

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

**English Language Education Section
Curriculum Development Institute
Education Bureau
17 December 2020**

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 major updates**, in particular, the promotion of Language/Reading across the Curriculum (L/RaC) in the school English Language curriculum; and
- To **share strategies and experiences** on how to promote Self-directed Learning (SDL) and L/RaC

Today's Programme

14:15 – 14:30	Housekeeping
14:30 – 16:00	<ul style="list-style-type: none">• Ongoing renewal of curriculum• Major updates of the Education Key Learning Curriculum Guide (Primary 1 to Secondary 6) (2017)
16:00 – 16:15	Break
16:15 – 17:00	Experience sharing (Fanling Kau Yan College)
17:00 – 17:15	Q&A

Please display
your **full name**
and **school name**
for attendance
record.

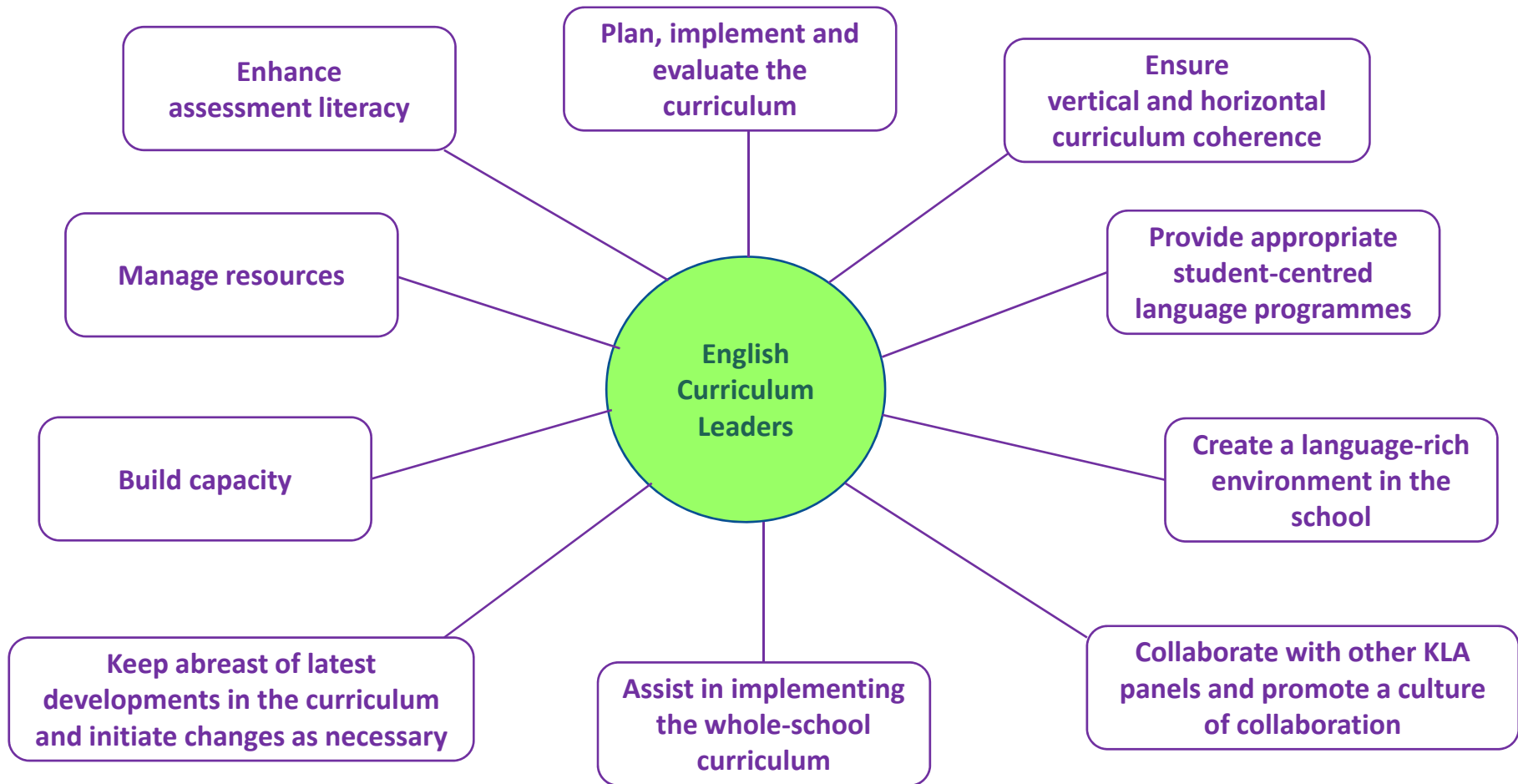
Role of English Language Curriculum Leaders

Ice-breaking

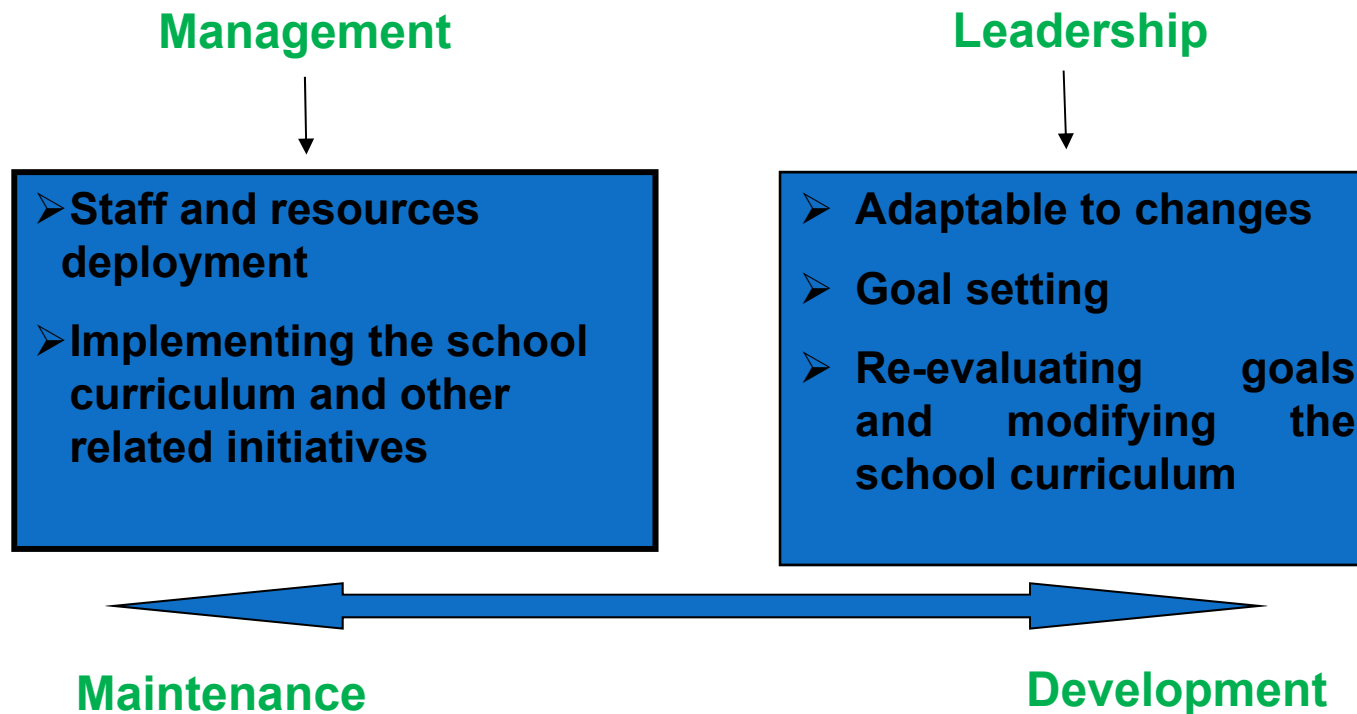
In the Chat Box , share the following:

- 1) As an English Language Curriculum leader at your school, what are the duties/tasks that have taken up a lot of your time?
- 2) Name one initiative that you would like to try out/enhance in the school English Language curriculum to improve students' English proficiency.

Role of English Curriculum Leaders



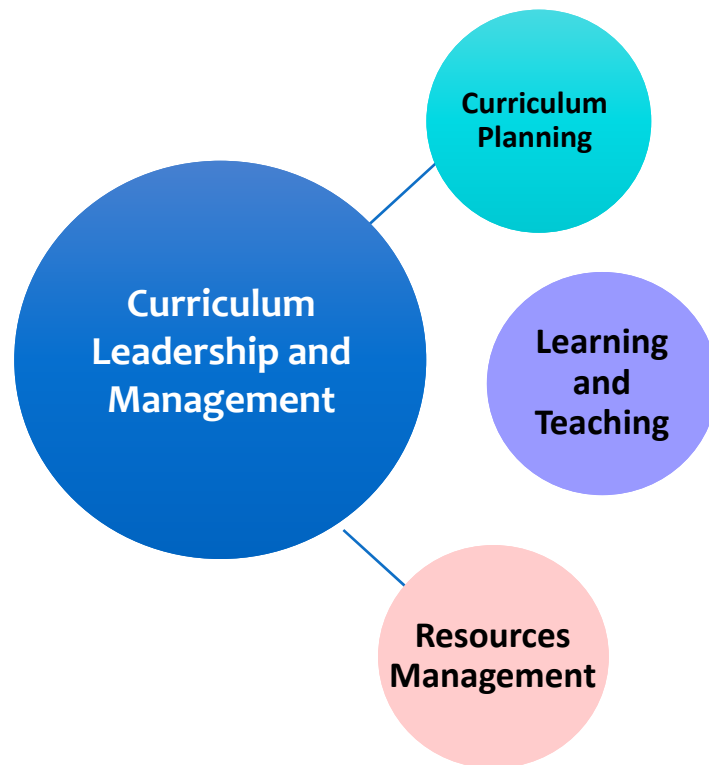
Curriculum Leadership and Management



Source: Turner, C. (2005). *How to Run Your Department Successfully*. London: Continuum

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

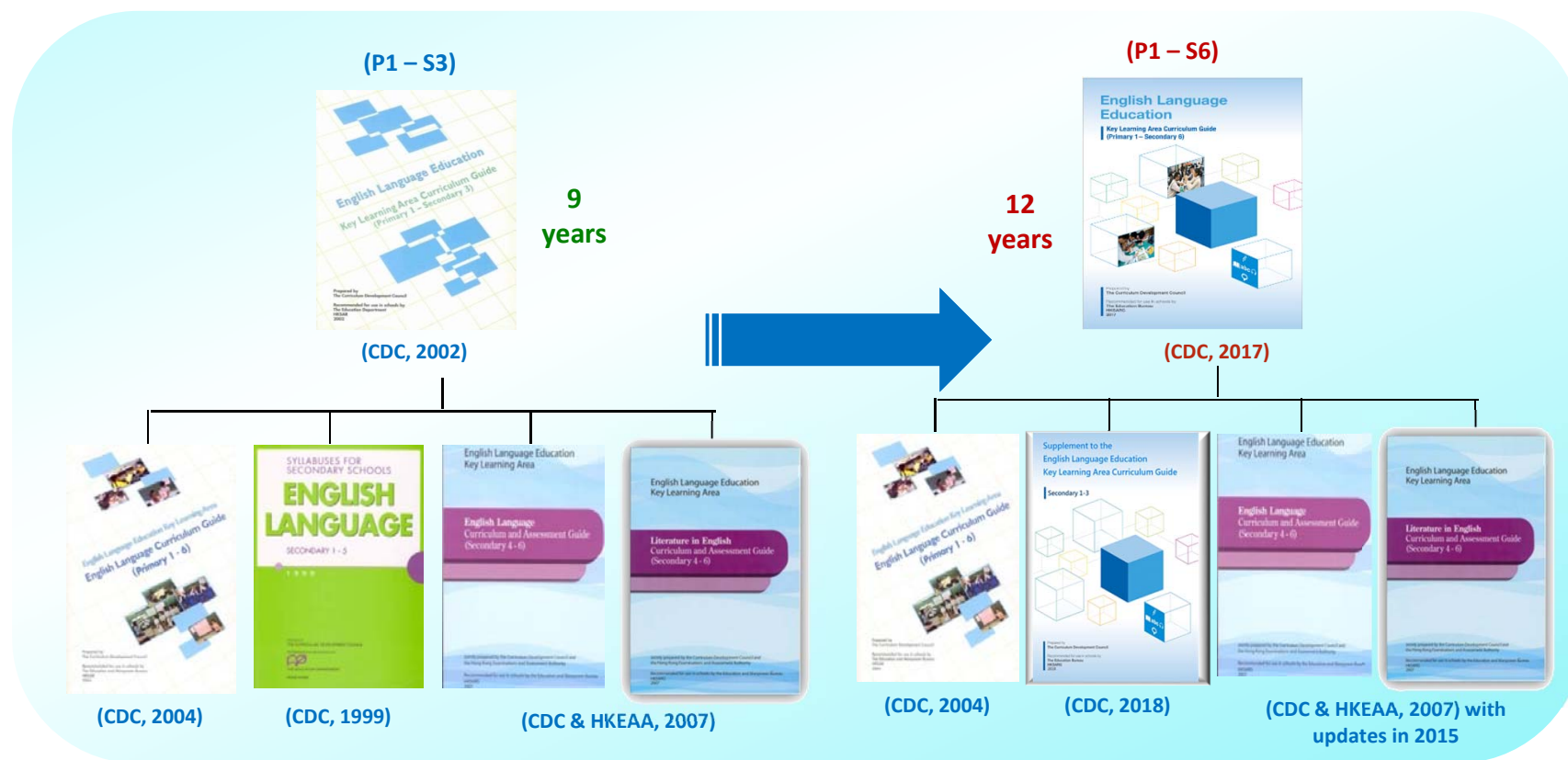
Ongoing Renewal of the School Curriculum

**Respond to
local,
regional and
global
contextual
changes**

**Build on
existing
strengths and
practices of
schools**

**Curriculum
enhancement
to benefit
student
learning**

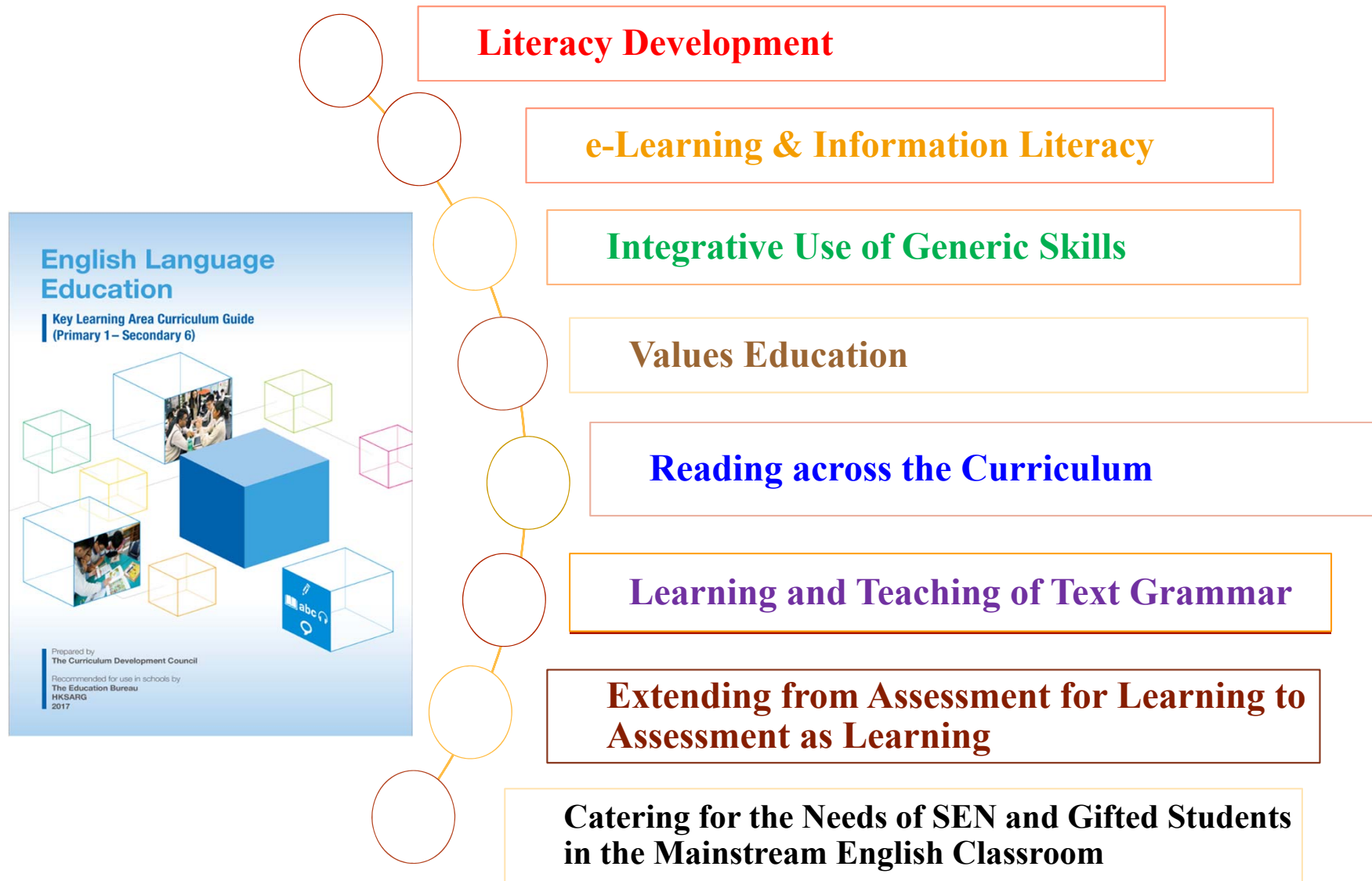
Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide



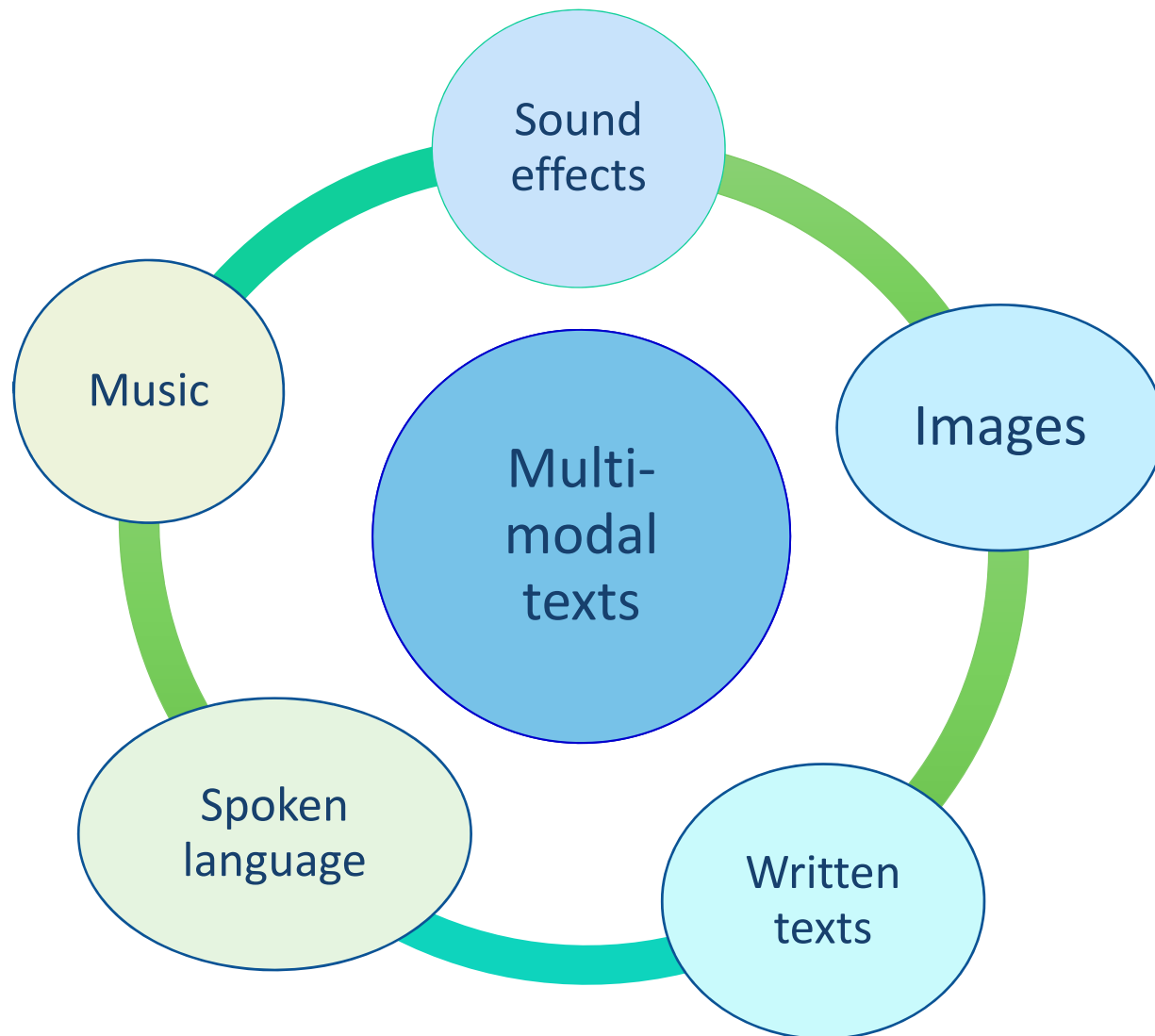
Ongoing Renewal of the School Curriculum

