

For information

Legislative Council Panel on Education

Final Report on School-based Professional Support Programmes Financed by the Education Development Fund

Purpose

This paper aims to sum up the overall implementation of the School-based Professional Support (SBPS) Programmes financed by the Education Development Fund (EDF) in the fifteen school years from 2004/05 to 2018/19 and report on the expiry of the EDF at the end of the 2018/19 school year (s.y.).¹

Background

2. The then Education Manpower Bureau (now the Education Bureau (EDB)), proposed to the Finance Committee (FC) of the Legislative Council (LegCo) to create an EDF in 2004 for providing diversified SBPS Programmes to build up schools' capacity to take forward education reform measures from the 2004/05 s.y. for five years. In July of the same year, the FC approved the setting up of the EDF with a grant of \$550 million. In January 2012, the FC approved an additional injection of \$550 million into the EDF to continue with the provision of the SBPS Programmes for five more school years from 2012/13 to 2016/17, thereby enabling schools to sustain their impetus for self-improvement in varied arenas of work, and make necessary adjustments arising from education reform initiatives. In 2016, we informed the FC of the extension of operation of the EDF to the end of the 2018/19 s.y. using the remaining balance of the EDF, in order to continue providing schools with school-based

¹ The EDF ceased operation at the end of the 2018/19 s.y. As the 2019-20 Civil Service Pay Adjustment was not approved by FC until February 2020, the expenditures relating to the grant adjustment arising from the Civil Service Pay Adjustment were paid by the EDF in March 2020 and the used funds of grantees were returned and processed in 2019 and 2020. The EDF fund balance was returned to the Government between August 2019 and August 2020 in stages. The expenditure of the SBPS Programmes and the cash balance of the EDF at the end of each s.y. can be found in [Annex I](#).

professional support and to maximise the impact of the Programmes (vide FCRI(2016-17)1). In the fifteen school years when the EDF was in operation, information papers have been submitted to the LegCo Panel on Education as an annual exercise to report on the progress of the Programmes financed by the EDF². The Programmes financed by the EDF came to a close at the end of the 2018/19 s.y. Starting from the 2019/20 s.y., the support for schools to implement various education and curriculum initiatives has continued with the EDB's funding.

3. The EDF had supported schools and teachers by way of the following five strands of the SBPS Programmes, namely:

- (i) Principal Support Network (PSN) – To second experienced principals or to recruit retired principals to provide collegial support to partner principals with a view to enhancing their leadership skills through various modes of professional exchange activities;
- (ii) School Support Partners (SSP) (Seconded Teacher) Scheme – To second experienced teachers to provide school-based support to teachers in other schools on various theme-based or Key Learning Areas projects and to establish professional sharing platforms for enhancing teachers' professional capacity;
- (iii) Professional Development Schools (PDS) Scheme – To designate schools with exemplary practices in teaching and a good sharing culture as PDSs. Each PDS provides support services to two to three partner schools on specific pedagogical themes to enhance the effectiveness of learning and teaching through various exchange activities;
- (iv) University–School Support Programmes (USP) – To commission universities to provide diversified school-based professional support services connecting research-based pedagogies with classroom practices to cater for schools' development needs; and

² Please refer to the information papers in January 2016 (vide CB(4) 529/15-16(01)), December 2017 (vide CB(4) 398/17-18(01)) and December 2018 (vide CB(4) 366/18-19(01)).

- (v) Collegial Participation in External School Review (CPESR) – To invite serving principals and teachers to serve as external reviewers in the ESR teams to enhance their capacity for conducting self-evaluation for continual improvement.

4. The Advisory Committee on the Education Development Fund (ACEDF), which comprised representatives of school councils, frontline teachers, principals, academics and community members, was set up in August 2004 to advise on the operation of the EDF and the implementation of the Programmes. Besides, a cross-divisional working group, the School Development Key Group (SDKG), has been set up within the EDB to oversee and monitor the delivery of the Programmes on a regular basis. While the ACEDF was dissolved after the cessation of operation of the EDF at the end of the 2018/19 s.y., the SDKG continues to oversee and monitor the school-based professional support services.

Overall Implementation

5. In the fifteen school years from 2004/05 to 2018/19 of the implementation of the Programmes, the EDF provided a total of 9,686 support services. In the four school years from 2015/16 to 2018/19, on average, the Programmes provided school-based support services to about 610 schools (including kindergartens) annually. The number of schools supported by the Programmes can be found in Annex II. A brief account of the support programmes provided to schools under the five strands, and the accumulated expenditure and beneficiaries can be found in Annex III.

Evaluation and Impact

6. We conducted evaluation of the effectiveness of the Programmes annually by means of questionnaire surveys, focus interviews and gathering information during on-site visits and lesson observations by professional officers of the EDB. Results of annual evaluation were reported to and discussed in the ACEDF and SDKG meetings.

7. The results of the evaluation affirmed that participating schools of the Programmes were satisfied with the school-based support provided and that the Programmes could meet the schools' expectations and needs. Among the five strands of the SBPS Programmes, the USP had contributed significantly to the knowledge construction of teachers in different areas, such as enhancing learning through play in kindergartens, developing effective learning and teaching strategies to facilitate Chinese learning of non-Chinese speaking (NCS) students, and adopting an interdisciplinary and applied approach to promoting Science, Technology, Engineering and Mathematics (STEM) education. The support services had impacted positively at the teacher, student and school levels. More importantly, the support services had facilitated a paradigm shift in teachers' teaching, that is, from a teacher-centred approach to a student-centred one. The USP also enhanced the teaching effectiveness of teachers (e.g. learning and teaching strategies for catering for learner diversity) and learning effectiveness of students (e.g. learning motivation).

8. For other strands of the Programmes, participants of the PSN enhanced their leadership skills, awareness of knowledge construction as well as confidence in communicating with different stakeholders. The PDS and the SSP Schemes had played an important role in nurturing local curriculum leaders, enhancing the professional development of teachers and promoting a culture of lesson observation as well as collaborative lesson planning. Both Schemes enhanced the development of school-based curriculum, professional development of teachers as well as the learning motivation of students in participating schools. For CPESR, the Programme had enhanced the professional growth of the serving principals and teachers who served as external reviewers in the ESR teams. For example, it had fostered their self-reflection ability, thereby facilitating their schools' self-evaluation effectiveness and continuous development.

9. On the whole, the SBPS Programmes financed by the EDF had empowered principals and teachers as change agents in taking forward education/curriculum reform measures as well as brought about positive impacts on the sustainable development of schools. They include:

- (i) strengthening the coherence and coordination of different implementation measures at school level to sustain and maximise the impact of education/curriculum reform on learning and teaching, in particular;
- (ii) stepping up teachers' professional capacity to lead and sustain the reform measures; and
- (iii) supporting student learning and developing their potential.

Sharing and Dissemination of Outcomes

10. Good practices and achievements of the SBPS Programmes have been disseminated to the education sector through different means, including territory-wide seminars, workshops, online platforms³, and publications⁴. Teacher learning communities have been established to foster a sharing and collaborative culture among schools and develop teachers' leadership skills to enhance the implementation of various education initiatives such as the promotion of learning through play in kindergartens and STEM education in secondary and primary schools. The knowledge and effective practices generated have been incorporated into professional development programmes for teachers, including teacher education courses in the universities, for wider dissemination and sustainability.

11. The Programmes financed by the EDF came to a close at the end of the 2018/19 s.y. Starting from the 2019/20 s.y., the support for schools to implement various education and curriculum initiatives, such as the promotion of learning through play in kindergartens, catering for learner diversity, STEM education and self-directed learning, has continued with the EDB's funding. Professional officers of the EDB continue to provide on-site support services to assist schools in developing school-based curricula based on the schools' needs and enhancing

³ Examples include the thematic websites: <http://play.fed.cuhk.edu.hk/> (to promote curriculum designs for facilitating learning through play in kindergartens) and <http://sdls-mln.cite.hku.hk/en/introduction/> (to adopt self-directed learning as a strategy for promoting STEM education).

⁴ Examples include 《飛越困難 一起成功：教授非華語學生中文的良方》 and 《跨文化中文教學協作的能量》，which aim to enhance the learning and teaching of NCS students. The publications have been uploaded onto the EDB website (<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/usp.html>).

teachers' professional capacity. Effective Programmes previously financed by the EDF have been refined and regularised as part of the EDB's on-going measures. For example, teachers continue to be seconded to participate in the EDB's various theme-based or Key Learning Areas projects through the Annual Teacher Secondment Exercise. The USP and the PDS Scheme with exemplary teaching practices and effectiveness have been sustained through Quality Education Fund Thematic Networks⁵ financed by the Quality Education Fund, to continuously provide schools and teachers with professional support services.

Conclusion

12. Members are invited to note the overall implementation of the Programmes financed by the EDF in the school years from 2004/05 to 2018/19 and the closure of the EDF at the end of the 2018/19 s.y.

Education Bureau
February 2021

⁵ 25 Quality Education Fund Thematic Networks, which are originated from 8 USP and 17 PDS, are providing school-based support services in the 2020/21 s.y.

The SBPS Programmes Expenditure and Cash Balance of EDF at the End of Each School Year

Expenditure and Accumulated Expenditure for the SBPS Programmes

School Year (Sept – Aug)	(HK\$ Million)															
	2004/05 (Actual)	2005/06 (Actual)	2006/07 (Actual)	2007/08 (Actual)	2008/09 (Actual)	2009/10 (Actual)	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Actual)	2018/19 (Unaudited)	2004/05 to 2018/19 (Accumulated Expenditure)
Principal Support Network (PSN)	2.29	0.99	0.75	0.86	1.42	1.46	0.32	0.86	0.52	0.08	0.08	0.11	0.13	0.17	0.28	10.32
School Support Partners (Seconded Teacher) Scheme (SSP)	1.08	9.43	22.20	25.89	31.77	23.01	28.35	28.14	36.27	50.00	47.96	45.02	43.36	45.39	69.04	506.91
Professional Development Schools (PDS) Scheme	1.60	1.56	4.68	2.37	4.99	7.58	6.22	6.08	5.55	13.46	8.82	14.34	22.07	12.35	9.00	120.67
University-School Support Programmes (USP)	20.20	24.16	37.10	63.70	30.75	55.49	30.15	23.83	29.72	29.08	42.33	32.22	60.32	19.45	33.14	531.64
Collegial Participation in External School Review (CPESR)	0.51	0.66	0.78	0.51	0.35	0.76	0.69	0.37	0.64	0.59	0.90	0.46	0.52	0.53	0.53	8.80
External Review (ER) of SBPS/SBSS Programmes	0.00	0.00	0.00	0.18	0.37	0.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.92
Total	25.68	36.80	65.51	93.51	69.65	88.67	65.73	59.28	72.70	93.21	100.09	92.15	126.40	77.89	111.99	1,179.26

Cash Balance of EDF at the End of Each School Year

School Year (Sept - Aug)	(HK\$ Million)															
	2004/05 (Actual)	2005/06 (Actual)	2006/07 (Actual)	2007/08 (Actual)	2008/09 (Actual)	2009/10 (Actual)	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Actual)	2016/17 (Actual)	2017/18 (Actual)	2018/19 (Unaudited) ^{Note 2, 4}	
Opening Cash Balance	0.00	535.45	505.63	457.05	379.61	316.40	229.49	165.62	662.32	598.46	512.61	419.03	330.57	207.35	131.77	
Income ^{Note 1}																
Fund Injection	550.00	0.00	0.00	0.00	0.00	0.00	0.00	550.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Interests	11.13	6.98	16.93	16.07	6.44	1.76	1.86	5.98	8.84	7.36	6.51	3.69	3.18	2.31	1.15	
Expenditure																
SBPS Programmes Expenditure	(25.68)	(36.80)	(65.51)	(93.51)	(69.65)	(88.67)	(65.73)	(59.28)	(72.70)	(93.21)	(100.09)	(92.15)	(126.40)	(77.89)	(111.99)	
Refund of Fund Balance ^{Note 3}															(20.93)	
Cash Balance (by the end of Aug)	535.45	505.63	457.05	379.61	316.40	229.49	165.62	662.32	598.46	512.61	419.03	330.57	207.35	131.77	0.00	

Note 1: The total income of EDF for the whole period was \$1,200.19 million, including \$1,100 million of fund injection and \$100.19 million of interests.

Note 2: Including the expenditure paid in March 2020 for grant adjustment arising from the 2019-20 Civil Service Pay Adjustment approved by FC in February 2020 and refund of unused funds from grantees in 2019 and 2020.

Note 3: The fund balance (\$20.93 million in total) was returned to the Government in August 2019 (\$19.34 million), April 2020 (\$0.5 million) and August 2020 (\$1.09 million).

Note 4: Including grant adjustments and refunds mentioned in Note 2 and Note 3 above. The audit will be completed by February 2021.

Number of Schools Supported by the SBPS Programmes
Financed by the EDF

Type of Schools	Secondary Schools		Primary Schools		Special Schools		Kindergartens*		Total
	Number	(%#)	Number	(%#)	Number	(%#)	Number	(%#)	
2004/05	165	(35.7%)	108	(16.3%)	10	(16.1%)	-	-	283
2005/06	228	(48.6%)	216	(35.2%)	20	(32.3%)	-	-	464
2006/07	218	(46.1%)	246	(43.9%)	21	(34.4%)	-	-	485
2007/08	170	(36.2%)	220	(41.0%)	15	(25.0%)	48	(4.9%)	453
2008/09	170	(36.5%)	196	(38.1%)	14	(23.3%)	87	(8.7%)	467
2009/10	204	(44.1%)	204	(41.4%)	19	(31.7%)	98	(10.2%)	525
2010/11	168	(36.2%)	195	(40.4%)	31	(51.7%)	111	(11.7%)	505
2011/12	185	(38.7%)	222	(47.9%)	26	(43.3%)	76	(7.9%)	509
2012/13	214	(46.3%)	220	(45.5%)	14	(23.3%)	132	(14.1%)	580
2013/14	181	(39.3%)	221	(46.2%)	18	(30%)	129	(13.6%)	549
2014/15	236	(51.3%)	223	(46.7%)	41	(68.3%)	148	(15.3%)	648
2015/16	201	(44.1%)	227	(47.3%)	30	(50%)	121	(12.5%)	579
2016/17	212	(46.5%)	216	(45%)	32	(53.3%)	96	(9.7%)	556
2017/18	231	(50.8%)	235	(49.1%)	30	(50%)	117	(11.6%)	613
2018/19	260	(57.3%)	246	(51.6%)	28	(46.7%)	155	(15.1%)	689

Notes

* Including kindergartens and kindergarten-cum-child care centres

Percentage refers to the percentage share in respect of the respective school types

**Overall Implementation, and Accumulated Expenditure and Beneficiaries
of the SBPS Programmes
from the 2004/05 to 2018/19 School Years**

I. Principal Support Network (PSN)

Overall Implementation	<ul style="list-style-type: none"> ➤ Experienced principals were seconded or retired principals were recruited to provide collegial support to partner principals. Interactive professional sharing network clusters were formed and various modes of professional exchange activities were organised with a view to enhancing their leadership skills. ➤ Under the Collegial Principal Support Network (CPSN), experienced retired principals of kindergartens, primary and secondary schools conducted thematic talks to share their practical experiences as school leaders. These talks included “People-oriented Approach and Leading Reform”, “The Key to Leading the Professional Development of Middle Managers”, etc. ➤ To foster leadership of the middle managers, a total of 106 sessions under the Middle Managers Learning Community (MMLC) were organised for vice-principals and senior teachers of secondary and primary schools to enhance their competence in school administration and development. The topics included “Effective Communication: Building Harmonious Relationships to Facilitate Policy Implementation”, “Fostering Positive Culture”, etc. ➤ Each session of the MMLC consisted of theoretical input, experience sharing along with authentic case studies.
Accumulated Expenditure	<ul style="list-style-type: none"> ➤ About \$10 million ^{Note 1}

Accumulated Beneficiaries ^{Note 2}	➤ About 6,850 (including principals, vice-principals and senior teachers of secondary, primary and special schools, as well as kindergartens)
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II. School Support Partners (Seconded Teacher) Scheme (SSP)

Overall Implementation	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> ➤ Experienced local teachers were seconded on a full-time or part-time basis to provide school-based support to teachers in other schools and to establish platforms for professional sharing on various theme-based projects, such as catering for learner diversity, e-learning, as well as supporting students of ethnic minority groups and those with special educational needs. ➤ Under the “Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland” (HKTEAM), local English language teachers of secondary and primary schools participated in a professional collaboration programme in the Mainland. Teachers from the Mainland schools were invited to visit Hong Kong schools and have exchange with local teachers. Sharing sessions were conducted in the Mainland cities concerned and in Hong Kong. <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> ➤ Mainland Expert Teachers (METs) were invited to join the “Mainland-Hong Kong Teachers Exchange & Collaboration Programme” (MHKTECP). They worked in partnership with local teachers or developed school-based learning and teaching resources, and shared their experience with local schools in the learning and teaching of Chinese Language, Putonghua and Mathematics at secondary and primary levels, and science and humanities subjects at secondary level. In respect of kindergartens, the collaboration programmes covered areas such as fostering children’s physical fitness and health, and organising diversified arts activities.
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	<ul style="list-style-type: none"> ➤ To allow more schools to benefit from the MHKTECP, district-based networks for primary schools were established to facilitate schools' development in the learning and teaching of Mathematics.
Accumulated Expenditure	<ul style="list-style-type: none"> ➤ About \$507 million ^{Note 1}
Accumulated Beneficiaries ^{Note 2}	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> ➤ Local: 1,003 seconded teachers provided school-based support to 2,084 schools, including 1,067 secondary schools, 821 primary schools, 113 special schools and 83 kindergartens, through the projects. ➤ HKTEAM: 89 local English Language seconded teachers (51 secondary schools and 38 primary schools) enhanced their professional capacity through collaboration with 55 schools in the Mainland (including 30 Mainland secondary schools and 25 Mainland primary schools). <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> ➤ 612 METs provided school-based support to or collaboratively developed the school-based learning and teaching resources with 1,722 local schools (including 121 secondary schools, 908 primary schools and 693 kindergartens).

