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

Quality Education Fund Thematic Network projects (QTN projects) —
Utilizing the Edge of e-Learning, Cultivating Information Literacy,
Innovating Teaching and Learning of Mathematics

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.
- Utilize AI platforms to assist teachers in designing lesson plans and teaching materials, enhancing student interest in learning; help teachers analyze the reasons behind students' incorrect answers, design follow-up classroom activities and exercises based on these errors to promote "assessment and feedback"; and design teaching materials at different levels to accommodate the diversity of student learning needs.
- Focus closely on key learning objectives and challenges to create appropriate contexts that stimulate learning motivation, thereby helping students construct mathematical concepts and logical thinking. For instance, upload pre-lesson instructional videos to help students link prior knowledge with new concepts, allowing teachers to monitor learning progress via digital platforms and adjust lesson content to enhance the efficiency of concept building. Integrate interactive digital tools during class to visualize abstract concepts such as symmetry and net diagrams for deepening the inquiry process beyond traditional paper exercises. Adopt post-lesson online games to extend learning, ensuring that students' interest and motivation remain consistently high.
- Use e-learning platforms with peer sharing and comment functions to record the learning process, encourage peers to appreciate each other’s learning achievements, and facilitate students to communicate, collaborate, co-construct and share knowledge with their peers. Through encouraging feedback, teachers and students recognize the efforts of students made to their learning process, improve students’ information literacy through practice, and cultivate students’ positive values and attitudes of respecting others and learning to appreciate
- Design key questions and construct effective Mathematics lessons so as to provoke students’ thinking, guide them to observe, explore and actively exchange ideas, as well as develop their mathematical thinking and learning ability
- Promote the development of school-based Mathematics curriculum and strengthen its vertical and lateral coherence through unit planning and effective course work design (pre-learning tasks, classwork and extended learning tasks)

2. Foci of Support

- Through collaborative lesson planning and classroom teaching practices with participating schools, jointly explore the use of AI platforms to design teaching activities, analyze student performance, and address students' diverse learning needs.
- To assist teachers in analyzing teaching materials from both vertical and lateral perspectives, using the strands “Number”, “Measures” or “Shape and Space” in Primary 2 to Primary 5 as entry points
- To foster a culture of continuous professional development among the Mathematics

teachers teaching the same grade level and to establish a learning culture within the school

- To establish a professional learning community through interschool sharing and exchange to enhance teachers' professional development
- To share school-based learning and teaching resources addressing the needs of participating schools

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 16 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 • Based on school context and School Development Plan, conduct in-depth analysis of school needs, lesson study such as curriculum planning, collaborative lesson planning, lesson observation and post-lesson discussion to enhance teacher professional capacities through close exchange • Organize workshops on topics related to Mathematics such as using educational applications to design learning activities for participating teachers, and share their school-based experience in innovative teaching • Establish learning community for participating teachers to promote interschool exchange

4. Points to note

- The duration of the support services normally lasts for one year.
- Participating schools assign 4-5 Mathematics teachers as core members of the project to participate in every activity, with one of them being the teacher-in-charge to liaise with the support team and the related Curriculum Development Officer
- To fully utilize the support services, participating schools should:
  - arrange regular timeslots (Thursday from 2:30 PM to 4:00 PM) for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
  - 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.