<https://edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html>

Major Updates of the ELE KLACG (P1-S6)

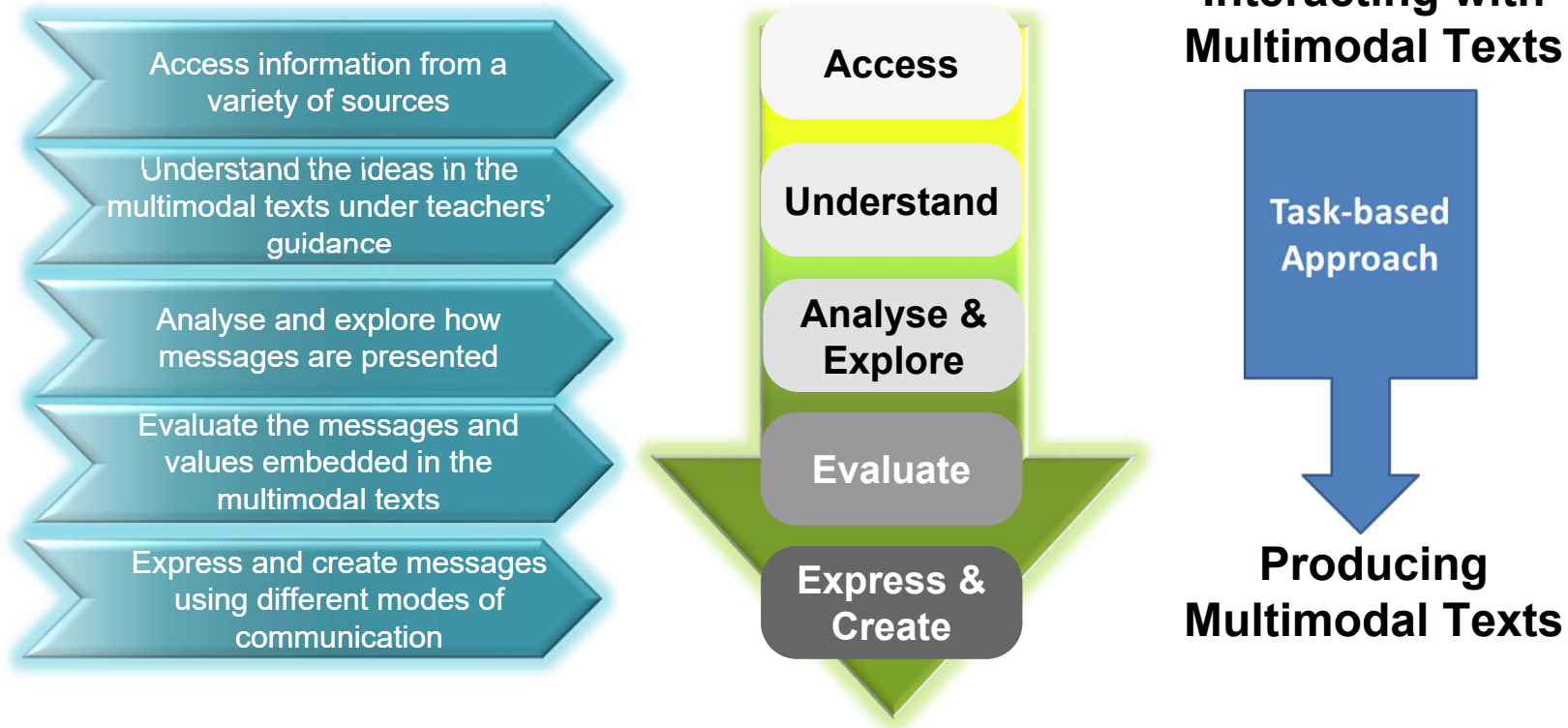


“Literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words, but are composed of **various modes of communication**.





Pedagogy to Enhance Literacy Development

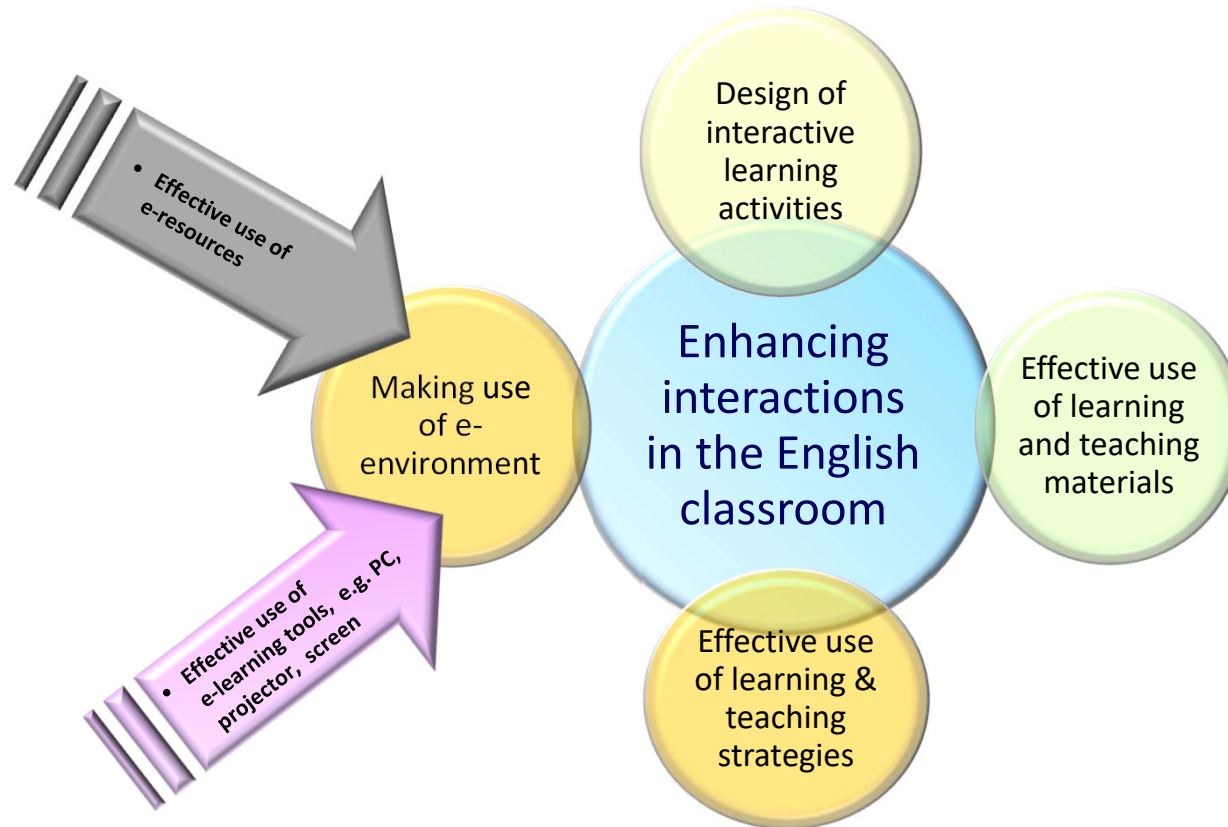


e-Learning

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





Information Literacy for Hong Kong Students

Category	Eight Literacy Areas	
Effective and Ethical use of information for lifelong learning Generic IL	1	Information users → Information providers
	2	Information need → Locate information ↓ Evaluate information → Organise & Create
	3	
	4	
	5	
Information World	6	IT skills Media Literacy: Information providers Conditions for reliable information
	7	
	8	

Integrative Use of Generic Skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

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

Values Education

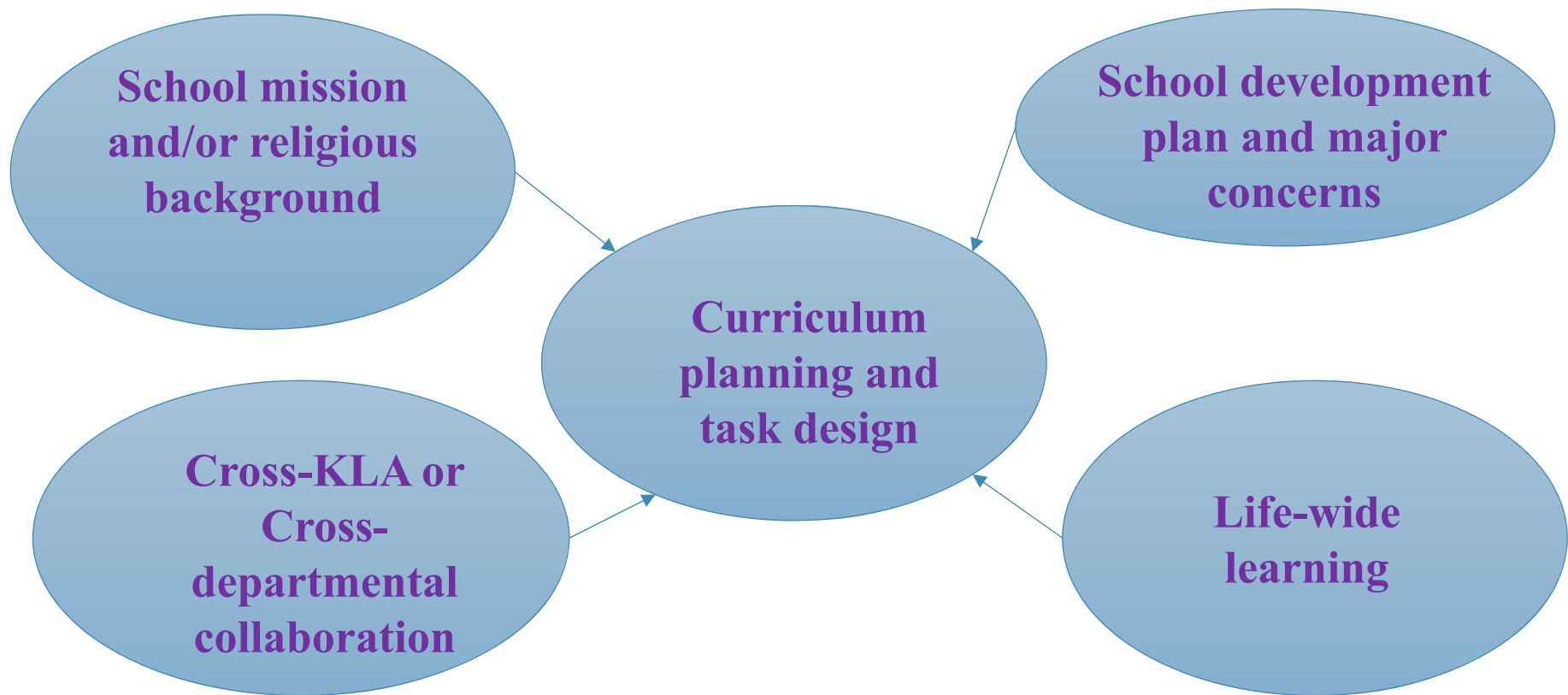
Priority values and attitudes



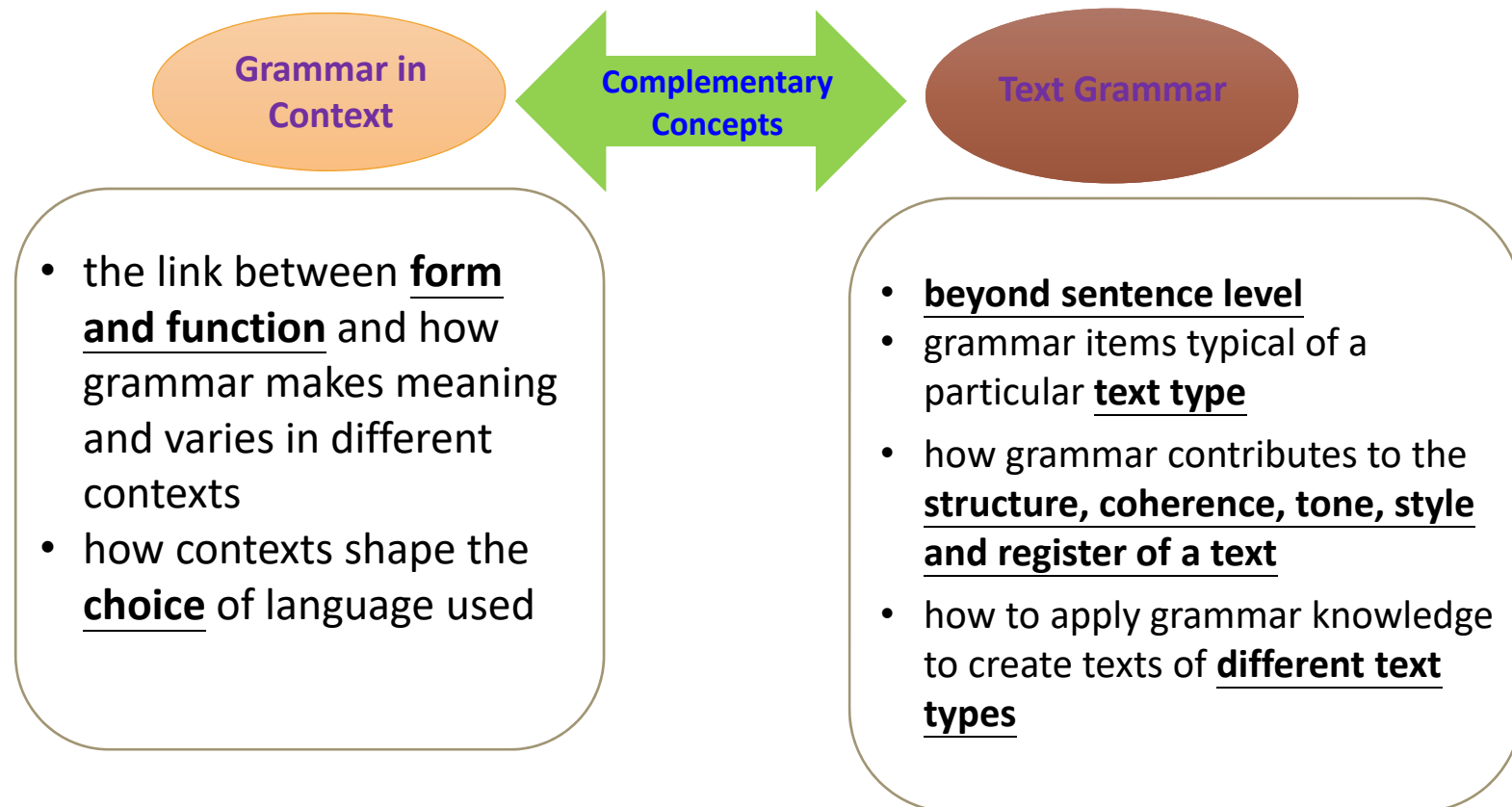
Values education in different domains



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



Grammar in Context and Text Grammar





Strengthening Assessment *for Learning (AfL)*

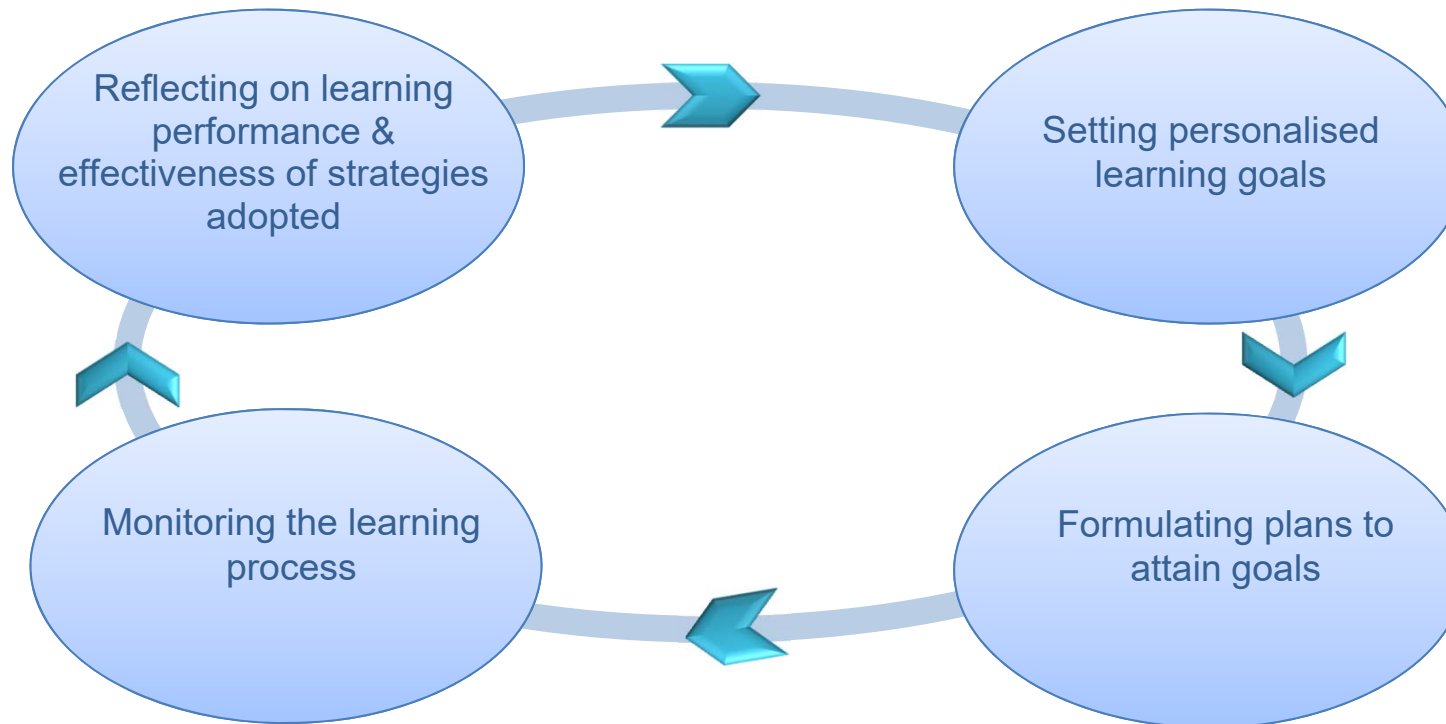


Assessment tools

Assessment data



Extending AfL to Assessment as Learning

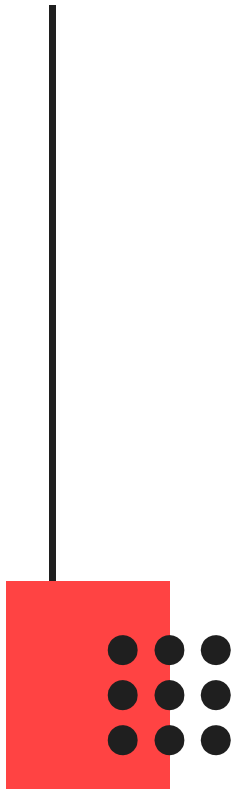


Strategies to promote Assessment as Learning



In order to enable students to **take charge of their own learning**, teachers can do the following:

identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learned or mastered	modelling of learning strategies (e.g. the skills of self-reflection) through think-aloud
discussing sample student work and providing constructive feedback to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate self-reflection	guiding students to keep track of their own learning



Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

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

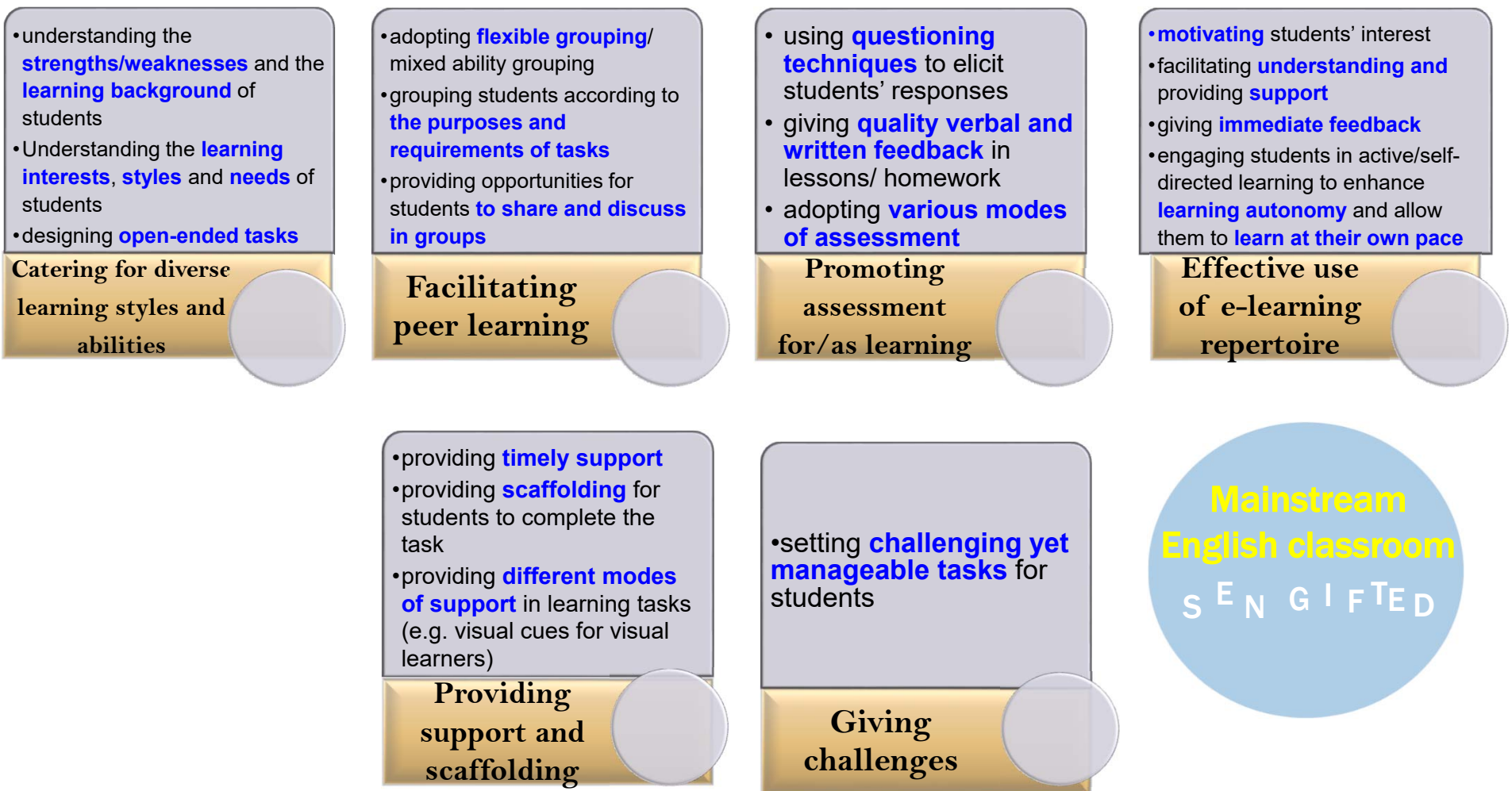
Mainstream English classroom

S E N G I F T E D

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**



Some Strategies to Cater for Learner Diversity



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.

Example

- **Values education:** Environmental education

Subject: English Language
Level: Senior Secondary
Unit: Environmental Protection

- Creation of a **multimodal text**

Task 1
Identifying and researching on an environmental issue

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

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

- Development of **new literacy** and **information literacy**

- 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**

Reading across the Curriculum

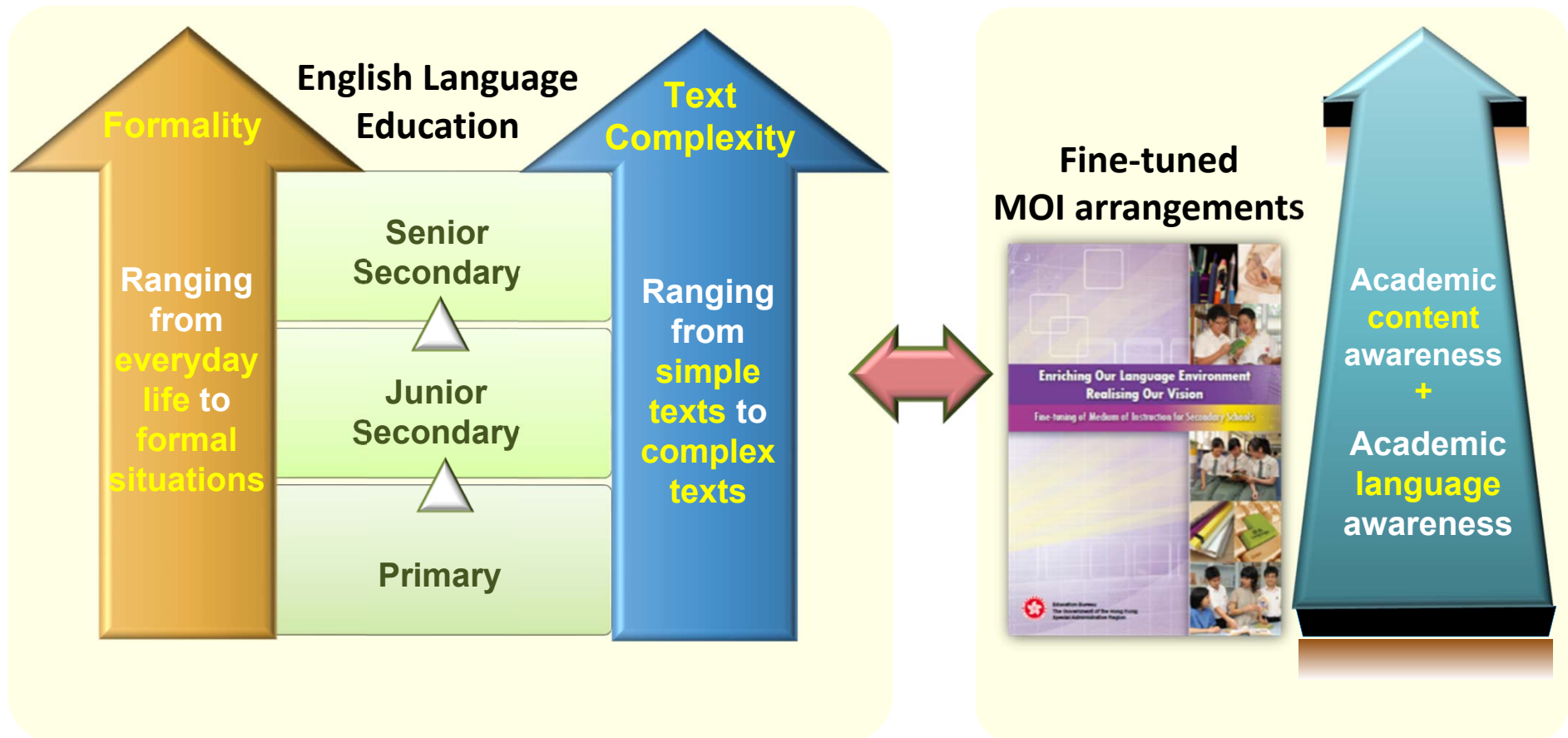
Discussion

In the Chat Box, please share:

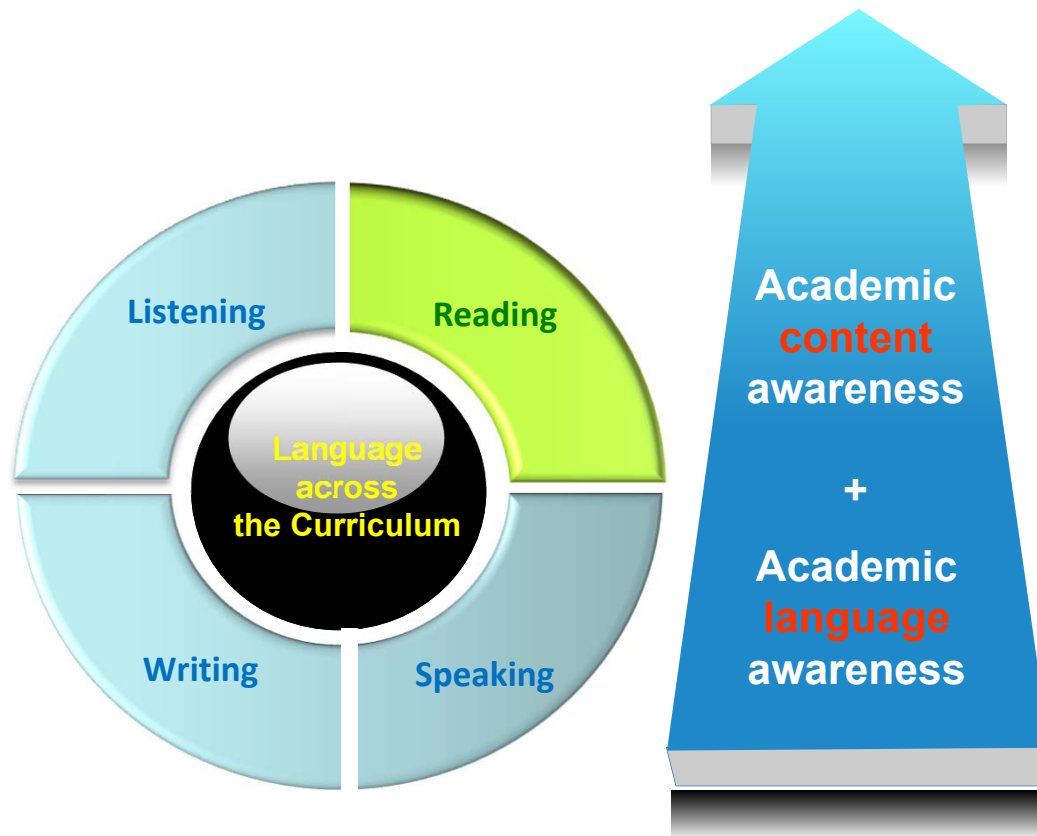
- 1) What is your experience in collaborating with teachers of other panels in promoting Reading across the Curriculum or cross-KLA activities to support students' learning of English?
- 2) How do you make use of different funding/resources to promote reading/RaC at your school?

Challenges for Secondary School Students

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



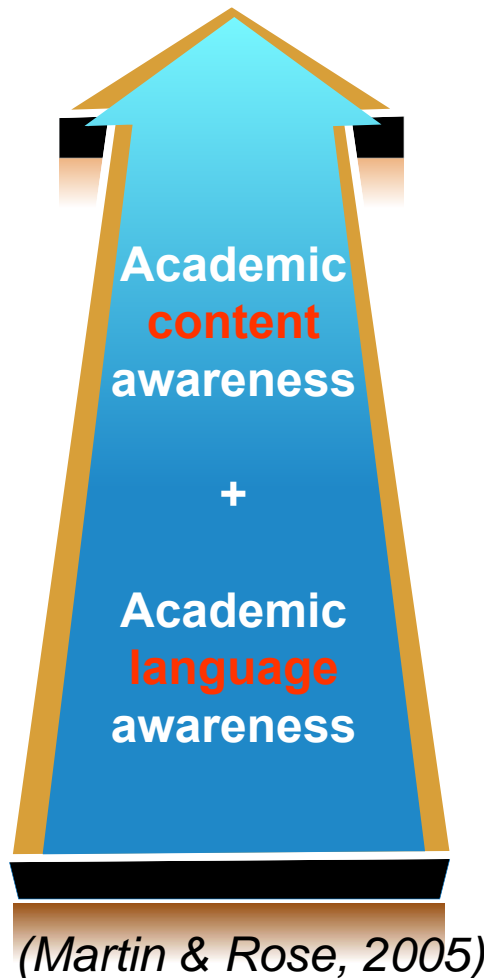
Reading across the Curriculum



- 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)

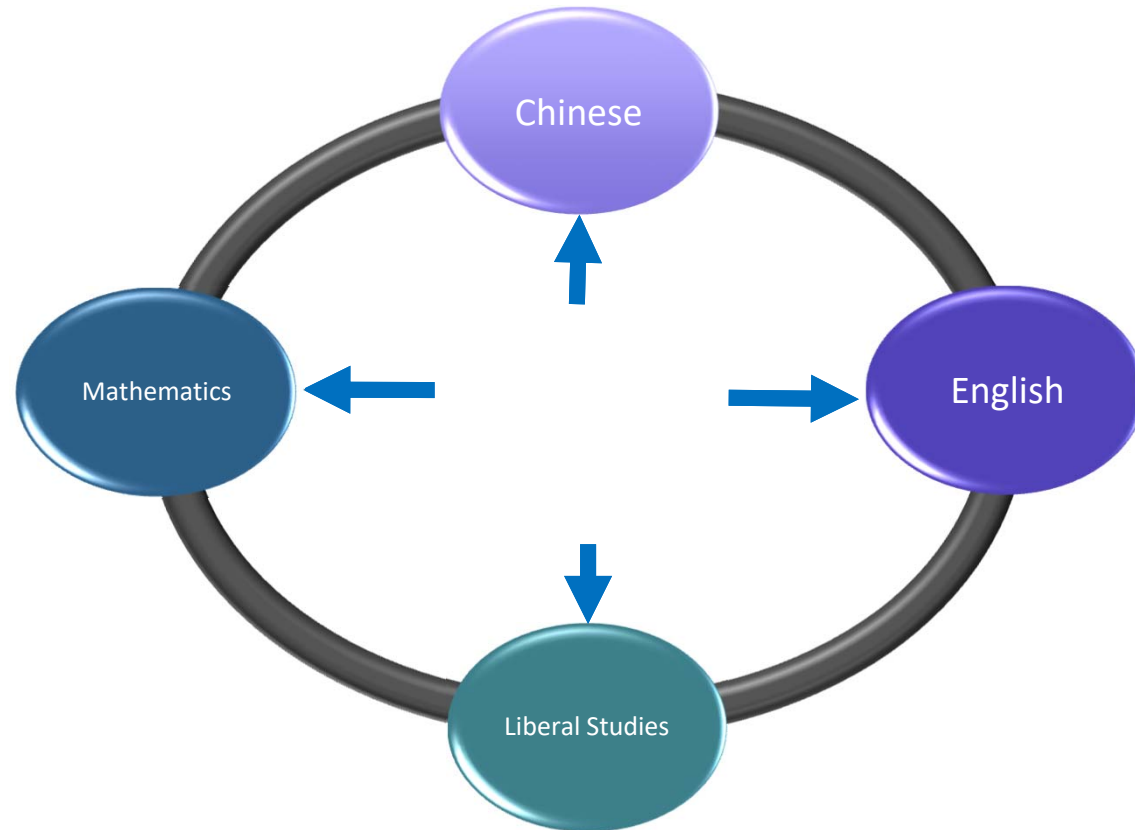
Reading across the Curriculum



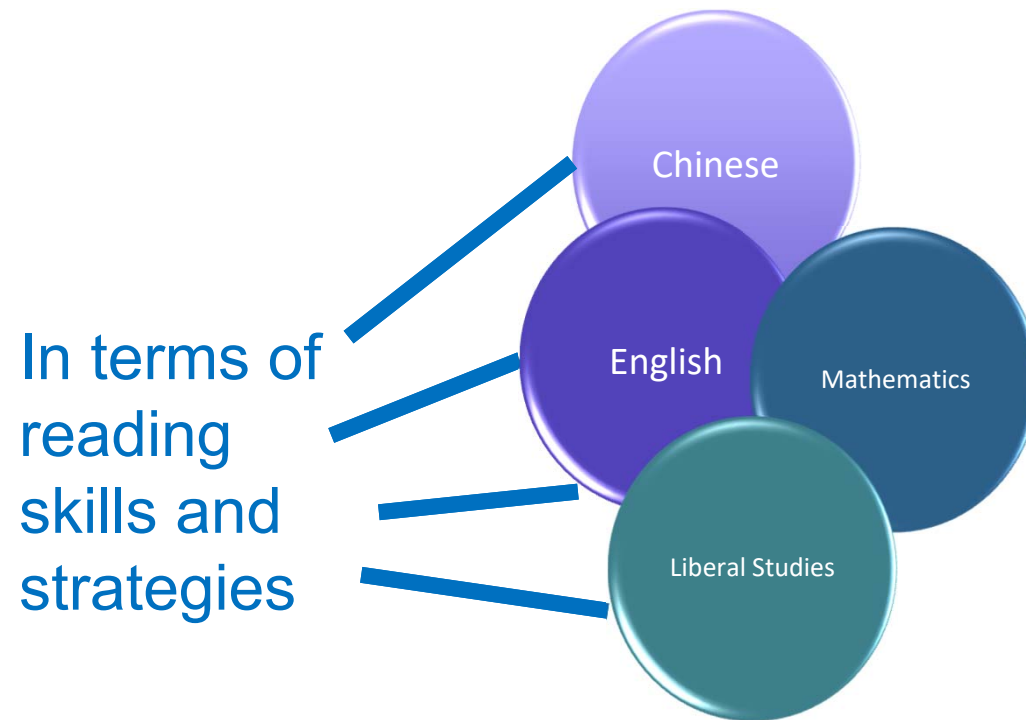
- Reading across the curriculum (RaC) helps students **establish meaningful links** among concepts and ideas acquired in different KLAs.
- RaC
 - **explicit teaching of reading skills and strategies** to be **integrated** with the curriculum
 - students learning to read
 - the **subject matter** of pedagogic texts
 - the associated **language patterns**
 - develop students' **literacy skills, positive values and attitudes, deep learning and world knowledge**

Reading across the Curriculum

In terms of
topics / themes



Reading across the Curriculum



Rhetorical Functions & Language Features

Examples

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

Strategies for Promoting RaC

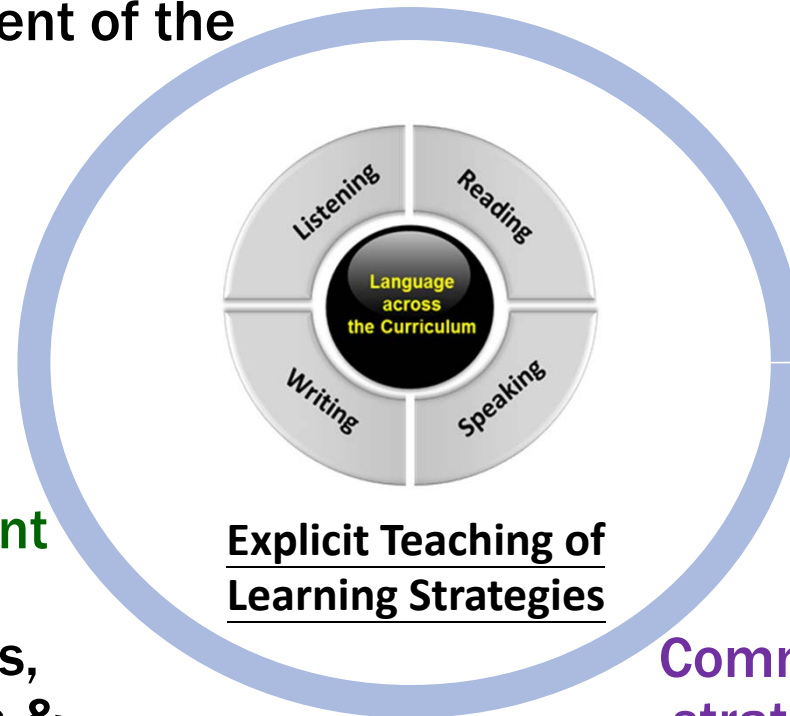
Use of **visual representation** to **deconstruct** the structure, language & content of the texts

