

## **For Information**

# **Progress Report on the School-based Professional Support Programmes Education Development Fund**

## **Purpose**

This paper reports the implementation progress of the School-based Professional Support (SBPS) programmes financed by the Education Development Fund.

## **Background**

2. In July 2004, the Education and Manpower Bureau (EMB) set up the Education Development Fund (EDF) with a grant of \$550 million approved by the Finance Committee of the Legislative Council for an initial period of five years. The purpose of the EDF is to provide a series of SBPS programmes to schools to enable them to build capacity to take forward the education reform initiatives.

## **Guiding Principles**

3. The primary aim of the SBPS programmes is to empower frontline educators to take forward the education reform initiatives in a strategic manner. We are conscious of the importance of not increasing the workload of teachers. The underlying principles for the implementation of the SBPS programmes are:

- (a) bureaucracy light – minimizing red tape and paper work;
- (b) coherent and focused – reducing burden by concentrating on the essential issues;  
and
- (c) result-oriented – setting targets and aiming for results.

## **Progress Update**

4. The SBPS programmes are not simply meant for serving the purpose of teacher development. Basically, they aim at the interconnectedness amongst school development, school-based curriculum development and school-based teacher professional development.

The pace and scale of these programmes will be driven by the identification of school needs and by the availability of professional expertise, in terms of principals, teachers and academics, to meet these school needs.

5. The SBPS programmes fall into the following five areas:

- (1) Principal Support Network (PSN)
- (2) School Support Partners (SSP)
- (3) Professional Development Schools (PDS)
- (4) University-School Support Programmes (USP)
- (5) Collegial Participation in External School Review (ESR)

### **Principal Support Network**

6. Implementation details of the PSN Scheme are summarized in the table below.

<b><i>Strategy</i></b>	Experienced principals will be seconded on a part-time basis to form a principal network providing collegial support to other principals. Based on identified needs, individual “seconded principals” could form small networks with the “partner principals” on selected themes to conduct professional sharing activities.
<b><i>No. of beneficiaries</i></b>	Up till now, 42 principals have been seconded on a part-time basis to form networks with 88 “partner principals”.
<b><i>Cost expended (as at 31.3.2006)</i></b>	\$3.09 M
<b><i>Overall impact as perceived by service provider</i></b>	The overall feedback is very positive. In view of the good response and the feedback collected, the mode of operation has been revised by adopting a ‘tripod’ mode (i.e. forming small networks each comprising 1 seconded principal and 2 partner principals), and extending the duration of contact/sharing from 4 months to 8 months.

<p><b><i>Outcomes &amp; impacts on schools</i></b></p>	<ul style="list-style-type: none"> <li>➤ Experiences of the networking activities are consolidated and reported in the form of articles and press interview reports for uploading onto the EMB intranet and internet with a view to facilitating the exchange of experiences and ideas.</li> <li>➤ Extracts from articles and press interview reports are displayed below for members' reference: <ul style="list-style-type: none"> <li>■ “The PSN has provided effective support which strengthens the connection among schools and has enhanced my understanding on school administration.”</li> <li>■ “I would like to show my gratitude to the SBSS Office of EMB for providing our school with an impressively experienced educationalist, enabling me to gain a great deal. Being a junior principal, I lack experience in administration and find it particularly difficult in coping with staff management. I hope that the PSN principal will continue to give me valuable advice so that I can operate the school even more successfully.”</li> <li>■ “He is my friend and my senior in my profession, and he can share my difficulties at work and suggest solutions to my problems.”</li> <li>■ “His professionalism has inspired me and has become the source of my career vision.”</li> <li>■ “I have learnt from him how to communicate with the teachers at school and how to reflect on my work.”</li> <li>■ “I am benefited in that I have learnt how to bring out the concept of <i>learning community</i> at school.”</li> </ul> </li> </ul>
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### **School Support Partners (SSP)**

7. Implementation details of the SSP Scheme are summarized in the table below.

<p><b><i>Strategy</i></b></p>	<p>Excellent serving teachers are nominated for secondment to work alongside EMB colleagues in support of learning and teaching at schools. To minimize managerial and administrative work, the teacher secondees will be assigned to attach to a number of sister schools as teacher mentors.</p>
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<b><i>No. of beneficiaries</i></b>	Despite the severe difficulties in recruiting seconded teachers, a significant number of seconded teachers (35) have been headhunted. For instance, under the SSP (Liberal Studies) Scheme 2005, 14 experienced Liberal Studies teachers have been seconded on a part-time basis to net up with 53 teachers to provide school-based support to them regarding the implementation of Liberal Studies in their schools.
<b><i>Cost (as at 31.3.2006)</i></b>	\$5.42 M
<b><i>Overall impact as perceived by service provider</i></b>	<ul style="list-style-type: none"> <li>➤ According to the feedback of the seconded teachers, this Scheme is well received by teachers as revealed from their active participation. In view of the good response and projected increase in demand for this support service, the scope of the programme will be scaled up in 2006 by recruiting about 20 seconded teachers to provide consultancy and school-based support service to about 60 schools.</li> <li>➤ A flexible approach has been adopted in recruiting/headhunting the teachers in that: <ul style="list-style-type: none"> <li>■ the duration of secondment needs not coincide exactly with the school year;</li> <li>■ part-time secondment is found to be more viable and practical; and</li> <li>■ the percentage of secondment could be context-specific and flexible so as to dovetail with individual cases.</li> </ul> </li> </ul>
<b><i>Outcomes &amp; impacts on schools</i></b>	<ul style="list-style-type: none"> <li>➤ Experiences of the networking activities are consolidated and reported in the form of articles and press interview reports for uploading onto the EMB intranet and internet with a view to facilitating the exchange of experiences and ideas.</li> <li>➤ Teachers participating in this scheme generally hold very positive views as extracted below: <ul style="list-style-type: none"> <li>■ “The classroom observation activities and panel meetings led by school support partners have been of great help to our launching of new curriculum.”</li> <li>■ “The sharing of experiences in the pedagogy and assessment in respect of Liberal Studies with other schools by school</li> </ul> </li> </ul>

	<p>support partners can help teachers ease their worries and facilitate more effective implementation of the new curriculum.”</p> <ul style="list-style-type: none"> <li>■ “This scheme helps teachers to grasp the feature and concept of the new curriculum.”</li> <li>■ “This scheme helps teachers to recognize the mindset and strategies required for teaching Liberal Studies.”</li> <li>■ “With this scheme, teachers who are inexperienced in teaching Liberal Studies become aware of the common flaws and ambiguities of this subject (such as launching of projects).”</li> <li>■ “The telephone enquiry service can provide timely assistance in solving teachers’ problems.”</li> </ul>
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### Professional Development Schools (PDS)

8. Implementation details of the PDS Scheme are summarized in the table below.

<b><i>Strategy</i></b>	The designation of a PDS will be on the basis of its track records in terms of: (1) professional leadership; (2) collaborative and reflective culture; and (3) professional and sharing culture. A designated PDS will be responsible for leading the professional sharing on certain identified areas of expertise. The school will enter into a service agreement with EMB specifying the services it will provide to other “partner schools”, and the resources EMB will commit. The school can hire time-limited teaching and non-teaching staff to support its plans to share and disseminate exemplar pedagogical practices.
<b><i>No. of beneficiaries</i></b>	Twelve schools (5 primary, 5 secondary and 2 special schools) have been designated as ‘professional development schools’. They have been matched with 44 ‘partner schools’ to conduct the structured interactions and professional sharing activities.
<b><i>Cost expended (as at 31.3.2006)</i></b>	\$3.16 M

<p><b><i>Overall impact as perceived by service provider</i></b></p>	<p>➤ Overall, the PDS Scheme is very well received by schools. To publicize the PDS Scheme, a booklet entitled “Sharing on Learning - Learning to Share ” has been published in March 2006. This booklet aims to depict the successful stories and exemplar practices of the 12 PDSs.</p>
<p><b><i>Outcomes &amp; impacts on schools</i></b></p>	<p>➤ Teachers participating in this scheme generally hold very positive views as extracted below:</p> <ul style="list-style-type: none"> <li>■ “As a coordinator of curriculum development, I do not want to take my colleagues to a winding path and waste their efforts. If experiences can be drawn from another party, that will be most commendable.”</li> <li>■ “Each and every teacher has his/her own way of presentation. By complementing each other, the exchange and sharing between teachers from two different schools will result in mutual gains. But the most important thing is the building up of this kind of co-operative culture.”</li> <li>■ “In the process of organising a new activity, you absolutely feel like fumbling in the dark and there are various kinds of worries around you. But Miss LO (a teacher) and Mr. TAI, the assistant principal of the other school, give me a hand. They share with me their experiences in handling problems at the initial stage. I feel better when I know more.”</li> <li>■ “I think the PDS Scheme is a practicable and effective school-based professional support service. In the past, there were programmes ending up in theory stage only or just a publication of a document for reform. But this time, we have real-life examples for reference and support. We get real benefits.”</li> <li>■ “If we have not participated in the PDS Scheme, the two schools could hardly have any structured interactions or the time and space for sharing and write together to exchange experiences in media teaching.”</li> <li>■ “The Professional Development Schools Scheme not only encourages us to consider our lesson plans in an in-depth</li> </ul>

