Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for English Panel Chairpersons

English Language Education Section
Curriculum Development Institute
Education Bureau
12 December 2018
Objectives

- To enhance teachers’ understanding of the role of English Language curriculum leaders in planning the school curriculum under the ongoing renewal of the school curriculum;

- To provide suggestions on how to lead the English Panel in incorporating the new emphases, in particular, the promotion of Reading/Language across the Curriculum (R/LaC) in the school English Language curriculum; and

- To share strategies and experiences on how to promote reading and R/LaC (by the Vice Principal and LaC Chairperson of Carmel Divine Grace Secondary School)
Role of English Language Curriculum Leaders

Ice-breaking

In groups of 4 – 5, share the following:

1) As an English Language Curriculum leader at your school, what are the duties/jobs that have taken up a lot of your time recently?

2) Talk about one thing that you would like to try out/enhance in the English Language curriculum of your school to improve students’ English proficiency.
Role of English Curriculum Leaders

- Enhance assessment literacy
- Plan, implement and evaluate the curriculum
- Manage resources
- Provide appropriate student-centred language programmes
- Build capacity
- Create a language-rich environment in the school
- Keep abreast of latest developments in the curriculum and initiate changes as necessary
- Assist in implementing the whole-school curriculum
- Ensure vertical and horizontal curriculum coherence
- Collaborate with other KLA panels and promote a culture of collaboration
Curriculum Leadership and Management

Management

- Staff and resources deployment
- Implementing the school curriculum and other related initiatives

Leadership

- Adaptable to changes
- Goal setting
- Re-evaluating goals and modifying the school curriculum

Maintenance

Development

Curriculum Leadership and Management

For example:
- Enhancing students’ language and generic skills that contribute to the success of their study
- Developing a reading programme to support students’ literacy skills development across levels
- Promoting reading / writing across the curriculum

Leading and working with panel members to
- teach reading and writing skills explicitly
- enrich students’ English learning experiences through promoting LaC
- integrate e-learning into the English Language classroom

- Collaborating with the school librarian to identify suitable reading texts and organising cross-curricular learning activities
- Seeking external resources and support (Applying for funds from the school sponsoring body / alumni / Quality Education Fund)
Curriculum Planning

**Horizontal coherence**
- Teachers aligning what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the same level

**Vertical coherence**
- Learning logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work

**Subject-area coherence**
- Ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel

**Interdisciplinary coherence**
- Focusing on skills and habits that students need to succeed in their study, such as reading and writing skills, generic skills
Ongoing Renewal of the School Curriculum

- Respond to local, regional and global contextual changes
- Build on existing strengths and practices of schools
- Curriculum enhancement to benefit student learning
Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide

Ongoing Renewal of the School Curriculum
Major Updates of the ELE KLACG (P1-S6)

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- Reading across the Curriculum (e.g. STEM education)
- Learning and Teaching of Text Grammar
- Extending from Assessment for Learning to Assessment as Learning
- Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom
“Literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words, but are composed of various modes of communication.
Pedagogy to Enhance Literacy Development

- Access information from a variety of sources
- Understand the ideas in the multimodal texts under teachers' guidance
- Analyse and explore how messages are presented
- Evaluate the messages and values embedded in the multimodal texts
- Express and create messages using different modes of communication

Interacting with Multimodal Texts

Task-based Approach

Producing Multimodal Texts
e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

“Pedagogy empowered by digital technology”
Enhancing Interactions in the English Classroom

- Effective use of e-resources
- Effective use of e-learning tools, e.g., PC, projector, screen

Enhancing interactions in the English classroom

- Design of interactive learning activities
- Effective use of learning and teaching materials
- Effective use of learning & teaching strategies

Making use of e-environment
## Information Literacy for Hong Kong Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Eight Literacy Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective and Ethical use of information for lifelong learning</strong></td>
<td>1. Use, provide and communicate information ethically and responsibly</td>
</tr>
<tr>
<td></td>
<td>2. Identify and define a need for information</td>
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<td></td>
<td>3. Locate and access relevant information</td>
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<td>4. Evaluate information and information providers, in terms of authority, credibility and current purpose</td>
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<td></td>
<td>5. Extract and organise information and create new ideas</td>
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<td></td>
<td>6. Be able to apply IT skills in order to process information and produce user-generated content</td>
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<tr>
<td></td>
<td>7. Recognise the roles and functions of information providers (e.g. libraries, museums, internet)</td>
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<tr>
<td></td>
<td>8. Recognise the conditions under which reliable information could be obtained</td>
</tr>
</tbody>
</table>

**Information users** → **Information providers**

- Information need → Locate information
- Organise & Create → Evaluate information

**IT skills**

- **Media Literacy:**
  - Information providers
  - Conditions for reliable information
Integrative Use of Generic Skills

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal and Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Creativity</td>
<td>Self-learning Skills</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
</tr>
</tbody>
</table>
Integrative Use of Generic Skills

Two examples of integrative use of generic skills:

- **Holistic thinking skills**: involving the use of critical thinking skills, problem solving skills and creativity

- **Collaborative problem solving skills**: involving the use of collaboration skills, communication skills and problem solving skills

  to prepare students for more complicated tasks
Seven priority values and attitudes

- Perseverance
- Respect for others
- Responsibility
- National identity
- Commitment
- Integrity
- Care for others

Values education in different domains

- Moral and civic education
- Environmental education
- Road safety education
- Human rights education
- Sex education
- Basic Law education
- Life education
- Media education
- Health & anti-drug education

Values education

Life education

Education
When incorporating values education into the school-based English Language curriculum, schools should take into consideration:

- **School mission and/or religious background**
- **School development plan and major concerns**
- **Cross-KLA or Cross-departmental collaboration**
- **Curriculum planning and task design**
- **Life-wide learning**
Grammar in Context and Text Grammar

- the link between **form and function** and how grammar makes meaning and varies in different contexts
- how contexts shape the **choice** of language used

- **beyond sentence level**
- grammar items typical of a particular **text type**
- how grammar contributes to the **structure, coherence, tone, style and register of a text**
- how to apply grammar knowledge to create texts of **different text types**
Strengthening Assessment for Learning (AfL)

Adopting Diversified Modes of Assessment

Assessment tools:
- Oral Presentation
- Homework
- Quiz/Test/Exam
- Project
- Portfolio
- Learning Task & Activity
- Observation
- Online Assessment
- Performance Task

Assessment data
Extending AfL to Assessment as Learning

- Reflecting on learning performance & effectiveness of strategies adopted
- Monitoring the learning process
- Setting personalised learning goals
- Formulating plans to attain goals
Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

Besides adopting effective strategies, such as flexible grouping, differentiating learning tasks and promoting self-access learning, to cater for students’ diverse needs, due consideration should also be given to support students with special educational needs (SEN) and gifted students.

**Students with SEN**
- Adapting the learning content
- Adopting a *multisensory* approach to learning and teaching
- Using *multimodal* learning and teaching aids and materials
- Adjusting the pace and linguistic load of instruction
- Setting realistic assessment goals/objectives

**Gifted students**
- Allowing flexibility with the curriculum to address differences in the rate, depth and pace of learning
- Providing *enrichment* activities which encourage *creativity* and *original thinking*
- Encouraging students to pursue independent projects or study based on their interests and abilities
- Guiding students to set *individual goals* and assume ownership of their learning

Accommodating diverse students’ needs in the mainstream English classroom
**Situation:**

You are a summer intern in the publicity team of Go Green, a non-governmental organisation committed to promoting environmental protection and green living. Your team is responsible for designing advertising materials to raise public awareness of environmental problems. Your boss has asked you to research online and read extensively to keep abreast of the latest development of environmental issues. You need to identify an issue which is worth public attention and design an e-booklet to educate the public about it.
Task 1
Identifying and researching on an environmental issue
- Development of new literacy and information literacy

Task 2
Reading a leaflet to learn the related vocabulary and analyse the text type and language features

Task 3
Devising a plan for the production of a 6-8 page booklet on the chosen environmental issue
- Application of new knowledge and skills, including the integrative use of generic skills and language skills
- Use of Edmodo to facilitate assessment for/as learning

Task 4
Producing the e-booklet using the app iBook Creator for sharing on Edmodo

- Creation of a multimodal text

- Values education: Environmental education

Subject: English Language
Level: Senior Secondary
Unit: Environmental Protection
Supplement to the ELE KLACG (S1 – 3)

Serves as a supplement to the ELE KLACG (2017)

Aims to provide teachers with further suggestions on the implementation of the English Language curriculum at KS3 (S1 – 3)

Revisits the curriculum emphases provided in the Syllabus for English Language (S1 – 5) (1999) for renewal and puts forth new emphases to reflect the changing contexts

http://www.edb.gov.hk/elecg
Supplement to the ELE KLACG (S1 – 3)

The Supplement consists of six chapters:

Chapter 1: The Learning and Teaching of Listening
Chapter 2: The Learning and Teaching of Speaking
Chapter 3: The Learning and Teaching of Reading
Chapter 4: The Learning and Teaching of Writing
Chapter 5: The Learning and Teaching of Language Arts
Chapter 6: Promoting Language across the Curriculum at Secondary Level
Break
Reading across the Curriculum

Discussion

Share with your group members:

1) What is your experience in collaborating with teachers of other panels in promoting Reading across the Curriculum or cross-KLA activities to support students’ learning of English?

2) How will you make use of the reading grant to promote reading/RaC at your school?
Challenges for Secondary School Students

Language demand grows in terms of **formality** and **text complexity**

- **Formality**
  - Ranging from everyday life to formal situations
  - English Language Education
    - Senior Secondary
    - Junior Secondary
    - Primary

- **Text Complexity**
  - Ranging from simple texts to complex texts

Fine-tuned MOI arrangements

- Academic content awareness
- Academic language awareness
Reading across the Curriculum is a component within Language across the Curriculum (LaC). Reading across the Curriculum - reading as a fundamental mode of learning

(Martin & Rose, 2005)
Reading across the Curriculum

- Reading across the curriculum (RaC) helps students establish meaningful links among concepts and ideas acquired in different KLAs.

- RaC
  - explicit teaching of reading skills and strategies to be integrated with the curriculum
  - students learning to read
    - the subject matter of pedagogic texts
    - the associated language patterns
  - develop students’ literacy skills, positive values and attitudes, deep learning and world knowledge

(Martin & Rose, 2005)
Reading across the Curriculum

In terms of topics / themes
Reading across the Curriculum

In terms of reading skills and strategies
<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Language features (e.g.)</th>
<th>PSH E</th>
<th>ME</th>
<th>SE</th>
<th>TE</th>
<th>AE</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison</td>
<td>Connectives: (KS3 – KS4)</td>
<td></td>
<td>*</td>
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<tr>
<td></td>
<td>* However, on the contrary, despite, whereas</td>
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<tr>
<td>Procedure</td>
<td>Imperatives: (KS1 – KS4):</td>
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<td></td>
<td>* Hold the racket vertically.</td>
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<tr>
<td>Recount</td>
<td>Past tense: (KS1 – KS4)</td>
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<td></td>
<td>* World War II lasted from 1939 to 1945.</td>
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<tr>
<td>Explanation</td>
<td>Connectives: (KS2 – KS4)</td>
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<td>*</td>
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<td></td>
<td>* Due to, because, since; therefore, so, as a result</td>
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<tr>
<td>Description</td>
<td>Adjectives: (KS1 – KS4)</td>
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<td></td>
<td>* Postmodern, romantic, three-dimensional</td>
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<tr>
<td></td>
<td>* Passive construction: (KS3 - KS4)</td>
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<td>* Water is pumped to the water treatment station.</td>
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<tr>
<td>Conclusion</td>
<td>To summarise, to conclude</td>
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<tr>
<td>Suggestion</td>
<td>Modal verbs: (KS2 - KS4)</td>
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<tr>
<td></td>
<td>* Can, may, could, might, should</td>
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<tr>
<td>Instructions</td>
<td>Wh-words: (KS1 – KS4)</td>
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<td></td>
<td>* What is the sum of the numbers from 1 through 1000000?</td>
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<td></td>
<td>* Imperatives: (KS1 – KS4)</td>
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<td></td>
<td>* Discuss the impacts of Meiji Restoration.</td>
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<tr>
<td>Presentation of facts</td>
<td>Present tense: (KS1 – KS4)</td>
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<td></td>
<td>* The Earth rotates around the Sun.</td>
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<tr>
<td>Assumption</td>
<td>If, let, suppose: (KS2 – KS4)</td>
<td>*</td>
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<td></td>
<td>* The value of a gold coin is $3 200. If its value increases by 6% each year, what will be its value after 4 years?</td>
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</tbody>
</table>
Strategies for Promoting RaC

Use of visual representation to deconstruct the structure, language & content of the texts

Features of different text types (e.g. text structures, rhetorical functions & the related language items)

Explicit Teaching of Learning Strategies

Reading & enabling skills (e.g. vocabulary building strategies, phonics skills)

Communication / Interaction strategies that students can apply in presentation & discussion activities across KLAs
Promoting **Writing across the Curriculum (WaC)**

**WaC** is a meaningful follow-up on **RaC**

### Helping students

- establish meaningful links among concepts and ideas in other KLAs
- develop a better understanding of the language features of texts on cross-curricular subjects

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**Content**
- Topic

**Organisation**
- Text type
- Text structure

**Language features**
- Communicative purpose
- Rhetorical functions and the related language items
- Vocabulary
Collaboration among KLAs

**Curriculum mapping**

- The process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness.

- Bridging pedagogy in language development across the curriculum.

- Language is the building blocks of cognitive development.

- “... children first build on what they know before language, and then use language as well in constructing additional categories.”

- “Adding in systemic teaching of academic language skills helps in further developing the knowledge structure.”

https://soyouthinkyoucanteachesl.com/2015/03/20/why-is-curriculum-mapping-important-focus-on-curriculum-part-5/
Collaboration among KLAs

- **Planning of curricula and collaborative development of learning materials**
  - Teachers of different KLAs working closely to match the language needed as well as the content for different subjects
  - Planning the English curriculum to facilitate and enhance reading and writing skills for non-language subjects
  - Working on the scheme of work of English Language to incorporate language skills and features needed for non-language subjects
  - Producing learning and teaching materials for the use in the non-language subjects
Collaboration among KLAs

**Conduct of cross-curricular projects**

- Small-scale cross-curricular projects:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Suggested Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English + Mathematics</td>
<td>Conduct a survey, e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation.</td>
</tr>
<tr>
<td>English + Geography</td>
<td>Describe the land use in the district where the school is located and suggest alternative uses of the land.</td>
</tr>
<tr>
<td>English + Computer Literacy</td>
<td>Use of apps (e.g. “Explain Everything”, “Book Creator”) to produce English digital multimodal texts</td>
</tr>
</tbody>
</table>
Collaboration among KLAs

- Conduct of cross-curricular projects
  - Large-scale cross-curricular projects:
    - Collaboration of several KLAs on one project

**Example: A project on a school tour to the Mainland**

**History:**
Students study the history of the place.

**Geography:**
Students read the map of the place and plan the tour.

**Mathematics & Computer Literacy:**
Students prepare a statistical presentation.

**English:**
Students present their findings in English.
The English Language Education Webpage
http://www.edb.gov.hk/ele
Resources in Support of the ELE KLACG (2017)

- **Literacy Development / Values Education**

  ✓ Resource Package on “Using Storytelling to Develop Students’ Literacy Skills and Positive Values” (2016)

