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

Quality Education Fund Thematic Network projects (QTN projects) —

Catering for Learner Diversity and Special Educational Needs through the Use of Diversified Teaching Strategies, Values Education or STEAM Education

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
- Implement multi-dimensional pedagogic and assessment strategies and develop curriculum and assessment accommodations that cater to the diverse learning needs of students to promote effective learning and teaching
- Implement STEAM education across different subjects (General Studies, Mathematics, Computer, and Design and Technology), enabling teachers to design the lessons and school-based STEAM learning activities which effectively enhance students' scientific literacy and creativity
- Enable teachers to develop students' twelve priority values and attitudes, establish a harmonious and caring school culture and nurture students' good characters through adopting Growth-oriented mindset and strategies
- Recognise students' participation and achievements through school-based Values Education Award Scheme, thereby promoting self-worthiness and character development while unleashing their full potentials
- Promote emotional education through a three-tier support model and diversified strategies to provide systematic support, enhancing students' emotional regulation and social skills, building resilience, and fostering a caring campus culture
- Establish interactive learning communities, promoting cross-school professional exchanges

Foci of Support

- Conducting curriculum meetings with curriculum leaders and teachers to design teaching and assessment activities in key subjects, reviewing and following up on students' learning performance
- Assisting teachers in designing curriculum and assessment adjustments to meet the special educational needs of students through lesson observation and communication, ensuring effective learning for students of varying abilities
- Regularly visiting schools to discuss collaborative teaching details with core teachers involved in the program, engage in co-planning, prepare teaching materials, tools, records, and assessment forms, and review and evaluate students' learning outcomes through lesson observations and review meetings, revising the plan as needed
- Supporting teachers to use various strategies (e.g. graphic organisers, cooperative learning and multisensory learning) in order to foster the effective learning of students with special educational needs (SEN)
- Integrating diversified teaching strategies into innovative technological tools (e.g. communicative robots) in collaborative teaching and encouraging students to interact with communicative robots, thereby enhancing their communication skills, raising their learning interests and catering for learner diversity
- Promoting the adoption of a whole-school approach to cater for the needs of SEN students and for teachers' professional development
- Promoting cross-school exchanges by opening up campus and classrooms
- Developing STEAM education learning and teaching activities and resource depository to enhance students' scientific literacy and creativity through activities and self-directed learning
- Assisting teachers in using a diversified mode of teaching (such as classroom learning, small groups and cross-curricular activities) to carry out Values Education and grasping the technique to

lead activities effectively

- Assisting the participating schools to develop and promote a school-based Award Scheme. The systematic "point gaining" scheme aims at extending students' potential to their fullest and developing their self-value by recording their participation in activities
- Incorporate social-emotional learning into interdisciplinary Values Education planning, such as themes in "Growth Lessons" or "Life Education Lessons": expressing emotions, coping with setbacks, stress management, and positive life.

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 • 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 • Organise professional development activities such as workshops and lesson demonstration etc. • Arrange networking meetings, share successful teaching experiences and the challenges faced • Participate in the sharing in learning community activities and territory-wide dissemination seminar for cross-school exchange

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:
  - Nominate panel head / deputy panel head to be responsible for the liaison of QTN activities
  - 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 training 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