Title of School-based Support Service (2026/27):

Quality Education Fund Thematic Network projects (QTN projects) —

Hands & Brains-on: Promoting STEAM Education (with Cross Curriculum Elements) and Applying HOTS (High Order Thinking Skills) in Primary Science/General Studies

1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional level of teaching team for participating schools through train-the-trainer approach and with a focus on nurturing curriculum leaders.
- To assist participating schools in developing STEAM education by designing interdisciplinary units of learning and project learning according to the needs of the participating schools. It also incorporates elements of "reading to learn" and "e-learning" into cross-subject activities based on school context so as to enhance the connection among Science, Technology, Engineering, Arts and Mathematics education
- To help participating schools design hands-on and minds-on scientific investigations in Science or General Studies and align with the methods of science inquiry and engineering design in Primary Science to enhance students' ability to integrate and apply knowledge and skills from different subjects
- To assist participating schools in incorporating innovation and programming elements into schools at appropriate times. This includes understanding facial recognition and how smart sensors are promoted in smart cities through courses on AI robotic dogs. Students will learn how programming improvements can enhance and facilitate human life, equipping them with capabilities in scientific innovation and nurturing entrepreneurial spirit in children. The curriculum also fosters resilience and a positive pursuit of excellence through processes such as design cycles, debugging, and iterative testing. Additionally, in the concluding and practical applications segments, value education and national security elements are organically integrated, allowing students to reflect on the connections between STEAM, everyday problems, and national development
- To strengthen the leadership role of teachers in participating schools and their ability to organise professional development training for teachers, thereby equipping teachers with knowledge, attitudes, and skills relevant to STEAM education

2. Foci of Support

- To foster the development of STEAM education and professional exchange among participating schools through sharing the STEAM education framework, curriculum content and related learning activities of the network co-ordinating school
- To assist participating schools in activating or developing STEAM education based on their school context, designing its school curriculum, science and technology inquiry-based activities and planning subject-based and cross-curricular STEAM education proposals through regular professional exchange activities
- To assist participating schools in designing STEAM-related project learning activities and to align with the methods of science inquiry and engineering design in Primary Science with one or two school level(s) as a starting point

3. Modes of Support

- QTN coordinator will support and collaborate with teachers of participating schools, details are as follows:

On-site collaboration and networking activities	At least 17 times of on-site support and networking activities • Support officers collaborate with the core teaching team through regular meetings to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion • The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools

4. Points to note

- The duration of the support services normally lasts for one year.
- Participating teachers are keen on developing in school curriculum design and promoting STEAM education
- Active engagement of participating schools throughout the support services with 1-2 teachers is expected. The teacher(s) ought to lead the core teaching team's participation in this professional support service; to be responsible for liaising with the relevant support officer and making specific arrangements for the support service
- To fully utilise the support services, participating schools should:
  - arrange regular timeslots for teachers to collaborate and exchange, e.g. periods for collaborative lesson planning, lesson observation and post-lesson discussion as well as reviewing student learning outcomes, thereby strengthening collaboration and communication among teachers. Support officers will participate in various sessions and provide feedback to facilitate the professional development of teachers
  - assign teachers to attend teacher workshops and networking activities
  - arrange teachers to participate in one Preparation Meeting, two Executive Committee (EC) meetings and a territory-wide dissemination seminar to share their successful experiences in school curriculum development and the learning and teaching materials developed under collaboration.
- 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
- Encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund 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.