

## **Quality Education Fund Thematic Networks – Schools (QTN–S) (2022/23)**

### **Project Title:**

### **Constructing an Independent and Interactive Mathematics Lesson with Various Learning Strategies**

#### **1. Support Service Coordinator**

School-based Professional Support Section, Curriculum Support Division, Education Bureau

#### **2. Network Coordinating School**

Pui Kiu Primary School

#### **3. Objectives**

The project aims:

- to examine and share with the participating schools on how to make use of diversified strategies and effective Mathematics lessons to enhance students' motivation in learning Mathematics and their self-directed learning (SDL) ability
- to establish a collaborative and learning culture that promotes professional exchanges among teachers within and across schools

#### **4. Foci of Support**

- To adopt the practice of the “pre-learning navigation” in lesson design and enhance the effectiveness of lessons as well as students' SDL ability
- To enhance students' interaction and lesson effectiveness through “Cooperative Learning Approach”
- To design learning activities, including e-learning activities, that enhance students' autonomy and initiatives to learn
- To share the school-based “Mathematics Reading” scheme of the network coordinating school so as to encourage participating schools to develop their own reading scheme with a view to enhancing students' interest in learning Mathematics and their SDL ability
- To promote sustainable teacher professional development and learning community through regular school-based and interschool activities
- To conduct lesson studies with participating schools, in which teachers will design, implement, reflect and improve their learning and teaching strategies and share their insights

#### **5. Modes of Support**

- To support one to two grade level(s) of students for each participating school
- To arrange one to two regular support activity(ies) per month, including seminars, workshops, collaborative lesson planning, lesson observation and post-lesson discussion
- Participating schools may arrange non-participating teachers to join the lesson observation, so as to promote a culture of peer lesson observation in school

## **6. Expectations on Participating Schools**

- Participating teachers adopt a positive and open attitude. The effectiveness of the project depends on the commitment and motivation of each participant, and their willingness to open their classrooms for peer lesson observations and mutual betterment
- Participating schools arrange their subject leaders or members of middle management to participate in this project as far as possible
- Participating teachers respect diversity: To respect the diverse contexts of schools and treat the diversity as an asset, and be willing to learn from one another
- At least one person-in-charge should be assigned. Time slots are reserved in the time-table for the person-in-charge to participate in support activities
- 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
- Participating teachers share with other teachers their experience in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports, student work (The copyright of these materials will be owned by the Quality Education Fund.)
- Participating schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials