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

Quality Education Fund Thematic Network projects (QTN projects) – Enhancing School Management's Professional Capability to Lead the Teaching Team in Conducting School Self-evaluation

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
- (at school level) strengthen schools' literacy in data use and evaluation, and guide them to make good use of the self-evaluation tools provided by the Education Bureau and school-based evaluation data to formulate development plans that are evidence-based, align with the seven learning goals and focus on student learning outcomes
- (at teacher level) assist school leaders in leading their teaching teams to build consensus and implement the "Planning–Implementation–Evaluation (P-I-E)" self-evaluation cycle in an evidence-based manner
- connect coordinating school with participating schools to establish a professional learning community for inter-school collaborationand peer learning, so as to enhance the effectivenss of school self-evaluation in facilitating sustainable development of schools
- (at student level) promote school development plans that focus on student learning outcomes, thereby enhancing their learning effectiveness

2. Foci of Support

- To lead school teams in conducting an in-depth analysis of the current situation of their schools using various tools and jointly formulating their first-stage self-evaluation action plan
- To lead teachers to practice data analysis using real data from their schools as examples, and transforming data into actions
- To collaborate with school teams to design self-evaluation processes, tools, and reporting mechanisms that suit their specific school contexts
- To invite participating schools to sit in the meetings and lessons of the coordinating school to experience how a mature reflective learning community operates, while providing on-site guidance
- To facilitate the exchange among schools within the network, allowing principals and teachers to learn from one another, broaden their horizons, and reflect for continuous improvement; establish a school management exchange platform for principals and middle managers of participating schools to share leadership strategies and practical insights in change management

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 ● Arrange professionals and coordinating school personnel to conduct school visits at participating schools, thereby providng assistance and guidance in the use of self-evaluation tools, the analysis and application of data to inform planning, as well as the implementation of the directions and plans for the new cycle ● The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools ● Conduct professional development activities, including thematic seminars for teachers, joint lesson preparation, lesson observation, and post-observation feedback, open classrooms and inter-school visits ● Assist schools in formulating Annual School Plans by "making use of the evaluation to inform planning" ● Engage in cross-school exchange during inter-school visits and territory-wide sharing sessions

4. Points to note

- The duration of the support services normally lasts for one year.
- Participating schools are expected to actively participate in the QTN activities, and lead the core teaching team to participate in this professional support service; to be responsible for liaising with the relevant support officers 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 a dedicated teacher to coordinate QTN activities
  - arrange regular timeslots to collaborate and exchange, e.g. periods for collaborative lesson planning and lesson observation
  - assign teachers to attend at least 2 training workshops and 11 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.