

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

Project Title:

Nurturing Students with the Quality of Self-directed Learning, Fully Utilising the Edge of e-Learning, and Constructing Highly Effective Mathematics Lessons

1. Support Service Coordinator

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

2. Network Coordinating School

Sau Ming Primary School

3. Objectives

The project aims:

- to equip teachers with diversified learning and teaching strategies so as to arouse students' learning motivation and promote learning effectiveness
- to lead teachers to design key questions with a view to enhance students' learning ability and thinking skills
- to promote the development of school-based Mathematics curriculum and strengthen its vertical and lateral coherence
- to facilitate teachers' use of e-learning platforms and diversified assessment to review students' learning outcomes and provide students with instant feedback that can improve the learning and teaching effectiveness

4. Foci of Support

- To promote self-directed learning in Mathematics through collaborative lesson planning and lesson tryouts
- To assist teachers in developing a school-based curriculum with vertical and lateral coherence, focusing on the strand "Number", "Measures" or "Shape and Space" in Primary 2 to Primary 5
- To develop the spirit of lesson study among the Mathematics teachers teaching the same grade level and to establish the learning culture in school
- To form a professional learning community through interschool sharing and exchange so as to enhance teachers' professional development

5. Modes of Support

- To organise teacher workshops on Mathematics-related themes for participating teachers, for example, using educational apps as assessment tools and sharing of school-based experiences in self-directed learning
- To form a teacher learning community with participating schools to facilitate the professional sharing amongst teachers of different schools
- To conduct open lessons by the Network Coordinating School and assist participating schools in the arrangement of lesson observations and post-lesson discussions, with a view to promoting professional exchange among teachers and enhancing teacher development through effective reflection
- To assist participating schools in designing teaching plans of at least one learning unit through on-site support such as collaborative lesson planning

- Lesson observations and post-lesson discussions will be carried out to review the effectiveness of learning and teaching as well as to refine the lesson design
- To encourage participating schools to make good use of the shared resources and outcomes among the participating schools to enhance the sustainability of the support service in school

6. Expectations on Participating Schools

- Participating schools assign 2-4 Mathematics teachers as core members of the project to participate in every activity, with one of them being the teacher-in-charge to liaise with the support team and the related Curriculum Support Officer
- Participating schools arrange regular timeslots (Thursday afternoons) for core members to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- 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 experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and 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