

## Section 3: Support for Schools

### Target

Different sectors of the community are very willing to provide support to schools and teachers in the implementation of the Education Reform. Apart from providing direct support to schools in terms of professional support and resources, the Government is also promoting the collaboration between schools and other sectors of the community in the pursuit of quality education for our students.

### Last Year's Progress

#### (1) On-site Support to Schools in Curriculum Development

Please refer to Section 1 for details.

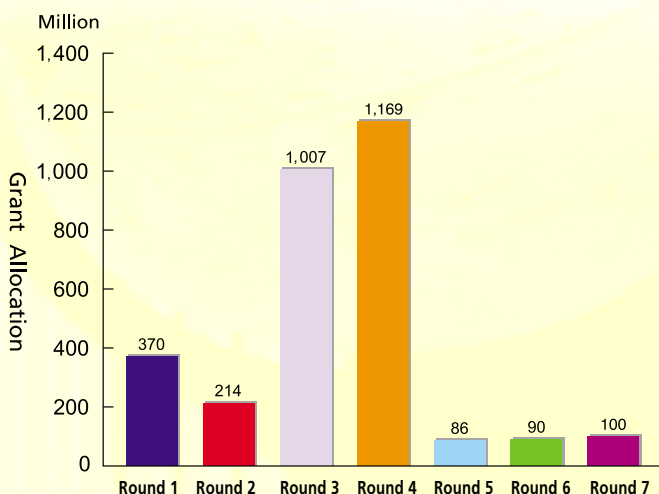
#### (2) Capacity Enhancement Grant (CEG)

- In the 2002/03 school year, schools used the CEG to employ a total of 3,220 full-time and 2,202 part-time staff and to hire outside services. Majority of the schools and teachers considered that the CEG helped relieve the workload of teachers and enhanced the effectiveness of learning and teaching.

#### (3) Quality Education Fund (QEF)

- The QEF has completed seven rounds of grant allocation. A total of 5,250 projects have been approved with funds amounting to \$3.04 billion. Over 1,800 schools have benefited from the projects. Please refer to Tables (3.1) and (3.2) for details.
- The “priority themes” approach is adopted to give a sharper focus to the QEF in support of the Education Reform. Under this approach, applications that carry a designated theme would receive priority consideration. Themes which have been designated so far include learning and teaching effectiveness, school-based management, civic and moral education, etc.

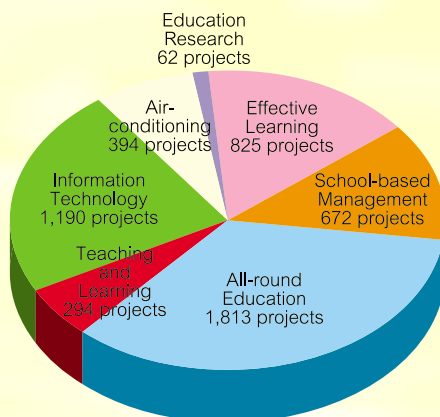
## Seven Rounds of Grant Allocation by the QEF



Information Source: EMB

Table (3.1)

## Nature of the Projects Approved by the QEF in the Past Seven Rounds



Information Source: EMB

Table (3.2)

#### (4) School-based Professional Support (SBPS) Programmes

- Starting from the 2004/05 school year, the Government has scaled-up the modes and scope of the school-based professional support in facilitating schools to enhance learning and teaching at KLA levels. The SBPS will be for a period of five years with a grant of \$550 million. The nature of the support service will be tailored to the identified needs of individual school. Site-based professional support for principals and teachers will be provided according to the different needs of the schools in order to assist them in implementing the different initiatives in the Education Reform.
- The SBPS Programmes are built on projects which had been field-tested with good results and recommendations from co-workers. Five programmes are included under the SBPS Programmes, namely the Principal Support Network, the School Support Partners Scheme (Seconded Teacher Scheme), the Professional Development Schools, the University-School Support Programmes and the Collegial Participation in External School Review.

#### (5) Parent Education and Home-School Co-operation

- The Parent Education Implementation Team completed its tasks in March 2004, including production of parent education reference materials and training of parent education programme organizers. Publications of the Team have been uploaded onto the website of the Committee on Home-School Co-operation (<http://embhsc.hkedcity.net>) for reference by the public.

## (6) Support by Other Sectors

- EMB has continued to encourage different Government departments and other sectors of the community to build up partnerships with schools so as to provide students with diversified and enlightening learning experiences. Details of the support activities are as follows:

Organisation	Support Activities
Social Services Agencies	<ul style="list-style-type: none"><li>• To continue to provide support to the newly arrived children by running induction programme for them.</li><li>• To implement the Understanding Adolescent Project in primary schools, through which a series of group, adventure-based and parent-child activities will be organized for the students identified with greater needs for guidance.</li></ul>
Disciplinary Forces	<ul style="list-style-type: none"><li>• EMB and Hong Kong Police Force, Civil Aid Service, Fire Services Department, Customs and Excise Department and Correctional Services Department jointly organized the Smart Teen Challenge Project. Through a series of discipline training and physical activities, the Project aims to develop students' self-discipline, confidence and resilience.</li></ul>

## *Tasks Ahead for the Coming Year*

### (1) QEF

- The QEF will continue to promote systematically the good practices and products of successful projects on different themes to the education sector for experience sharing and reference. The QEF will also solicit the support of the private sector in the dissemination of the fruits of such projects.
- To prepare for the next round of "Chief Executive's Award for Teaching Excellence" to recognize teaching excellence in Mathematics and Science subjects and to promote a culture of collaboration among teachers.

- To maintain the continual operation of the QEF, the QEF Steering Committee will continue to set limits to grant allocation for each call for applications and individual project. This will intensify the competition among projects during the assessment process, and only high quality and worthwhile projects will be approved.
- Under the 8<sup>th</sup> call for QEF applications, the QEF will provide special matching grants for schools to enhance their IT infrastructure. The objective of sponsoring schools to upgrade their out-dated or unserviceable computer equipment is to help sustain the application of IT in education, in line with the new IT education strategy launched by the Government in July 2004.

## (2) On-site Support to Schools in Curriculum Development

- To fully implement the SBPS Programmes, which include the Principal Support Network, the School Support Partners Scheme (Seconded Teacher Scheme), the Professional Development Schools, the University-School Support Programmes and the Collegial Participation in External School Review.

## (3) Parent Education and Home-School Co-operation

- Following the development of school-based management, Parent-Teacher Associations (PTAs) will play a more significant role in school management. Apart from the continued promotion of setting up PTAs in schools, the Committee on Home-School Co-operation will focus its work on supporting schools with the capacity to promote parent education and establish parent support network.