

For Information

Legislative Council Panel on Education
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 then Education and Manpower Bureau set up the Education Development Fund (EDF) with a grant of \$550 million as approved by the Finance Committee of the Legislative Council. The purpose of the EDF is to provide a series of SBPS Programmes to schools for an initial period of five years to enhance the professional competency of frontline educators and enable schools to build capacity to take forward the education reform initiatives. The SBPS Programmes consist of the following five areas:

- (a) Principal Support Network (PSN)
- (b) School Support Partners (Seconded Teacher) Scheme (SSP)
- (c) Professional Development Schools Scheme (PDS)
- (d) University-School Support Programmes (USP)
- (e) Collegial Participation in External School Review (ESR)

3. To keep the Legislative Council Panel on Education informed of the implementation of the SBPS Programmes, the then Education and Manpower Bureau submitted an Information Paper [LC Paper No. CB(2)1667/05-06(01)] to the Panel on the progress of the SBPS Programmes in April 2006.

Progress Update

4. Starting from September 2004, the SBPS Programmes have furnished schools with a variety of on-site support services to enhance the effectiveness of schools through strengthening the connectivity between school development plans, school-based curriculum development and teachers' continuing professional development. To date,

the number of schools participating in the SBPS Programmes has gradually increased over the years and the mode of support is becoming more diversified to better cater for the development needs of schools. Compared with the 2005/06 school year, while retaining the essence of each SBPS Programme, the Principal Support Network now provides diversified modes of support for principals to grasp change and respond to community needs with their broadened horizon; the School Support Partners (Seconded Teacher) Scheme has incorporated professional collaborative support items of various themes; the Mainland-Hong Kong Teachers Exchange and Collaboration Programme has extended the areas of support from Chinese Language and Mathematics in the secondary and primary sectors to Music, Physical and Arts activities in the pre-primary sector; and the number of Professional Development Schools has also increased from 12 to 18. The progress of the respective Programmes is as follows.

Principal Support Network (PSN)

5. Implementation details and future development of the PSN are summarised in the table below.

Strategy	Experienced principals are seconded, by invitation, to provide collegial support for partner principals. Network clusters are formed for interactive professional sharing among principals, with a view to enhancing their leadership skills.
Progress of Implementation (2006/07 to 2007/08)	<p>Over the past two years, peer support in form of principal partners has continued to play an important role. In 2007/08, the following new services in addition to the “Collegial Principal Support Network” were initiated:</p> <ul style="list-style-type: none"> ➤ “Education Leadership Programme”: experts and academics, from within and outside the education field, have been invited to deliver talks or conduct workshops to invoke principals’ thinking from different perspectives to help them better grasp the trends of social development. ➤ “Task Force for Handling Students with Special Education Needs (SEN)”: the Programme aims to support principals in facing a variety of school challenges brought about by integrated education. ➤ Individual Short-term Support: provides support with specific focuses for individual principals especially in areas of school development such as middle management, human resources management and curriculum leadership, etc.

No. of Beneficiaries	A total of 46 partner principals from secondary, primary and special schools participated in the “Collegial Principal Support Network” from 2006/07 to 2007/08. There was a total of about 400 principals participating in the “Education Leadership Programme” and a total of 100 talks delivered to schools on various aspects of school development.
Overall Impact as Perceived by Service Provider	<p>Views of the seconded principals are summarized as follows:</p> <ul style="list-style-type: none"> ➤ The acceptance of individual seconded principals by the partner principals was more evident especially when they shared similar school contexts in terms of school background and difficulties encountered. There were many exchanges between the seconded principals and the partner principals, including practices to enhance the managerial skills of middle management and challenges brought about by the education reform, etc. ➤ Regardless of the roles played by the seconded principals (such as listeners, social workers, counsellors or mentors), both the seconded principals and partner principals benefited from the network activities.
Outcomes & Impacts	<p>Feedback from the principals is summarised below:</p> <ul style="list-style-type: none"> ➤ The majority of participating principals responded that the support mode had become increasingly more flexible. In particular, the professional sharing network activities were able to keep pace with contemporary educational issues which enabled the principals to play their leadership role effectively. ➤ Principals and middle managers generally held positive views about the activities of the support network, in particular those of the “Education Leadership Programme”. An increasing number of participants have indicated their intention to enrol for the 2008/09 activities. ➤ Network activities on education and social development issues helped broaden the horizon of school leaders and enhance the professional level of exchanges
Accumulative Expenditure	\$4.7 M

(9.2004 to 6.2008)	
Future Development	<ul style="list-style-type: none"> ➤ To help principals perform in-depth analysis of current education policy such as human resources management, curriculum leadership, integrated education, small class teaching and the new senior secondary academic structure, etc. so as to increase their understanding and to enable them to take a leading role in the implementation of the reform ➤ To establish a support network for middle managers to foster their knowledge of school management and leadership. With the enhanced capacity in coordinating and implementing school development planning, middle managers can better assist the principal in setting up a leadership team and leading the school towards its vision ➤ To consolidate experiences for the enrichment of the “Education Leadership Programme” ➤ To increase the number of beneficiaries of the “Task Force for Handling Students with Special Education Needs (SEN)”

School Support Partners (Seconded Teacher) Scheme (SSP)

6. Implementation details and future development of the SSP are summarised in the table below.

Strategy	<p><u>Local seconded teachers</u></p> <p>Experienced frontline teachers are seconded, by invitation, on a full-time or part-time basis to provide peer support to teachers in other schools in various theme-based or key learning area projects and to establish platforms for professional sharing.</p> <p><u>Mainland seconded teachers</u></p> <p>Under the “Mainland-Hong Kong Teachers Exchange & Collaboration Programme”, Mainland expert teachers are invited to work alongside local school teachers on various areas such as curriculum design and collaborative lesson planning to share professional ideas and research outcomes so as to enhance the effectiveness of learning and teaching in schools.</p>
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<p>Progress of Implementation (2006/07 to 2007/08)</p>	<p><u>Local seconded teachers</u></p> <ul style="list-style-type: none"> ➤ Seconded teachers are mainly recruited on a part-time basis to participate in various partnership projects, including the support services rendered by the District School Development Sections and the School-based Support Services (SBSS) Office of the Education Bureau, such as theme-based learning networks, preparation for the New Senior Secondary Curriculum and catering for learner diversity, etc. <p><u>Mainland seconded teachers</u></p> <ul style="list-style-type: none"> ➤ In 2007/08, the services of the “Mainland-Hong Kong Teachers Exchange & Collaboration Programme” were extended from Chinese Language and Mathematics in secondary and primary schools to Music, Physical & Arts activities in the pre-primary sector. ➤ A series of professional sharing seminars have been organised for schools from 2006/07 to 2007/08. Articles and digital video discs on exemplar practices have also been published and dispatched to promote the knowledge-sharing network.
<p>No. of Beneficiaries</p>	<p><u>Local seconded teachers</u></p> <p>A total of 104 local primary and secondary seconded teachers participated in the various SSP projects from 2006/07 to 2007/08.</p> <p><u>Mainland seconded teachers</u></p> <p>In 2006/07 and 2007/08, a total of 82 Mainland teachers were seconded under the sponsorship of EDF, providing services to 30 secondary schools, 117 primary schools and 48 pre-primary education institutions.</p>

<p>Overall Impact as Perceived by Service Provider</p>	<p><u>Local seconded teachers</u></p> <p>Views of the local seconded teachers are summarised as follows:</p> <ul style="list-style-type: none"> ➤ While providing support to partner schools, the seconded teachers gained a deeper understanding of the curricula of their own key learning areas, thus facilitating their continuous professional development. ➤ While the seconded teachers rendered assistance in establishing effective sharing networks among schools, they also had an impact on the development of their home schools. ➤ The Scheme provided a professional sharing platform and enabled teachers to participate in collaborative lesson planning, curriculum planning, lesson observation and evaluation, school-based curriculum projects and professional sharing. Through such activities, teachers' awareness of student learning has been raised. <p><u>Mainland seconded teachers</u></p> <p>Findings in the Mainland teachers' monthly and year-end reports are summarised as follows:</p> <ul style="list-style-type: none"> ➤ Mainland teachers felt that education in Hong Kong could be characterized as East meeting the West. Classroom teaching placed emphasis on enhancing students' learning motivation with rich teaching resources. However, there was still room for improvement in the use of teaching materials and the achievement of teaching objectives. ➤ Education research, lesson observation and collaborative lesson planning could be further explored under the Exchange Programme. Teaching resources could be better investigated, restructured and reorganised to maximise the advantages of local materials.
<p>Outcomes & Impacts</p>	<p><u>Local seconded teachers</u></p> <p>Findings in the annual surveys and school visits can be summarised as follows:</p> <ul style="list-style-type: none"> ➤ On the whole, teachers receiving support were satisfied with the support services. The majority of teachers agreed that the scheme could effectively foster teacher

collaboration and exchange and thus enhance their professionalism and development.

- Teachers agreed that the seconded teachers provided practical and valuable experience sharing and support services, which contributed to their school-based professional development and further enhanced the culture of collaboration and exchange.
- The Scheme has had an impact on teachers by inspiring them to reflect on their teaching and to attempt new teaching strategies in order to achieve better student learning outcomes.
- Some teachers expressed their views that schools' participation in the Scheme generally enhanced students' motivation, participation and involvement in class, as well as their attitude to learning.

Mainland seconded teachers

Findings in the annual surveys and school visits are summarised as follows:

- The Programme was welcomed with positive comments by schools. The majority of teachers felt that the Programme provided appropriate support services meeting their schools' needs. While stationed in local schools, the Mainland teachers fostered professional growth in collaborative lesson planning and assisted teachers to identify students' learning difficulties. Their contribution in enhancing the quality of classroom teaching was immense.
- Some teachers perceived that the Programme encouraged them to try out subject-based research studies. Through collaborative lesson planning, teachers were able to master the key teaching strategies and fully utilise teaching resources to arouse students' motivation to learn through appropriate learning activities.
- The demonstration lessons conducted by the Mainland teachers inspired local teachers to reflect more deeply on their teaching. In addition, collaborative lesson planning was conducted in a more conducive atmosphere with

	<p>in-depth discussion. The broadening of teachers' horizons in learning and teaching facilitated their professional development.</p> <ul style="list-style-type: none"> ➤ In addition to sharing on practices in the area of learning and teaching, some local and Mainland schools became sister schools to continue exchange and expand development to other areas.
Accumulative Expenditure (9.2004 to 6.2008)	\$50.1M
Future Development	<p><u>Local seconded teachers</u></p> <ul style="list-style-type: none"> ➤ To further extend the Scheme to other themes such as catering for learner diversity, preparing for the New Senior Secondary Curriculum, small class teaching and middle management, etc. <p><u>Mainland seconded teachers</u></p> <ul style="list-style-type: none"> ➤ To organise more professional sharing activities to allow non-participating schools to have opportunities to share the experiences and achievements with Mainland teachers ➤ To extend the scope of the support services by incorporating different themes in the professional collaboration projects ➤ To strengthen the overall co-ordination of the “Mainland-Hong Kong Teachers Exchange & Collaboration Programme” and to make the best use of resources of both sides to maximise the effectiveness of exchanges

Professional Development Schools Scheme (PDS)

7. Implementation details and future development of the PDS are summarised in the table below.

Strategy	Schools with exemplary practices in learning and teaching and a good sharing culture are designated as PDSs. Each PDS will form a network with two or three partner schools focusing on specific pedagogical themes to foster an interactive collaborative culture and enhance the effectiveness of learning and teaching through various exchange activities.
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<p>Progress of Implementation (2006/07 to 2007/08)</p>	<ul style="list-style-type: none"> ➤ In 2006/07, there were 12 PDSs including 5 primary, 5 secondary and 2 special schools. In 2007/08, the number of PDSs increased to 18, including 10 primary, 6 secondary and 2 special schools. ➤ To date, the areas of professional sharing include Chinese Language, English Language, Mathematics, General Studies, Liberal Studies and Integrated Education.
<p>No. of Beneficiaries</p>	<p>From 2006/07 to 2007/08, 95 partner schools (37 secondary, 56 primary and 2 special schools) benefited from the scheme.</p>
<p>Overall Impact as Perceived by Service Provider</p>	<p>Findings in school visits and sharing activities are summarised as follows:</p> <ul style="list-style-type: none"> ➤ Through network activities, both PDSs and the partner schools had a deeper understanding of the education profession, thus providing more ideas and capacity for teachers of both the PDSs and the partner schools to optimise their school-based curriculum. ➤ Practical ways to speed up cooperation between PDSs and partner schools in different school contexts to facilitate more effective exchange and collaboration needed to be further explored
<p>Outcomes & Impacts</p>	<p>Findings in the annual surveys and school visits are summarised as follows:</p> <ul style="list-style-type: none"> ➤ Schools generally held positive views on the effectiveness of the Scheme and were willing to recommend the support services to other schools. ➤ Some teachers felt that the Scheme provided them with practical and helpful support which complemented the training courses. ➤ Partner schools agreed that the Scheme was able to broaden the teachers' horizons and deepen their understanding of specific pedagogical themes which enhanced the effectiveness of classroom teaching. Students were more interested in learning and became more highly motivated. They also participated more actively in class.

	<ul style="list-style-type: none"> ➤ The Scheme provided an experience-sharing platform for teachers and fostered a sharing and collaborative culture among schools. It also helped schools transform into a learning community and laid the foundation for teachers' continuous professional development.
Accumulative Expenditure (9.2004 to 6.2008)	\$9.9M
Future Development	In response to school needs, we will invite schools with exemplary practices in small class teaching, Liberal Studies in the New Senior Secondary Curriculum and Integrated Education to join the new cohort of PDSs for 2009/10.

University-School Support Programmes

8. Implementation details and future development of the USP are summarised in the table below.

Strategy	Universities with a proven track record of support programmes are commissioned to provide professional support services to cater for the schools' developmental needs. The Programmes draw on professional knowledge from the universities and connect pedagogical theory and classroom practice, provide a diversified mode of support services to schools.
Progress of Implementation (2006/07 to 2007/08)	<p>There are four projects in the first batch of USP. Two of them will be completed in 2007/08. They are:</p> <p>(1) Variation for the Improvement of Teaching And Learning (VITAL) Project (2004-2008)</p> <p><i>(Centre for the Learning-study and School Partnership (CLASP), The Hong Kong Institute of Education)</i></p> <ul style="list-style-type: none"> ➤ This project encourages teachers to conduct systematic lesson study in order to enhance the effectiveness of learning and teaching.

(2) Project on Assessment (2005-2008)

(Centre for Assessment Research and Development (CARD), The Hong Kong Institute of Education)

- This project helps teachers to make use of assessment methods and information effectively to promote student learning. It also helps schools to establish holistic strategies in assessment for learning.

The other two projects will continue to provide support services in 2008/09, namely,

(3) Quality School Improvement Project (2004-2009)

(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)

- This project enables schools to set objectives for whole school development and to prioritise the tasks involved. It also provides intensive support for specific areas to be developed by the schools.

(4) Partnership for Improvement of Learning & Teaching Project (2004-2009)

(Centre for University and School Partnership, Faculty of Education, The Chinese University of Hong Kong)

- This project helps schools to foster a culture of continuous reflection on pedagogical issues and enhance the effectiveness of learning and teaching through collaboration between university academics and school teachers in curriculum planning and classroom teaching.

The process of commissioning the new batch of USP projects has been satisfactorily completed. Starting from 2008/09, schools will be provided with the following seven support services:

(1) Quality School Improvement Project (2008-2011)

(Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong)

- This project provides comprehensive support for school improvement by helping schools to

establish goals for school development and prioritising different tasks, strengthening the competence of middle managers and instructional leaders, improving classroom learning and teaching as well as enhancing other learning experiences.

(2) Professional Development Network for Knowledge Building in Schools (2008-2011)

(Centre for Information Technology in Education, Faculty of Education, The University of Hong Kong)

- This project provides support to schools in developing and improving the pedagogy of knowledge building, which addresses the lifelong and life-wide educational goals embedded in the school curriculum (from primary level to the new senior secondary level).

(3) Preparing students for the New Senior Secondary Liberal Studies: A school-based approach to enhancing enquiry learning at Key Stage 3 (2008-2010)

(Department of Mathematics, Science, Social Science and Technology, Faculty of Languages, Arts and Sciences, The Hong Kong Institute of Education)

- This project provides support to schools in developing various modes of enquiry learning within and across disciplines/subjects at the junior secondary level in order to prepare students for Liberal Studies in the New Senior Secondary Curriculum.

(4) Support for Transition to the Implementation and Leadership of Liberal Studies (2008-2010)

(Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong)

- This project enables schools to review the development of Integrated Humanities/ Science and related subjects at the junior secondary level and provides school-based support in learning and teaching for a smooth transition to Liberal Studies in the New Senior Secondary Curriculum.