	<p>manner, but also gives us the opportunity to get inspirations from the useful materials and computer software employed by other schools to assist in teaching. We may also bring these materials back to our school for our colleagues' use.”</p> <ul style="list-style-type: none"> <li>■ “I work hard alone by myself on curriculum development and sometimes I feel I merely don't know which of these efforts are good or bad. But through sharing I get recognition from others. I can be assured that my pursuits are producing positive results.”</li> <li>■ “All of us are teachers. We speak alike and feel especially good. ....Above all, I have more partners to work with and we can organise activities for both of our students to participate in future.”</li> </ul>
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### University-School Support Programmes (USP)

9. Implementation details of the USP are summarized in the table below.

<i>Strategy</i>	<p>Services are hired from tertiary institutions to allow the “scaling up” of proven programmes that can be tailored to address schools’ identified needs. The commissioning of support services will take into account the proven track records of the tertiary institutions in delivering high quality school-based support. Central quality assurance and bulk commissioning could ensure that the support offered is based firmly on the needs of schools, and could achieve economies of scale.</p>
<i>No. of beneficiaries</i>	<p>Up till now, 4 projects have been launched:</p> <ul style="list-style-type: none"> <li>(1) <b>Quality School Improvement (QSI) Project</b> – a 2-year project supporting 40 schools each year; addressing schools’ identified needs from a holistic perspective</li> <li>(2) <b>Partnership for Improvement of Learning &amp; Teaching (PILT) Project</b> – a 1-year project supporting 40 schools each year; addressing schools’ identified needs from a subject-specific perspective to tie in with the curriculum reform</li> </ul>

	<p>(3) <b>Variation for the Improvement of Teaching and Learning (VITAL)</b> -- a 1-year project supporting 40 schools each year; providing intensive consultancy service to each school through the conducting of a ‘learning study’</p> <p>(4) <b>Project on Assessment</b> -- a 3-year project supporting 100 schools; providing school-based support to schools through a wide spectrum of activities centred around the theme of ‘assessment for learning’</p>
<p><i>Cost expended (as at 31.3.2006)</i></p>	<p>\$39.68 M</p>
<p><i>Overall impact as perceived by service provider</i></p>	<ul style="list-style-type: none"> <li>➤ All these USP projects focus on school-based support rather than merely teacher development or resource development. A monitoring system has been worked out. Staff of EMB hold regular meetings with the respective project leaders and their team members to deliberate and exchange views on the implementation progress of these projects.</li> <li>➤ The overall impact as perceived by the service providers are summarized as follows: <ul style="list-style-type: none"> <li>■ Different projects could cater for schools’ varied needs from different perspectives (‘dot’, ‘line’ and ‘plane’).</li> <li>■ The projects could support the schools’ specific developmental needs on learning and teaching.</li> <li>■ The project could foster teacher professional development.</li> </ul> </li> </ul>
<p><i>Outcomes &amp; impacts on schools</i></p>	<ul style="list-style-type: none"> <li>➤ Schools participating in this scheme generally hold very positive views as extracted below: <ul style="list-style-type: none"> <li>■ “The initial stock-taking exercise carried out under the guidance of the project staff is very useful. The stock-taking report also provides solid foundation for future school development.”</li> <li>■ “Having participated in many workshops, I have knowledge of a number of theories. However, when I tried to apply the theories on classroom teaching, I always failed to get the expected results. After participating in the project, I have gained a lot of inspiring ideas and began to reflect on the effectiveness and strategies of my</li> </ul> </li> </ul>



	<p>classroom teaching.”</p> <ul style="list-style-type: none"> <li>■ “We are impressed for having a great team of experts to look at the performance of our school, especially at the effectiveness of learning and teaching. Their valuable advice means a great deal to us. We are enormously grateful for their help. Their hardworking inspires us to work with greater efforts on teaching our students, and to work with heart.”</li> <li>■ “Through the Learning Study project, my understanding on teaching has been enhanced. ....After joining the project, I know more about students’ difficulties in learning.”</li> <li>■ “I will use formative assessment more often to promote student learning.”</li> </ul>
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### Collegial Participation in External School Review

10. Implementation details of this Scheme are summarized in the table below.

<b><i>Strategy</i></b>	This programme is a continuation of the current participation of principals and experienced teachers in ESR on good will basis.
<b><i>No. of beneficiaries</i></b>	In 2004/05, 139 principals/teachers participated in this Scheme. In 2005/06, about 220 principals/teachers will participate.
<b><i>Cost expended (as at 31.3.2006)</i></b>	\$0.67 M
<b><i>Overall impact as perceived by service provider</i></b>	➤ The Scheme is well received by school principals and teachers. Principals in general have seen this as a good professional development opportunity in fostering their understanding of the school self-improvement processes and benchmarking of school performance. Schools in general welcome the input of practising school leaders (principals and experienced teachers) on the review panel.
<b><i>Outcomes &amp; impacts on schools</i></b>	➤ Principals and teachers generally perceive their participation as a fruitful job-embedded professional development experience.

