

**Project Title:**

**Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools**

**1. Support Service Co-ordinator**

School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

**2. Network Co-ordinating Organisation**

Faculty of Education, The University of Hong Kong

**3. Objectives**

The project aims to enhance assessment literacy of English Language teachers through whole-school curriculum planning.

**4. Foci of Support**

- To enhance assessment literacy of English teachers through aligning learning, teaching and assessment
- To promote assessment as learning to enable students to evaluate their own learning and make adjustments
- To empower students to engage themselves effectively in assessment as learning
- To propel schools to sustain the good practices in enhancing the assessment literacy of teachers
- To build up leaning communities so as to foster professional sharing and collaboration culture within and across schools

**5. Modes of Support**

- 30-hour intensive professional development programme consisting of face-to-face sessions and online learning
- On-site support for the development and implementation of school-based learning, teaching and assessment materials
- Lesson study with lesson observation(s) and post-lesson discussion
- Action research to evaluate the effectiveness of teaching materials and students' performance
- Networking and professional sharing through cluster meetings and public seminars

**6. Expectations on Participating Schools**

- Participating Schools have a strong desire and readiness to collaborate with the support team and other schools in the project with an aim to enhance learning and teaching effectiveness and student development.
- Each Participating School form a core project team of at least 2 to 3 teachers and nominate one teacher-in-charge to liaise with the university project team.
- The school team work closely with the university project team in the following activities: needs analysis, professional development, design or adaptation on learning and teaching materials, lesson co-planning, peer lesson observations, post-lesson discussion, sharing with other Participating Schools in cluster meetings and public seminars.
- Each Participating School will, with the support of the university project

team, develop and implement one learning, teaching and assessment package that facilitates the tryout of different assessment strategies, and share their packages with other Participating Schools at the end of the project.

- The school team will have regular meetings with the university project team (once a month; approximately 1 hour for each meeting) for the teachers concerned to reflect on their assessment practices, discuss and plan different assessment tasks, review and adopt appropriate learning and teaching strategies to address students' learning needs, evaluate the materials and strategies implemented, and discuss assessment related issues (e.g., use of assessment data).
- Representatives of the Participating Schools attend at least two meetings held in the school year with the Network Co-ordinating Organisation and other Participating Schools on formulating strategies and work plans, etc.
- Participating Schools provide administrative and other kinds of support deemed necessary (e.g., making timetabling adjustments for collaborative lesson planning or supporting teachers to participate in other team activities such as the professional development programme).
- Teachers participating in this project share with other teachers (e.g., in their schools, in other project schools as well as non-project schools) the experience they gain from the project.
- Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials