

School-based Curriculum Development (Primary) Section

Mathematics (2023/24)

Service Code for Online Applications – P4

1. Support Service Coordinator

School-based Curriculum Development (Primary) Section, Curriculum Support Division, Education Bureau (EDB)

2. Area of Support

Mathematics in primary schools

3. Foci of Support Services

- To plan and implement the focal points of the Mathematics curriculum by:
 - adopting e-learning to conduct learning activities such as enquiry-based and problem-solving tasks to enhance classroom interaction
 - taking forward STEAM education cohered with Mathematics curriculum with a view to strengthening students' ability to integrate and apply knowledge and skills
 - promoting values education, Reading Across the Curriculum, and strengthening the interface between different stages of learning

- To develop diversified learning and teaching strategies to enhance students' Mathematical skills by:
 - enhancing students' ability to perform computations
 - developing students' ability to construct mathematical concepts
 - enhancing students' ability to apply mathematical concepts for solving problems
 - developing students' ability to employ logical reasoning for drawing conclusions
 - enhancing student learning through diversified teaching strategies such as hands-on activities, enquiry-based tasks as well as solving open-ended questions and word problems
 - engaging students in classroom activities, developing students' collaboration skills, communication skills, creativity, critical thinking skills, self-directed learning abilities and nurturing students' positive values and attitudes

- To provide diversified learning experiences to cater for learner diversity by:

- using appropriate learning and teaching strategies to consolidate students' foundation knowledge and strengthen higher-order thinking skills
 - catering for the diverse learning needs of students, including cultural backgrounds and mathematical abilities to learn Mathematics, through collaborating with teachers to identify and analyse students' learning difficulties and develop appropriate teaching materials and strategies
- To enhance teachers' assessment literacy by:
- promoting “assessment for learning” by collecting evidence of learning in lessons, student work and assessment for analysing and informing learning and teaching
 - promoting “assessment as learning” by nourishing students' metacognitive skills to enable self-directed learning for the purpose of empowering students to be life-long learners
 - identifying and analysing students' learning difficulties and formulating appropriate learning and teaching strategies
 - developing diversified modes of assessment to reflect holistic students' performance in Mathematics, including computation skills, conceptual understanding and problem-solving skills
- To promote the building of a professional team by:
- developing a collaborative culture and teachers' leadership through supporting teachers to plan their lessons, apply different pedagogies and evaluate learning and teaching effectiveness
 - promoting professional sharing and collaboration through collaborative lesson preparation meetings, peer lesson observations, internal and external sharing and workshops for teachers

4. Modes of Sharing and Collaboration

Support officers offer on-site and online support to develop Mathematics curriculum with participating teachers through a range of professional services. They may include:

- planning and developing Mathematics curriculum
- conducting collaborative lesson preparation meetings
- conducting peer lesson observations
- providing professional advice
- organising professional development activities

5. Expectations on Participating Schools

To make good use of the support services, participating schools are expected to:

- nominate a coordinator to lead and oversee the progress of the programme in cooperation with

officers from the EDB

- provide participating teachers with regular collaboration and exchange time, including collaborative lesson planning meeting time (Preferably bi-weekly meetings of 90-120 minutes scheduled in teaching time-table) and peer lesson observation sessions with a view to facilitating teachers to take part in lesson planning and evaluation of teaching strategies
- share experience and resources with teachers from other schools such as work plans, learning and teaching materials, and students' work (The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing learning and teaching materials

6. Points to Note

- The duration of support services normally lasts for one year.
- To learn more about the work of the Section, please visit the following website:

<https://www.edb.gov.hk/sbss/sbcdp>

7. Enquiries

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