

For information

## **Legislative Council Panel on Education**

### **School-based Professional Support Programmes Financed by the Education Development Fund**

#### **Purpose**

This paper reports on the progress of the School-based Professional Support (SBPS) Programmes financed by the Education Development Fund (EDF) in the 2017/18 school year (s.y.).

#### **Background**

2. In July 2004, the Finance Committee (FC) of the Legislative Council (LegCo) approved the setting up of the EDF with a grant of \$550 million to provide diversified SBPS Programmes to build up schools' capacity to take forward education reform measures from the 2004/05 s.y. for an initial period of five years. As part of the annual exercise of reporting progress of the EDF to the LegCo Panel on Education, we informed Members in June 2009 that the duration of the EDF would be extended to the 2012/13 s.y. In January 2012, the FC approved the injection of a sum of \$550 million into the EDF to continue with the provision of the SBPS Programmes for five more school years from the 2012/13 s.y. to 2016/17 s.y., thereby enabling schools to sustain their impetus for self-improvement in varied arenas of work, and for making necessary adjustments arising from education reform initiatives. In January 2016, we submitted an information paper to LegCo Panel on Education to report on the progress of the SBPS Programmes financed by the EDF for the 2014/15 s.y. and its way forward after the 2016/17 s.y., including the extension of the EDF's operation until the end of the 2018/19 s.y. (vide CB(4) 529/15-16(01)). In April 2016, we informed the FC (vide FCRI(2016-17)1) to extend the operation of the EDF to the end of the 2018/19 s.y. using the remaining balance of the EDF to continue providing schools with the SBPS Programmes and to maximize the impact of the Programmes.

3. Since its inception, the EDF has been supporting schools and teachers by way of the following five strands of the 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 learning and 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 connecting research-based pedagogies with classroom practices to cater for schools' development needs; and
- (v) Collegial Participation in External School Review (ESR) - To invite experienced 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 which comprises representatives of school councils, frontline teachers, principals, academics and community members, has been set up since August 2004 to advise on the operation of the EDF and the implementation of the SBPS Programmes. A cross-divisional working group, the School Development Key Group, has been set up within the Education Bureau (EDB) to oversee and monitor the delivery of the SBPS Programmes on a regular basis.

5. We conduct evaluation of the effectiveness of SBPS annually by means of questionnaire surveys and/or focus interviews. The results of the annual

evaluation affirmed that participating schools of the SBPS Programmes are satisfied with the school-based support provided and that the Programmes could meet the schools' expectations and needs. Besides, the SBPS Programmes have also brought positive impacts on school development in respect of:

- (i) strengthening the coherence between processes and initiatives at school level to sustain and maximize 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.

### **Progress Update**

6. In the past fourteen years, the EDF has allocated a total of about \$1,067 million for some 8,997 school support services. In the 2017/18 s.y., about 50.8% of secondary schools, 49.1% of primary schools, 50% of special schools and 11.6% of kindergartens benefitted from different SBPS Programmes. The numbers of schools supported since the 2004/05 s.y. can be found in Annex I. A brief account of the support programmes provided to schools under the five strands in the 2017/18 s.y. is at Annex II.

7. As at August 2018, the EDF has a balance of some \$132 million. The expenditure of the SBPS Programmes and cash balance of the EDF at the end of each s.y. can be found in Annex III.

### **Advice Sought**

8. Members are invited to note the progress of the SBPS Programmes.

Education Bureau  
December 2018

**Number of schools supported by the SBPS Programmes financed by the EDF**

	2004/05 School Year			2005/06 School Year			2006/07 School Year			2007/08 School Year				2008/09 School Year			
	Sec	Pri	Sp	Sec	Pri	Sp	Sec	Pri	Sp	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*
Number of participating schools & its % share in respect of the respective school types	165 (35.7%)	108 (16.3%)	10 (16.1%)	228 (48.6%)	216 (35.2%)	20 (32.3%)	218 (46.1%)	246 (43.9%)	21 (34.4%)	170 (36.2%)	220 (41.0%)	15 (25.0%)	48 (4.9%)	170 (36.5%)	196 (38.1%)	14 (23.3%)	87 (8.7%)
<b>Total</b>	<b>283</b>			<b>464</b>			<b>485</b>			<b>453</b>				<b>467</b>			

	2009/10 School Year				2010/11 School Year				2011/12 School Year				2012/13 School Year				2013/14 School Year			
	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*
Number of participating schools & its % share in respect of the respective school types	204 (44.1%)	204 (41.4%)	19 (31.7%)	98 (10.2%)	168 (36.2%)	195 (40.4%)	31 (51.7%)	111 (11.7%)	185 (38.7%)	222 (47.9%)	26 (43.3%)	76 (7.9%)	214 (46.3%)	220 (45.5%)	14 (23.3%)	132 (14.1%)	181 (39.3%)	221 (46.2%)	18 (30%)	129 (13.6%)
<b>Total</b>	<b>525</b>				<b>505</b>				<b>509</b>				<b>580</b>				<b>549</b>			

	2014/15 School Year				2015/16 School Year				2016/17 School Year				2017/18 School Year			
	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*	Sec	Pri	Sp	KG*
Number of participating schools & its % share in respect of the respective school types	236 (51.3%)	223 (46.7%)	41 (68.3%)	148 (15.3%)	201 (44.1%)	227 (47.3%)	30 (50%)	121 (12.5%)	212 (46.5%)	216 (45%)	32 (53.3%)	96 (9.7%)	231 (50.8%)	235 (49.1%)	30 (50%)	117 (11.6%)
<b>Total</b>	<b>648</b>				<b>579</b>				<b>556</b>				<b>613</b>			

\*KG stands for kindergartens and kindergarten-cum-child care centres

**Progress of the Implementation of the  
SBPS Programmes in the 2017/18 school year**

***I. Principal Support Network (PSN)***

Strategy	Secondment of experienced principals or recruitment of retired principals to provide collegial support to partner principals, and formation of network clusters to facilitate interactive professional sharing among principals with a view to enhancing their leadership skills through various modes of professional exchange activities.
Progress of Implementation	<ul style="list-style-type: none"> <li>➤ Under the Collegial Principal Support Network, eight experienced retired principals were invited to conduct a series of thematic talks entitled “Road to success of Principals” from January to April 2018 to share their practical experiences as school leaders.</li> <li>➤ To foster leadership of the middle managers, a total of 12 sessions under the Middle Managers Learning Community (MMLC) were organised for vice-principals and senior teachers of primary and secondary schools in seven districts, including Yuen Long, North, Central &amp; Western, Southern, Tai Po, Sham Shui Po and Wong Tai Sin to enhance their knowledge and skills in school administration and development. These thematic sessions included “Effective Communication: Building harmonious relationships to facilitate policy implementation”, “Fostering positive culture”, “Leadership and Development – nurturing our successors” and “Curriculum Leadership and STEM Education<sup>1</sup>”.</li> <li>➤ Each session of the MMLC consisted of theoretical input, experience sharing along with authentic case studies.</li> </ul>
No. of Beneficiaries	About 687 principals, vice-principals and senior teachers of secondary, primary and special schools, as well as kindergartens.

<sup>1</sup> Science, Technology, Engineering and Mathematics (STEM) Education

Accumulated Expenditure (from 2004/05 to 2017/18)	About \$10 million <sup>Note</sup>
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## II. *School Support Partners (Seconded Teacher) Scheme (SSP)*

Strategy	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ Secondment of experienced local teachers on a full-time or part-time basis to provide school-based support to teachers in other schools on various theme-based or Key Learning Areas (KLA) projects and to establish platforms for professional sharing.</li> <li>➤ Local English language teachers of primary and secondary schools participating in a collaboration programme in the Mainland to facilitate professional exchange.</li> </ul> <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ Interflow programmes with Mainland expert teachers (METs) to enhance professional capacity of local teachers.</li> </ul>
Progress of Implementation	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ A total of 84 seconded teachers under 26 projects were recruited to render support on KLA, Liberal Studies and various themes such as catering for learner diversity, e-learning, supporting small class teaching, supporting ethnic minority students, and supporting students with special educational needs etc.</li> <li>➤ Under the “Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland” (HKTEAM), two local English language teachers participated in a 5-week professional collaboration programme in the Mainland. Teachers from the Mainland schools were invited to visit Hong Kong schools and to conduct interflow programmes with local teachers during their 1-week stay in Hong Kong. Sharing sessions were conducted in the Mainland city concerned and in Hong Kong.</li> </ul>

	<p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ 38 METs joined the “Mainland-Hong Kong Teachers Exchange &amp; Collaboration Programme” (MHKTECP). They worked in partnership with local teachers or developed school-based learning and teaching resources, and shared their experiences with local schools in the learning and teaching of Chinese Language, Putonghua and Mathematics at primary and secondary 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.</li> <li>➤ 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.</li> </ul>
No. of Beneficiaries	<p><u>SSP(Local)</u></p> <ul style="list-style-type: none"> <li>➤ 84 seconded teachers provided school-based support to 265 schools (145 secondary schools, 101 primary schools and 19 special schools) through the projects.</li> <li>➤ In addition, two local English language seconded teachers were able to enhance their professional capacity through collaboration with a primary school in the Mainland under the HKTEAM. Other local English language teachers also benefitted from participating in the territory-wide sharing session.</li> </ul> <p><u>SSP(Mainland)</u></p> <ul style="list-style-type: none"> <li>➤ 77 schools (4 secondary schools, 25 primary schools and 48 kindergartens) received intensive school-based support from the 38 METs or collaboratively developed the school-based learning and teaching resources.</li> <li>➤ Another 20 primary schools received support from 8 of the METs through four district-based networks with a focus on the learning and teaching of Mathematics.</li> </ul>
Accumulated Expenditure (from 2004/05 to 2017/18)	About \$438 million <sup>Note</sup>

### III. Professional Development Schools (PDS) Scheme

Strategy	Schools with exemplary practices in learning and teaching and a good sharing culture are designated as PDSs. Each PDS forms a network with two or three partner schools focusing mainly on specific pedagogical themes to foster an interactive collaborative culture and to enhance the effectiveness of learning and teaching through various exchange activities.
Progress of Implementation	Support services were provided by 31 PDS (16 secondary schools, 13 primary schools and 2 special schools), covering a wide range of subjects and themes, including Chinese Language, Mathematics, General Studies, Chinese History, Liberal studies, STEM education, catering for learner diversity, Values Education, life planning, supporting non-Chinese speaking (NCS) students and students with special educational needs etc.
No. of Beneficiaries	87 partner schools (42 secondary schools, 38 primary schools and 7 special schools).
Accumulated Expenditure (from 2004/05 to 2017/18)	About \$112 million <sup>Note</sup>

### IV. University-School Support Programmes (USP)

Strategy	Universities are commissioned to provide schools with diversified school-based professional support connecting research-based pedagogies with classroom practices to cater for schools' development needs.
Progress of Implementation	Support services were provided to kindergartens, primary, secondary and special schools through the following 10 USP projects:  <u>For Kindergartens:</u> 1. Play-Learn-Grow in Hong Kong Kindergartens (2017-2019) <i>(Centre for University and School Partnership, The Chinese University of Hong Kong)</i>



2. Starting Strong from Early Years: Learning through Play (2017-2019)  
*(The School of Continuing Education, The Early Childhood and Elementary Education Division, Hong Kong Baptist University)*

For Kindergartens and Primary Schools:

3. Transition and Growth: Effective Learning and Teaching of Chinese for Multicultural Students (2017-2019)  
*(Centre for Advancement of Chinese Language Education and Research, The University of Hong 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 (QSIP-CEAL) (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)*

	<p>8. Multilevel Leadership Network for SDL Innovation to Advance STEM Development (SDLS-MLN) (2017-2019) <i>(Centre for Information Technology in Education, The University of Hong Kong)</i></p> <p>9. Self-Directed Learning as a Strategy to Promote STEM Education (2017-2019) <i>(e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong)</i></p> <p>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></p>
No. of Beneficiaries	A total of 206 schools, including 52 secondary schools, 84 primary schools, 1 special school and 69 kindergartens.
Accumulated Expenditure (from 2004/05 to 2017/18)	About \$499 million <sup>Note</sup>

#### ***V. Collegial Participation in External School Review (ESR)***

Strategy	Experienced serving principals and teachers are invited to serve as external reviewers in the ESR teams to enhance their capacity for conducting self-evaluation for continual improvement.
Progress of Implementation	Principals, vice-principals and senior teachers continued to be recruited to join the ESR for secondary, primary and special schools which commenced in the 2009/10 s.y.

No. of Beneficiaries	Between September 2017 and June 2018, 92 external reviewers from 36 secondary schools, 46 primary schools and 10 special schools joined ESR.
Accumulated Expenditure (from 2004/05 to 2017/18)	About \$8 million <sup>Note</sup>

Note: round up to the nearest million

## 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 (Unaudited)	Accumulate d Expenditure 2004/05 to 2017/18	2018/19 (Estimate)
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	10.04	0.36
School Support Partners (Secoded 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	437.87	70.75
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	111.67	9.29
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	498.50	33.14
Collegial Participation in External School Review (ESR)	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	8.27	0.61
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	0.92	0.00
<b>Total</b>	<b>25.68</b>	<b>36.80</b>	<b>65.51</b>	<b>93.51</b>	<b>69.65</b>	<b>88.67</b>	<b>65.73</b>	<b>59.28</b>	<b>72.70</b>	<b>93.21</b>	<b>100.09</b>	<b>92.15</b>	<b>126.40</b>	<b>77.89</b>	<b>1,067.27</b>	<b>114.15</b>

### 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 (Unaudited)	2018/19 (Estimate)
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
<b>Income</b>															
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
<b>Expenditure</b>															
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)	(114.15)
<b>Cash Balance (by the end of Aug)</b>	<b>535.45</b>	<b>505.63</b>	<b>457.05</b>	<b>379.61</b>	<b>316.40</b>	<b>229.49</b>	<b>165.62</b>	<b>662.32</b>	<b>598.46</b>	<b>512.61</b>	<b>419.03</b>	<b>330.57</b>	<b>207.35</b>	<b>131.77</b>	<b>18.77</b>