III. Professional Development Schools (PDS) Scheme

Overall Implementation	<ul style="list-style-type: none"> ➤ Schools with exemplary practices in teaching and a good sharing culture were designated as PDSs. Each PDS formed a network with partner schools and conducted professional exchange on different subjects or pedagogical themes, such as Chinese Language, General Studies, STEM education, catering for learner diversity and values education, thereby fostering an interactive collaborative culture and enhancing the effectiveness of learning and
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	teaching.
Accumulated Expenditure	➤ About \$121 million ^{Note 1}
Accumulated Beneficiaries ^{Note 2}	➤ 57 PDS (including 29 secondary schools, 23 primary schools and 5 special schools) provided school-based support to 1,005 partner schools (including 441 secondary schools, 520 primary schools and 44 special schools).

IV. University–School Support Programmes (USP)

Overall Implementation	<p>➤ Universities were commissioned to provide schools with diversified school-based professional support services connecting research-based pedagogies with classroom practices to cater for schools’ development needs.</p> <p>➤ A total of 38 USP projects were provided. Below are some examples of projects provided to kindergartens, primary, secondary and special schools in recent years:</p> <p><u>For Kindergartens:</u></p> <p>(1) Play-Learn-Grow in Hong Kong Kindergartens (2017–2019) <i>(Centre for University and School Partnership, The Chinese University of Hong Kong)</i></p> <p>(2) Starting Strong from Early Years: Learning through Play (2017–2019) <i>(The School of Continuing Education, The Early Childhood and Elementary Education Division, Hong Kong Baptist University)</i></p> <p><u>For Kindergartens and Primary Schools:</u></p> <p>(3) Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students (2017–2019) <i>(Centre for Advancement of Chinese Language Education and Research, The University of Hong Kong)</i></p>
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Kong)

For Primary Schools:

- (4) Supporting the Learning and Teaching of Mathematics for Non-Chinese Speaking (NCS) Students in Primary Schools (2017–2019)

(Division of Mathematics and Science Education, Faculty of Education, The University of Hong Kong)

For Secondary Schools:

- (5) Mindshift+ Educational Programme (2017–2019)

(Department of Psychiatry, The University of Hong Kong)

For Primary and Secondary schools:

- (6) Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (2017–2019)

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

- (7) Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (2017–2019)

(Division of English Language Education, Faculty of Education, The University of Hong Kong)

- (8) Multilevel Leadership Network for Self-directed Learning Innovation to Advance STEM Development (2017–2019)

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

- (9) Self-directed Learning as a Strategy to Promote STEM Education (2017–2019)

(e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)

	(10) Promoting STEM Education at the Upper Primary and Secondary Levels by Using Self-directed Learning as a Strategy (2017–2019) <i>(Department of Science and Environmental Studies, The Education University of Hong Kong)</i>
Accumulated Expenditure	➤ About \$532 million ^{Note 1}
Accumulated Beneficiaries ^{Note 2}	➤ 38 USP provided school-based support to 2,582 schools (including 1,069 secondary schools, 823 primary schools, 120 special schools and 570 kindergartens).

V. Collegial Participation in External School Review (ESR)

Overall Implementation	➤ Serving principals and teachers were invited to serve as external reviewers and conduct ESR to secondary, primary and special schools, with a view to enhancing their capacity for conducting school self-evaluation for continual improvement.
Accumulated Expenditure	➤ About \$9 million ^{Note 1}
Accumulated Beneficiaries ^{Note 2}	➤ 1,651 external reviewers from 738 secondary schools, 798 primary schools and 115 special schools joined ESR.

Note 1: Rounded to the nearest million

Note 2: The accumulated number of participants/schools