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

Quality Education Fund Thematic Network projects (QTN projects) —
Teaching Chinese with Storybooks

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.
- Assist schools in developing a school-based storybook teaching curriculum that caters for learners' diversity
- Help teachers develop students' interest in reading and learning Chinese, enrich students' imagination, nurture their thinking skills and promote values education

2. Foci of Support

- To enhance the professional capacity of teachers through co-planning, selecting suitable storybooks as learning and teaching resources as well as designing a school-based curriculum and open lessons
- To enhance the effectiveness of school curriculum leadership; promote
- collaboration and reflection among teachers
- To arouse students' interest in reading by exploring and using different electronic platforms / APP to immerse into storybook teaching
- To facilitate the connection between schools through interschool networks

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 personnel 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 and co-plan to develop a school-based storybook teaching curriculum, including teaching schedules and learning and teaching resources • The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools • To conduct storybook teaching workshops for teachers • Participating schools attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered

4. Points to note

- The duration of the support services normally lasts for one year.
- 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

- At least one representative should attend each QTN activity.
- To fully utilise the support services, participating schools should:
  - The participating teachers are preferably teachers of the same grade level, with the Chinese Language Panel Head(s) being included
  - Participating schools arrange regular timeslots (Thursday afternoons) 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.