

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

Quality Education Fund Thematic Networks – Tertiary Institutes:

Enhancing Multimodal Assessment Literacy of English

Teachers in Primary/Secondary Schools

(On-site Support) / (Network Support)

1. Objectives

The support service aims:

- to enhance multimodal assessment literacy of teachers in Primary/Secondary Schools

2. Foci of Support

- to enhance multimodal assessment literacy of teachers through whole-school curriculum planning in respect of the English subject
- to promote multimodal assessment to develop students' new literacies, arouse students' interest in English, and cater for learner diversity
- to propel schools to sustain the good practices in enhancing the multimodal assessment literacy of teachers

3. Modes of Support and Activities

- **“On-site support” mode**
 - A 12-hour professional development programme
 - On-site support in the participating schools for the development and implementation of school-based multimodal assessment materials
 - Lesson observation(s), post-lesson discussion and evaluation meetings to review the effectiveness of multimodal assessment materials and students' performance in the participating schools
 - Networking and professional sharing through cluster meetings
 - Territory-wide dissemination through one 3-hour public seminar and an open educational resources e-platform which showcases multimodal assessment resources co-developed with the participating schools
 - Action research to evaluate the effectiveness of teaching materials and students' performance
 - Two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices generated and effective ways to cope with challenges encountered
- **“Network support” mode**
 - Two 6-hour workshops at the end of the project
 - Two cluster meetings in the middle and at the end of the project
 - Two Executive Committee (EC) meetings and an annual dissemination seminar to foster cross-school professional exchanges

4. Points to note

- Participating schools form a core project team of at least 3 teachers and nominate one teacher-in-charge to liaise with the support team and the related Curriculum Development Officer to make appropriate arrangement to facilitate teachers in participating in related collaborative and professional development activities
- Participating schools attend two cluster meetings to share the good practices generated and effective ways to cope with challenges encountered

- 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
- Please visit the QEF website for details
(<https://qcrc.qef.org.hk/en/fund/activity.php?cate=7>)