

Title of School-based Support Service (2025/26):

Quality Education Fund Thematic Networks (QTN)—

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

1. Objectives

The support service aims to:

- Enhance curriculum leadership and professional level of teaching team for participating schools through train-the-trainer approach and with a focus on nurturing curriculum leaders.
- 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. In addition, online games are used in the after-school extended learning to stimulate students’ learning motivation
- 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
- 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 made to their learning process, improve students’ information literacy through practice, and cultivate students’ positive values and attitudes of respecting others and learning to appreciate
- promote the development of school-based 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 start the exploration of self-directed learning in Mathematics and create efficient lessons through collaborative lesson planning and lesson tryouts.
- 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
- To share school-based learning and teaching resources addressing the needs of participating schools

3. Modes of Support

- QTN coordinator will support and collaborate with teachers of participating schools, details are as follows:

On-site collaboration	At least 18 times of on-site support and networking activities • Support officers collaborate with the core teaching team
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and networking activities	<p>through regular meetings to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion</p> <ul style="list-style-type: none"> • The core teaching team participates in cross-school professional development activities, sharing and promoting effective practices and resources to facilitate professional exchanges among schools • Based on school context and School Development Plan, conduct in-depth analysis of school needs, lesson study such as curriculum planning, collaborative lesson planning, lesson observation and post-lesson discussion to enhance teacher professional capacities through close exchange • Organise workshops on topics related to Mathematics such as using educational applications to design learning activities for participating teachers, and share their school-based experience in innovative teaching • Establish learning community for participating teachers to promote interschool exchange
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4. Points to note

- The duration of the support services normally lasts for one year.
- Participating schools assign 4-5 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
- To fully utilise the support services, participating schools should:
 - arrange regular timeslots (Thursday afternoons) for teachers concerned to attend meetings and participate in various professional development activities, e.g. collaborative lesson planning
 - arrange teachers to participate in two Executive Committee (EC) meetings and a territory-wide dissemination seminar to share their successful experiences in school curriculum development and the learning and teaching materials developed under collaboration.
- Allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion
- Encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials.

5. Enquiries

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