

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

Quality Education Fund Thematic Networks – Schools:

Utilizing the Edge of e-Learning, Cultivating Information Literacy,
Innovating Teaching and Learning of Mathematics

1. Objectives

The support service aims:

- to induce students' learning motivation and construct their mathematical concepts and logical thinking, through the use of e-learning platforms and tools that pair up with diversified modes of assessments, by creating scenarios that connect to important and difficult teaching points when applying diversified strategies for cultivating self-directed learning in students
- to lead teachers to design key questions and construct effective Mathematics lessons so as to provoke students' thinking, guide them to observe, explore and actively exchange ideas, as well as develop their mathematical thinking and learning ability
- to use e-learning platforms with peer sharing and comment functions to record the learning process, encourage peers to appreciate each other's learning achievements, and facilitate students to communicate, collaborate, co-construct and share knowledge with their peers. Through encouraging feedback, teachers and students recognise the efforts of students in the learning process, improve students' information literacy through practice, and cultivate students' positive values and attitudes of respecting others and learning to appreciate
- to promote the development of school Mathematics curriculum and strengthen its vertical and lateral coherence through unit planning and effective course work design (pre-learning tasks, classwork and extended learning tasks)

2. Foci of Support

- To promote self-directed learning in Mathematics and create efficient lessons through collaborative lesson planning and lesson tryouts. For examples, design pre-learning activities that incorporate the elements of flipped classrooms and utilise e-platforms like Nearpod and Classkick, to stimulate students' critical thinking, sharing and exploration
- To assist teachers in analysing teaching materials from both vertical and lateral perspectives, using the strands "Number", "Measures" or "Shape and Space" in Primary 2 to Primary 5 as entry points
- To foster a culture of continuous professional development among the Mathematics teachers teaching the same grade level and to establish a learning culture within the school
- To establish a professional learning community through interschool sharing and exchange to enhance teachers' professional development

3. Modes of Support and Activities

- Support personnel collaborate with the core teaching team through regular meetings (6 times or more in the school year) to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion
 - To assist participating schools in designing teaching plans of two learning unit or more through onsite support such as collaborative lesson planning

- To review the effectiveness of learning and teaching as well as to refine the lesson design through lesson observations and post-lesson discussions
- 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
 - Network Coordinating School conducts open lessons and coordinate participating schools for their lesson observations and post-lesson discussions, to promote professional exchange among teachers and enhance teacher development through effective reflection
 - 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
- 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 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 Development Officer
- Participating schools arrange regular timeslots (Thursday afternoons) for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
- Please visit the QEF website (<https://qcrc.qef.org.hk/en/fund/activity.php?cate=8>) for details