools where the well-being of students is the top priority - To incorporate mental wellbeing education into school curriculum so as to nurture and strengthen resilience of students in biological, psychological and social aspects

"Little Spark, Make it Great" STEMaker Centre (Yan Chai Hospital Lan Chi Pat Memorial Secondary School)	- To help participating schools develop school-based STEM-related curriculum and activities - To carry out the learning and teaching activities using different devices and hardware - To introduce the educational concept of "Maker" in school settings

II. Points to Note

- The Quality Education Fund Thematic Networks (QTNs) aim at disseminating good educational practices and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building. For details of the QTNs, please refer to the QEF Cyber Resource Centre website (***https://qcrc.qef.org.hk/en/fund/activity.php?cate=4***)
- The support services under the QTNs are provided by the respective QTN Coordinators and the mode of support varies.   Invitation will be sent to schools direct by the QTN Coordinators
- For enquiries, please contact Miss Gigi YUEN of the QEF Secretariat at 2123 6039