Reading & enabling skills

(e.g. vocabulary building strategies, phonics skills)

Features of different text types

(e.g. text structures, rhetorical functions & the related language items)

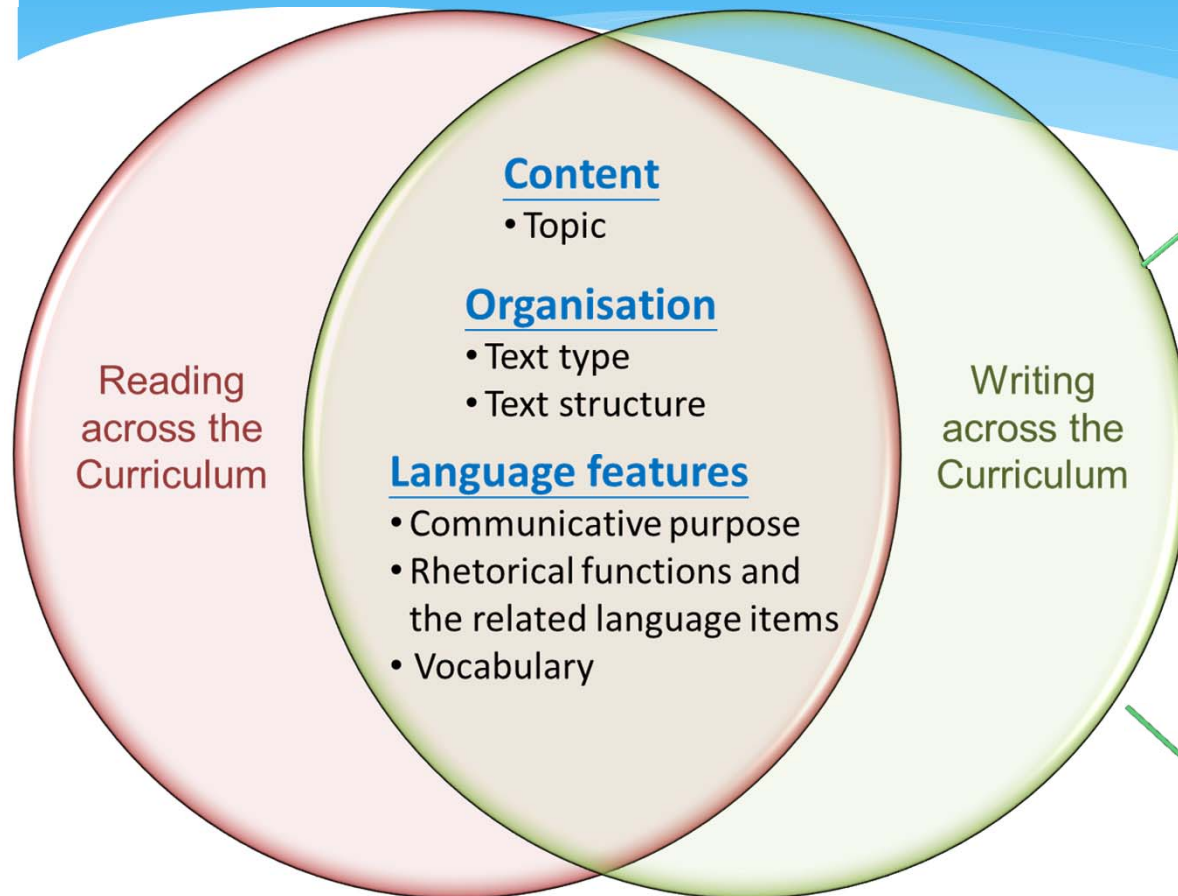


Explicit Teaching of Learning Strategies

Communication / Interaction strategies that students can apply in **presentation & discussion** activities across KLA's

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

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”

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:

Subjects	Suggested Projects
English + Mathematics	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.
English + Geography	Describe the land use in the district where the school is located and suggest alternative uses of the land.
English + Computer Literacy	Use of apps (e.g. “Explain Everything”, “Book Creator”) to produce English digital multimodal texts

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 &

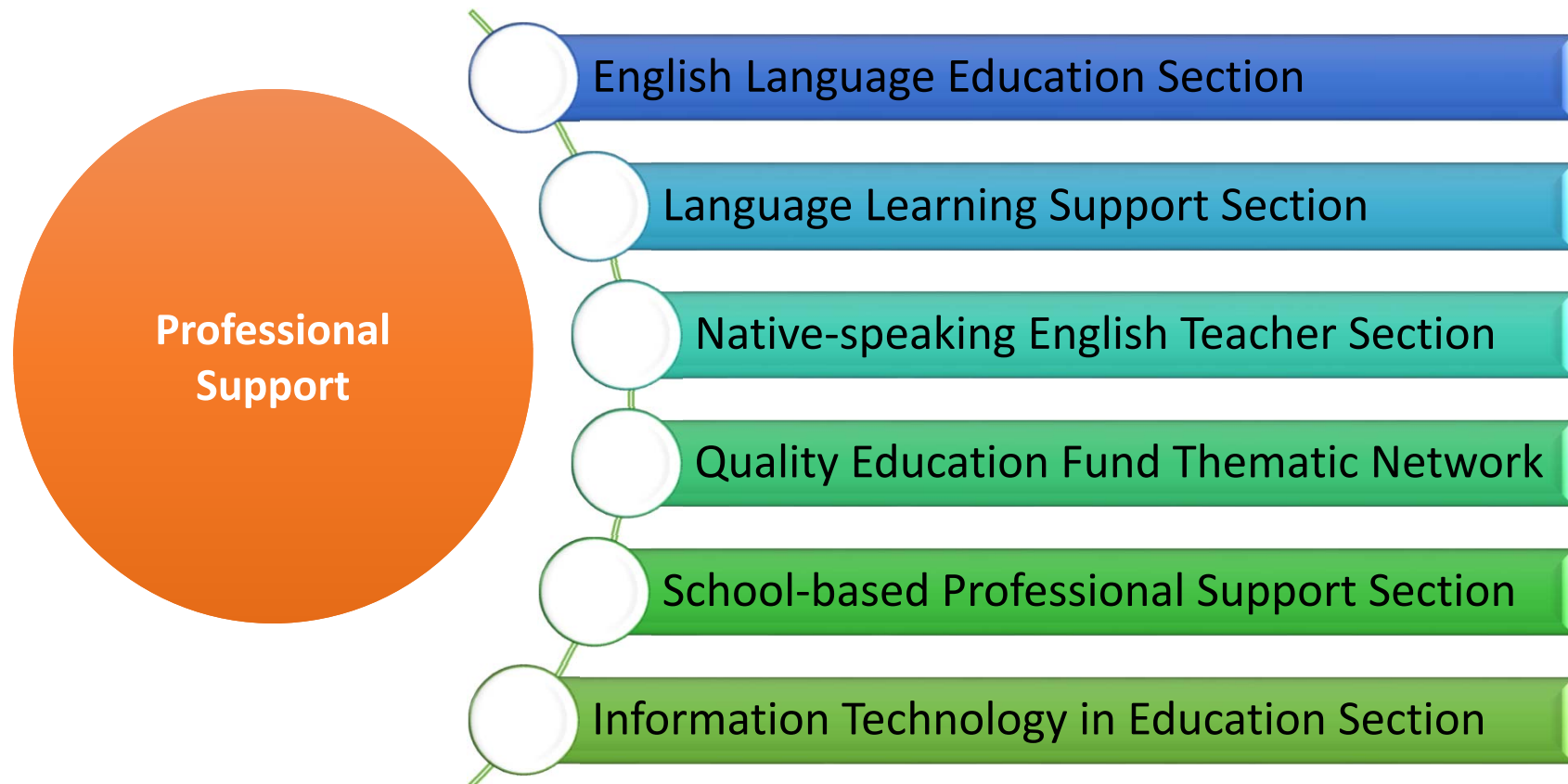
Computer Literacy:

Students prepare a statistical presentation.

English:

Students present their findings in English.

Professional Support by EDB



The English Language Education Webpage

<http://www.edb.gov.hk/ele>

Education Bureau
The Government of the Hong Kong Special Administrative Region

Home > Curriculum Development > Key Learning Areas > English Language Education

FLE ENGLISH LANGUAGE EDUCATION
Heroes Come in All Sizes Together, We Fight the Virus!

Position

Every learner is entitled to English language education. As a Key Learning Area, English language education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development; and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

Direction

Schools are encouraged to continue with the good practices that they have developed which are in line with the recommended curriculum developments. More importantly, they are encouraged to enhance learners' experience by providing a language-rich environment through:

- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- making use of learner-centred instruction to encourage learner independence;
- making greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

What's New

- Curriculum Documents
- References and Resources
- Professional Development Programmes
- Promotion of Reading in Schools
- Effective Assessment Practices
- Integrated Learning/Vocational English
- Independent English Programme Cycle
- Collaborative Research & Development ("Seed") Projects
- Questions & Answers
- Contact Us

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Curriculum Documents



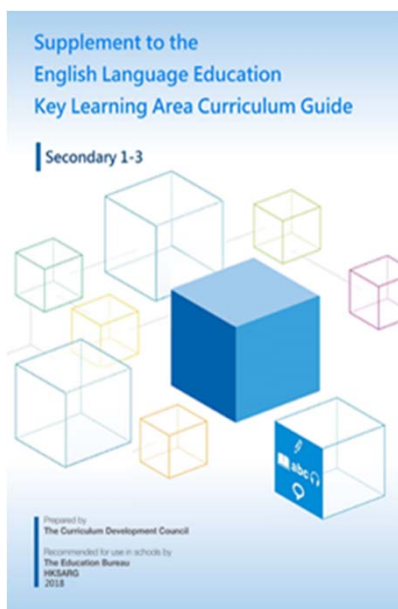
PDPs (Slides)



References & Resources

Supplement to the ELE KLACG (S1 – 3)

