Title of School-based Support Service (2026/27):
Quality Education Fund Thematic Network projects (QTN projects) –
GPS to Social Development for Secondary Students

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
- enhance the knowledge and skills in social competence, sex and relationship education and emotion regulation among junior secondary students, while cultivating values such as "respect for others" and "empathy"
- provide social skill training sessions for Secondary 1 to 5 students with suspected or diagnosed Autism Spectrum Discorder (ASD) to facilitate their social adaptation during adolescence
- assist participating schools in developing school-based curricula, teaching resources and implementation models on social competence
- provide professional training for school personnel to enhance their capacity in supporting students' social skills development
- equip parents with the essential knowledge and skills required to support their children through the challenges of adolescent growth

2. Foci of Support

- To support teachers, stationing school social workers and other relevant personnel in mastering the social development needs of junior secondary students and designing feasible school-based implementation models through workshops, meetings and consultations
- To provide class-based lessons and group training that enhance students' knowledge and skills relating to social competence, sex and relationship education, and emotion regulation
- To offer advanced consultation on school cases via the Inter-school Professional Exchange Platform, thereby fostering multi-disciplinary exchange, helping teachers build a professional learning community to share successful experience, and sustaining the project's impact

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 20 times (applicable for core and partner schools only) or 5 times (applicable for network schools only) of on-site support and networking activities • The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools • Implement 6 class-based sessions for junior secondary students on social skills, sex and relationship education and emotion regulation, adopted to school needs • Conduct 10 sessions of social skill group training for Secondary 1-5 students with suspected or diagnosed

	ASD • Conduct teacher professional development activities and consultations, including Inter-school Professional Exchange Platform, internal teacher workshops, individual/ group consultations and Executive Committee (EC) meetings • Organise workshops to equip parents with knowledge and skills to support their children's adaptation during adolescence • Organise an interactive campus exhibition to promote the values of "respect for others" and "empathy" and reinforce key curriculum concepts • Conduct a year-end territory-wide dissemination seminar to facilitate professional exchange across schools

4. Points to note

- The duration of the support services normally lasts for one year
- Participating schools are expected to actively participate throughout the support services
- At least one representative should attend each QTN activity
- To fully utilise the support services, participating schools should:
  - nominate Head of Guidance Committee and/or Special Educational Needs Coordinator and/or stationing school social worker to be responsible for the coordination of QTN 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 supporting officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period to facilitate professional discussion
- Encourage the core teaching team to disseminate successful experience, within and across schools, in school curriculum development and the learning and teaching resources co-developed (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