Project Title:
Constructing an Independent and Interactive Mathematics Lesson with Various Learning Strategies (2021/22)

1. **Support Service Co-ordinator**
   School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. **Network Co-ordinating School**
   Pui Kiu Primary School

3. **Objectives**
   The project aims:
   - to examine and share with the Participating Schools on how to make use of diversified strategies to enhance students' motivation in learning Mathematics and their self-directed learning ability, and develop and design autonomous and supportive Mathematics lessons
   - to enhance a collaborative and learning culture that promotes professional exchanges among teachers within and across schools

4. **Foci of Support**
   - To adopt the practice of the "pre-learning navigation" in lesson design and enhance the effectiveness of lessons as well as students' self-learning ability through effective pre-lesson preparation
   - To enhance students' interaction and lesson effectiveness through Cooperative Learning Approach
   - To design learning activities, including e-Learning activities, that can enhance students' autonomy and initiatives to learn
   - To share the school-based "Mathematics Reading" scheme in the Network Co-ordinating school so as to encourage the Participating Schools to develop their reading scheme so as to enhance students' interest in learning Mathematics and their ability in self-directed learning
   - To promote sustainable teacher professional development and learning cultures through regular school-based and inter-school activities
   - To conduct "Lesson Studies" with Participating Schools, in which teachers will design, implement, reflect and improve the learning and teaching strategies together and share their insights and professional growth

5. **Modes of Support**
   - To support 1 to 2 year levels of students for each Participating School based on its school's context
   - To arrange 1 to 2 regular support activity(ies) per month, including seminars, workshops, collaborative lesson planning, lesson observation and post-lesson discussion. Some activities, as seminars and workshops will be held at the Network Co-ordinating School while collaborative lesson preparations and the lesson observations will be conducted at the Participating Schools
   - Based on the school contexts, classroom settings and preferences, Participating Schools can arrange teachers, including other Mathematics teachers who have not joined the project at the same level, to attend the

lesson observation, so as to promote the culture of peer lesson observation

6. **Expectations on Participating Schools**
   - Participating teachers adopt a positive and open attitude: The effectiveness of the project depends on the commitment and initiative of each participant and their willingness to open their classrooms for peer lesson observations and mutual betterment
   - Participating Schools arrange their subject leaders or members of middle management to participate in this project as far as possible
   - Respect for diversity: To respect the diverse contexts of schools and treat the diversity as an asset, and be willing to learn from one another
   - At least one person-in-charge should be assigned for each (or both) level(s). Time slots are reserved in the time-table for the support activities
   - The Principals and the Network Coordinators of the Participating Schools attend at least two executive meetings held in the school year
   - Representative(s) of the Participating Schools attend the territory-wide dissemination seminar held by the Network Co-ordinating School
   - Participating Schools 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 owned by the Quality Education Fund.)
   - Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials