

## **Quality Education Fund Thematic Networks – Tertiary Institutes (QTN–T) (2022/23)**

### **Project Title:**

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

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

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

#### **2. Network Coordinating Organisation**

Faculty of Education, The University of Hong Kong

#### **3. Objective**

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 propel schools to sustain the good practices in enhancing the assessment literacy of teachers
- To build up learning 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
- Fostering professional sharing among participating schools through cluster meetings and interschool teacher experience sharing sessions
- Conduct public workshops and a seminar, and establish an open educational resources platform (e-platform) which showcases the learning-teaching-assessment resources co-developed by the support team and participating schools, teacher training videos and teachers' experience sharing

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

- Participating schools have a strong desire and readiness to collaborate with the support team and other schools with an aim to enhance learning and teaching effectiveness and student development
- Each participating school forms a core project team of at least 3 teachers and nominates one teacher-in-charge to closely collaborate with the support team and to make appropriate arrangement to facilitate teachers in participating in related collaborative and professional development activities

- The school team works closely with the support 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 support 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
- Each participating school will have regular meetings with the support team for the teachers concerned to plan, adopt and evaluate different learning, teaching and assessment strategies to address students' learning needs and discuss assessment related issues (e.g., use of assessment data)
- Participating schools attend two Executive Committee (EC) meetings, two cluster 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 have developed, 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