## **Operation of the Fund**

### ***Trust Deed & Power of Attorney***

11. The Permanent Secretary for Education and Manpower (PSEM) is the trustee of the EDF. The Trust Deed and the Power of Attorney as cleared by the Department of Justice were signed by PSEM on 9 September 2004.

### ***Monthly Financial Reports***

12. By the Power of Attorney made on 10 September 2004, PSEM appointed the Principal Assistant Secretary (Finance) of the EMB to be the attorney to execute and exercise the powers in respect of investments vested in PSEM as trustee of the EDF pursuant to the Permanent Secretary for Education and Manpower Incorporation Ordinance. In this regard, monthly financial reports are compiled for PSEM's reference.

### ***EDF Audited Statement of Accounts & Director of Audit's Report***

13. The EDF audited statement of accounts for the year ended 31 August 2005 together with the Director of Audit's report dated 23 February 2006 has been received. In accordance with Section 8(6) of the Permanent Secretary for Education and Manpower Incorporation Ordinance (Cap. 1098), these documents have been submitted to the LegCo.

## **Reflections & The Way Forward**

### ***Monitoring & Evaluation of the Programmes***

14. A monitoring and evaluation mechanism has been established for the operation of the EDF and the implementation of the SBPS programmes. In this regard, the Advisory Committee on the Education Development Fund (ACEDF), chaired by PSEM, was set up in September 2004. The membership of this Committee comprises frontline teachers, principals, academics and community members. Besides, the School Development Key Group (SDKG), an established EMB internal cross-divisional working group chaired by a Deputy Secretary, will oversee and monitor the delivery of the SBPS programmes and the administration of the Fund. Furthermore, the SBPS Section has been set up to coordinate the management and administration of the various programmes.

### ***Expansion in Scope & Scale of Programmes***

15. With the great efforts and inputs injected into the SBPS Programmes in the past 18 months, a firm groundwork for its smooth implementation has been established. Subsequent to this, it is anticipated that there will be an expansion in the scope and scale of individual programmes. Plans on this anticipated expansion are summarized as follows:

<b><i>SBPS Programmes</i></b>	<b><i>Anticipated expansion in scope and scale</i></b>
Principal Support Network (PSN)	<ul style="list-style-type: none"> <li>■ increase in the number of small networks to be formed</li> <li>■ devising new principal networks to be established in accordance with themes identified, e.g. curriculum leadership, human resources management, financial management, crisis management</li> </ul>
School Support Partners (SSP)	<ul style="list-style-type: none"> <li>■ increase in the number of seconded teachers to be recruited through central recruitment and headhunting in the new school year</li> <li>■ expansion of the SSP(Liberal Studies) Programme in 2006</li> <li>■ induction of SSP programmes for other KLAs and subjects, e.g. COS, Mathematics</li> <li>■ induction of SSP programmes on <i>district basis</i> and <i>theme basis</i> to complement those on <i>KLA basis</i></li> </ul>
Professional Development Schools (PDS)	<ul style="list-style-type: none"> <li>■ designation of more PDSs (secondary, primary and special schools) to serve more partner schools on more diversified themes high on the demand/priority list</li> <li>■ extension of the PDS Scheme to kindergartens</li> </ul>
University-school Support Programme (USP)	<ul style="list-style-type: none"> <li>■ consolidation of experience gained through schools' participation in the various projects</li> <li>■ compilation of exemplar practices for dissemination</li> </ul>

### ***Knowledge Management***

16. To crystallize and disseminate the exemplar practices as well as the experiences gained from the school-based support services, diversified modes of experience sharing have been organized, namely, professional development programmes for EMB staff (especially

professional staff of the SBSS Office and the Regional Education Offices), as well as workshops, seminars and sharing sessions for school personnel. Besides, with a view to facilitating communication and establishing a platform for experience sharing, relevant information, reference/resource materials have been uploaded to a newly developed website called the SBSS Webpage in the EMB Website. Greater inputs and more resources will be injected to further strengthen this aspect of work.

### ***Alignment and Coherence-making in School-based Support Services***

17. With the launch of the SBPS programmes, there exists a greater diversity of school-based support programmes. It thus calls for a better alignment and stronger coordination. The School-based Support Services (SBSS) Office has been established for these purposes. Besides, the strategy of “joint recruitment” is also adopted for the allocation of school-based support services provided by various divisions/sections within EMB as well as those support services offered through the SBPS programmes – with a view to attaining better coordination on EMB’s side, and to minimizing possible confusion on schools’ side on the diversified support services.

## **Advice Sought**

18. Members of the LegCo Panel on Education are invited to note and comment on the implementation progress of the SBPS programmes detailed in this paper.

**School-based Support Services Office**  
**School Development & Support Branch**  
**Education and Manpower Bureau**  
**April 2006**