	<p>(5) Supporting Secondary Schools in the Teaching and Learning of Chinese for Non-native Learners (2008-2011)</p> <p><i>(Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong)</i></p> <ul style="list-style-type: none"> ➤ This project provides professional school-based support in the learning and teaching of Chinese Language to secondary schools with non-Chinese speaking students. A learning community will be formed among participating schools for experience sharing. <p>(6) Empowering Early Childhood Institutions in Implementing Effective School-based Curriculum (2008-2011)</p> <p><i>(Centre for Early Childhood Research and Development, Department of Early Childhood Education, The Hong Kong Institute of Education)</i></p> <ul style="list-style-type: none"> ➤ This project empowers curriculum leaders in pre-primary education institutions to work with their staff in developing and implementing an effective integrated curriculum appropriate to their school settings in the six learning areas. <p>(7) School Improvement Project for Early Childhood Education (2008-2010)</p> <p><i>(Centre for University and School Partnership, Faculty of Education, The Chinese University of Hong Kong)</i></p> <ul style="list-style-type: none"> ➤ This project helps pre-primary education institutions to implement systematic self-evaluation practices, develop sustainable leadership and a reflective culture for sustainable school improvement.
No. of Beneficiaries	<ul style="list-style-type: none"> ➤ In 2006/07, 107 secondary, 105 primary and 16 special schools benefited from the Programme. ➤ The figures for 2007/08 were 86 secondary, 101 primary and 9 special schools.

<p>Overall Impact as Perceived by Service Provider</p>	<p>Findings in the progress report submitted by universities are summarised as follows:</p> <ul style="list-style-type: none"> ➤ The Programme was able to bring about the transition from academic-led school improvement to school-led professional enhancement of teachers. Such a change has become internalized at the teacher level and sustainable at the school level. ➤ The professional support teams from the universities were effective in facilitating school change. Their theory-based, fundamental knowledge and practical methodologies helped frontline teachers cope with their tasks effectively, at the same time gradually enhancing the leadership skills of the middle managers in different aspects.
<p>Outcomes & Impacts</p>	<p>Findings in the annual surveys and school visits are summarised as follows:</p> <ul style="list-style-type: none"> ➤ Participating schools were positive towards the four USP projects. The majority of teachers felt that the projects were highly effective. ➤ Teachers pointed out that the university experts were able to help schools to identify directions for development and entry points for implementation. During the implementation process, school teachers were willing to express their views and try out new strategies. ➤ University academics helped schools to foster a culture of collaboration and promote collaborative lesson planning, lesson observation and lesson analysis. The teachers felt that the advice of the academics had broadened their horizons and helped them focus on lesson study skills, thus improving the quality of their classroom teaching. ➤ Professional academics were assigned to schools as school partners and their discussions with teachers were found to be stimulating. By reviewing curriculum design and assessment strategies and reflecting on teaching processes, the academics provided schools with a lot of valuable advice to help teachers tackle difficult teaching points and master more effective learning and teaching skills.

	<ul style="list-style-type: none"> ➤ With the assistance of the professional experts, teachers were able to design student-centred lessons and guide students to identify and solve problems by themselves. The learning and teaching activities were thus more suited to the capabilities and needs of the students. The lessons were more interactive and students became more involved in class.
Accumulative Expenditure (9.2004 to 6.2008)	\$109.2M
Future Development	<ul style="list-style-type: none"> ➤ To consolidate project outcomes and establish sharing networks to disseminate good practices to other schools ➤ To launch the new batch of USP projects to provide schools with professional support in whole-school development, preparation for Liberal Studies under the new senior secondary curriculum, the establishment of a knowledge building network, the learning of Chinese by non-Chinese speaking students and curriculum development work in the pre-primary education sector

Collegial Participation in External School Review (ESR)

9. Implementation details and future development of the ESR are summarised in the table below.

Strategy	Experienced serving principals and teachers are invited to engage in the ESR of other schools as external reviewers to enhance their understanding of the school self-improvement processes and continuous development as well as to strengthen the professional competency of the ESR team.
Progress of Implementation (2006/07 to 2007/08)	<ul style="list-style-type: none"> ➤ In 2006/07 and 2007/08, principals and experienced teachers were invited to participate as external reviewers in the ESR of 188 and 98 schools respectively. ➤ These external reviewers were also invited to participate in the consultation sessions of the second cycle of school self-evaluation and ESR.
No. of Beneficiaries	From 2006/07 to 2007/08, a total of 148 and 90 principals and experienced teachers from 129 secondary, 96 primary and 13 special schools participated as external reviewers in ESR respectively.

Overall Impact as Perceived by Service Provider	<p>Views of the external reviewers are summarised as follows:</p> <ul style="list-style-type: none"> ➤ In general, the external reviewers regarded ESR as a good opportunity for professional development to strengthen their understanding of school-self evaluation and the school self-improvement process. ➤ The Scheme provided external reviewers with the important opportunity to gain valuable experience in enhancing school performance. Such practical experience can enable them to raise the performance of their home schools.
Outcomes & Impacts	<p>Feedback from surveys and sharing activities is summarised as follows:</p> <ul style="list-style-type: none"> ➤ The external reviewers participating in this Scheme were found to be very positive. They were able to provide objective views to the ESR process from the perspective of frontline educators. In general, their views were fair and thoughtful for schools' future development. ➤ The external reviewers attending the consultation sessions on ESR were eager to express their opinions and contributed greatly to the refinement of the second cycle of school-self evaluation and ESR.
Accumulative Expenditure (9.2004 to 6.2008)	\$2.5 M
Future Development	<ul style="list-style-type: none"> ➤ To invite more principals and experienced teachers to join the ESR teams in the second cycle of ESR to facilitate their professional development ➤ To further enhance principals' and teachers' understanding of self-evaluation through training courses and their participation in the ESR

Operation of the Fund

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

11. The Principal Assistant Secretary (Finance) of the then Education & Manpower Bureau has been appointed to be the attorney to execute and exercise the powers in respect of investments since 16 September 2004. In this regard, monthly financial reports are compiled by the Principal Assistant Secretary (Finance) for PSEd's reference.

12. The EDF audited statement of accounts for the year ended 31 August 2007 together with the Director of Audit's report dated 22 February 2008 were received. In accordance with Section 8(6) of the Permanent Secretary for Education Incorporation Ordinance (Cap. 1098), these documents have been submitted to the LegCo.

Monitoring & Evaluation

13. The Advisory Committee on the Education Development Fund which comprises frontline teachers, principals, academics and community members was set up in September 2004 to advise on the operation of the EDF and the implementation of the SBPS Programmes. Furthermore, the School Development Key Group, a cross-divisional working group within EDB, has also been set up to oversee and monitor the delivery of the SBPS Programmes on a regular basis.

14. With a view to improving the effectiveness of the SBPS Programmes, the SBPS Section conducts annual evaluation surveys and regular school visits to collect and analyse the views of participating schools on each of the support services they receive. In addition, an external consultancy has been commissioned by EDB to evaluate the effectiveness of the SBPS Programmes over the past four years.

Dissemination of Experiences

15. Since the implementation of the SBPS Programmes, EDB has organised different forms of experience-sharing, including sharing sessions, seminars and workshops, etc. The experiences gained have been consolidated and disseminated through publications, newsletters or the medium of information technology. Related information and references/ resource materials have been uploaded to the homepage of the SBSS Office of EDB. We will continue to collect, collate and supplement the uploaded resources to inform EDB colleagues, schools and the general public of the latest information.

Alignment of School-based Support Services

16. To date, the school-based support services provided by the various divisions / sections of EDB have become increasingly diversified. To enable schools to gain a clear understanding of the focus of each support service when applying for the service that best meets their needs, the SBSS Office organises a briefing session on the available school-based support services every year. EDB has also stepped up coordination and alignment efforts in the matching process to ensure that schools are provided with the most appropriate school-based support services to facilitate their school development.

Way Forward

17. The SBPS Programmes financed by the EDF will reach its fifth year of implementation. The future development of various support services has been set out in paragraph 5 to paragraph 9. After four years' effort, the SBPS Programmes have established a solid foundation, with extension in both the scope and scale. We will consolidate our past experiences and review the implementation strategies of the SBPS Programmes with due reference to the findings and recommendations of the external consultancy. We will also consider further extending the scope and scale of the support services to help schools cope with the education reform and other initiatives such as the implementation of the New Academic Structure for Senior Secondary Education, small class teaching in primary schools, enhancement of language learning, strengthening of the curriculum interface between primary and secondary levels and measures to support the learning and teaching of non-Chinese speaking students, etc.

Advice Sought

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

Education Bureau
July 2008