

## **Title of School-based Support Service (On-site Support) (2024/25)**

Quality Education Fund Thematic Networks – Schools:

### **Constructing Independent and Interactive Mathematics Lessons with Various Learning Strategies**

#### **1. Objectives**

The support service 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

#### **2. 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
- To share good practice with the Participating Schools on how to select appropriate units and topics, and add content on the history of Chinese mathematics through classroom teaching or post-lesson extension to enhance students' understanding of the related history and culture

#### **3. Modes of Support and Activities**

- To support one to two grade level(s) of students for each participating school
- Support personnel collaborate with the core teaching team through regular meetings (4 times or more in the school year) 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 (9 times or more in the school year), sharing and promoting effective practices and resources to facilitate professional exchanges among schools
- 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

#### **4. Points to note**

- 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
- Please visit the QEF website (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=8>) for details