  ✓ ETV / DVD on “Exploring Text Types at the Secondary Level” (2015)
    - Feature Article
    - News Report and Editorial
    - Persuasive Writing

  ✓ Supplementary Notes on “Building a Strong Interface between the Junior and Senior Secondary Curricula: Focusing on the Development of Literacy Skills” (2016)
Resources in Support of the ELE KLACG (2017)

- **e-Learning**
  - ETV on “Enhancing Students' Language Skills with *Multi-modal Texts*” (2017)
  - Supplementary Notes on “Promoting e-Learning in the Senior Secondary English Classroom” (2016)

- **Cross-curricular Learning**
  - Suggested Book Lists for *Reading to Learn across the Curriculum* (KS1 – KS4)
Resources in Support of the ELE KLACG (2017)

● Assessment Literacy

✓ The Learning Progression Framework for English Language (2014)
  ➢ Listening, Speaking, Reading, Writing

✓ Supplementary Notes on “Promoting Assessment for and as Learning at the Senior Secondary Level: Focusing on the Development of Writing Skills” (2016)

● Text Grammar

✓ Supplementary Notes on “The Learning and Teaching of Grammar” (2016)
PDPs for 2018/19 s.y.

**e-Learning and Information Literacy**

- e-Learning Series: Media Literacy in the Junior Secondary English Classroom – Enhancing Critical Thinking Skills through the Use of Digital Texts
- e-Learning Series: Effective Use of Multimodal Materials in Language Arts to Enhance the Learning and Teaching of English at the Junior Secondary Level

**Language across the Curriculum**

- Enriching and Extending Students’ Learning Experiences through Reading and Writing across the Curriculum at the Secondary Level
PDPs for 2018/19 s.y.

Catering for Learner Diversity

• Catering for Learner Diversity Series: Adopting e-Learning to Cater for Students with Special Educational Needs in the Junior Secondary English Classroom

• Catering for Learner Diversity Series: Effective Strategies for Accommodating the Diverse Needs of Students in the Secondary English Classroom

• Catering for Learner Diversity Series: Stretching the Potentials of Advanced Learners in the Secondary English Language Classroom

Learning and Teaching of Grammar and Language Skills

• Adopting an Inductive Approach to Enhance Secondary Students’ Grammar Knowledge and Promote Self-directed Learning

• Grammar as Choice: The Role of Grammar in Enhancing Students’ Writing in the Senior Secondary English Language Classroom
PDPs for 2018/19 s.y.

Assessment Literacy

• Developing Reading and Listening Skills of Secondary Students with Reference to the Learning Progression Framework
• Developing Secondary Students’ Writing and Speaking Skills with Reference to the Learning Progression Framework
• Effective Assessment Practices in the Secondary English Language Curriculum

Integrative Use of Generic Skills and New Literacy Skills

• Developing Students’ Creativity and New Literacy Skills through Language Arts Elective Modules
• Developing Students’ Thinking Skills through Non-language Arts Elective Modules
PDPs for 2018/19 s.y.

Curriculum Leadership and New Teachers Series

- Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for English Panel Chairpersons (Secondary)
- Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for English Teachers (Secondary)
- Understanding and Interpreting the English Language Curriculum for New English Teachers
Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CDI

- Resources developed by the Language Learning Support Section, CDI
  [http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html](http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html)

- One-stop Portal for Learning and Teaching Resources
  [http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html](http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html)

- ETV Programmes

- RTHK Teen Time Radio Programme

- HKedCity English Campus
  [https://www.hkedcity.net/english/](https://www.hkedcity.net/english/)
Promotion of Reading Grant

Purpose
• To support schools in strengthening the promotion of reading
• To encourage students to develop a good reading habit from a young age

Amount of Grant
• Primary schools: $20,000 - $40,000
• Secondary schools: $50,000 - $70,000
• Special schools: $30,000

Use of Grant
• Procuring reading resources, including printed books and e-books
• Organising learning activities related to the promotion of reading

For details, please refer to EDB Circular No. 10/2018 Promotion of Reading in Schools.