<http://www.edb.gov.hk/elec>



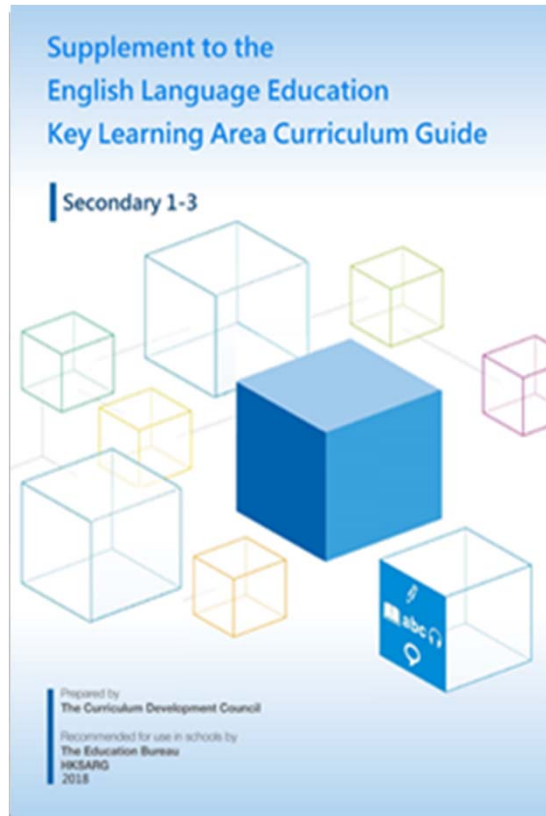
Serves as a supplement to the **ELE KLACG (2017)**

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

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**

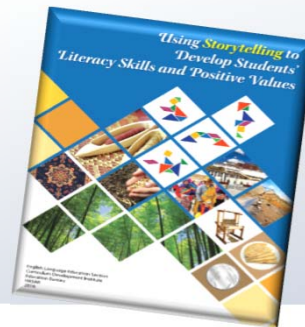
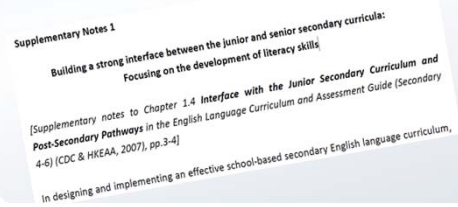
Chapter 6

Promoting **Language across the Curriculum** at Secondary Level

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 on **Short Film Appreciation** (I): My Grandmother (2020)
- ✓ 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



Promoting e-Learning in the Senior Secondary English Classroom

[Supplementary notes to Chapter 4.3.5 Information Technology for Interactive Learning in the English Language Curriculum and Assessment Guide (Secondary 4-6)(CDC & HKEAA, 2007 with updates in November 2015), pp.97-98]

e-Learning refers to an open and flexible learning mode involving the use of electronic media such as digital resources and communication tools to achieve the

- ✓ 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)
- ✓ Resource Materials on “Enhancing Senior Secondary Students' Reading and Writing Skills through Connecting the Learning Experiences in English Language and Liberal Studies” (2017)



Level	Book Title	Author
KS1
KS2
KS3
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 3
Promoting assessment for and as learning at the senior secondary level:
Focusing on the development of writing skills

[Supplementary notes to Chapter 4.3.7 Assessment for Learning and Chapter 5.2 Formative and Summative Assessment in the English Language Curriculum and Assessment Guide (Secondary 4-6) (CDC & HKEAA, 2007), p.98 & pp.110-111]

Part A: Assessment for Learning in Action

While assessment for learning is practised during the daily learning and teaching process and involves close attention to small "chunks" of learning, a task given by the end of a learning unit/module/cycle

- ✓ 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)

Supplementary Notes
Learning and Teaching of Grammar

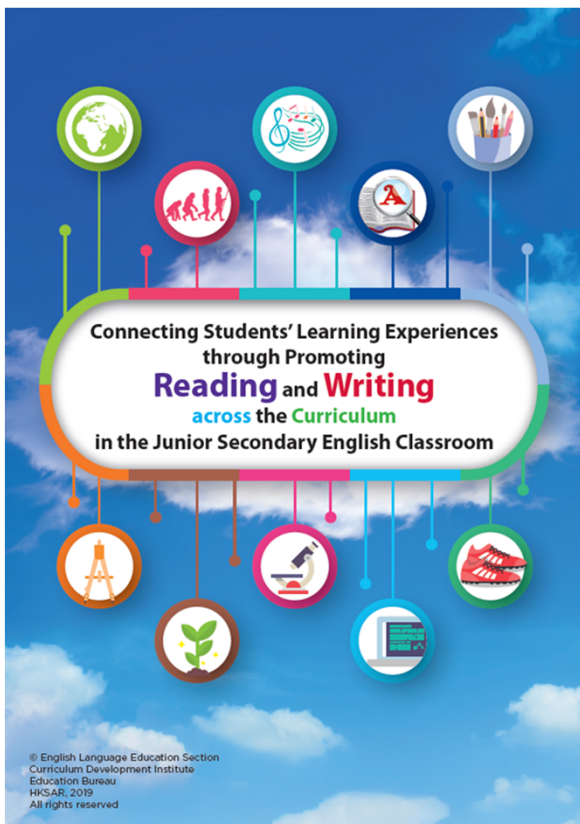
[Supplementary notes to Chapter 4.3.1 Task-based Learning and Teaching in the English Language Curriculum and Assessment Guide (Secondary 4-6) (CDC & HKEAA, 2007), pp. 74-75]

Grammar is an essential component of language learning. To enable learners to use a variety of language items accurately and appropriately in different contexts, it is

Resource Package

- Connecting Students' Learning Experiences through **Promoting Reading and Writing across the Curriculum** in the Junior Secondary English Classroom” (2020)

Content



Concepts related to R/WaC

Strategies for Promoting R/WaC

Learning and Teaching Materials for Promoting R/WaC (3 Learning Tasks)

http://www.edb.gov.hk/RWaC_J



PDPs for 2020/21 s.y.

- **e-Learning and Information Literacy**

- e-Learning Series: Effective **Use of e-Resources** to Develop Students' English Language Skills at the Secondary Level
- Critical Reading and Viewing: Developing Students' **Visual Literacy** in the English Language Classroom

- **Language across the Curriculum**

- Enriching and Extending Students' Learning Experiences through **Reading and Writing across the Curriculum** at the Secondary Level
- Enhancing the Learning and Teaching of English **Vocabulary for Cross-curricular Learning** in the Secondary English Classroom

PDPs for 2020/21 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
- Introduction to Applied Learning (**Vocational English**)

- **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 2020/21 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

- **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**

PDPs for 2020/21 s.y.

- **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
 - Analysing Sound Effects, Patterns and Techniques in **Literary Texts**
 - Understanding and Appreciating Camera Movement and Editing Techniques in **Films**

Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CDI
<http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html>
- Resources developed by the Language Learning Support Section, CDI
<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>
- Educational Multimedia **NEW**
<https://emm.edcity.hk/>
- HKedCity English Campus
<https://www.hkedcity.net/english/>

Applied Learning (Vocational English) [ApL(VocE)] (2021-23 Cohort)

Elective Subject

- **S5 regular commencement in Sep 2021**
(Application period: around Feb – Apr 2021)
- Enrolment in S4 and course starts at S5 (2021/22 s.y.)
- 180 hours within 2 school years

Target Students

- with an interest in **vocational and professional education and training (VPET)**
- who would like to develop their **English language skills and career-related competencies** for further studies or career pursuits

Course Providers

- VTC & HKU SPACE

Qualifications

- **HKDSE**: Attained /Attained with Dist. I / Attained with Dist. II
- **Qualifications Framework (QF)**:
 - Terminal Award of a QF Level 3 Cert. in ApL(VocE) or
 - Certificate(s) for individual module(s) upon fulfillment of module requirements



For enquiries: 2892 5433
(Ms Ingrid TO)



SOW Creative Writing Competition



- One of the signature events under the campaign "Promoting Positive Values and Attitudes through English Sayings of Wisdom", which connects English Language education with values education.
- Requirements and Regulations
 - Three divisions: the Upper Primary Division (P4-P6), the Junior Secondary Division (S1-S3) and the Senior Secondary Division (S4-S6).
 - Each entry should be submitted on an individual basis.
 - Students are required to write on one of the selected sayings of wisdom from the four themes. They can use the SOW as the title or include it anywhere in their work.

For details, please refer to:

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/competitions.html>

Poetry Remake Competition



Purpose

- enhance students' awareness of and interest in English poetry by poets in/from Hong Kong;
- encourage artistic and creative response and expression through producing visual representations of the poems; and
- provide opportunities for cross-curricular collaboration in the promotion of reading.

Rules & Regulations

- Two divisions: Junior Secondary (S1-3) & Senior Secondary (S4-6)
- Entries should be submitted through schools on individual basis
- Maximum 20 entries from each school (i.e. 10 for each division)
- Choose one on the selected poems and present it in a two dimensional artwork. Each entry should be accompanied with an Artist Statement in English to explain the ideas and message of the artwork and the artistic choices made

For details, please refer to:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/poetryremake.html>

FANLING KAU YAN COLLEGE

Ms LAI wai-ming

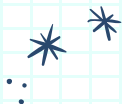
Ms TSE Pik-wan Grace

Mr WONG wah-chun

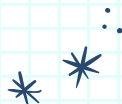
Mr WONG Yu-hei



∴ *
Ongoing
Renewal of
the School
Curriculum for
English Panel
Chairs
∴ * *



Contents



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Curriculum planning

- School mission
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Cross-curricular collaboration

04

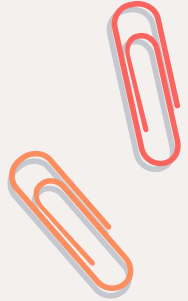
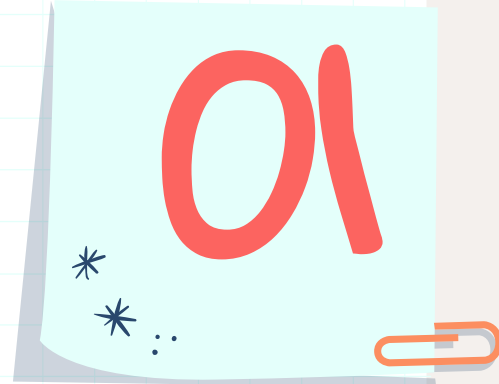
Collaborative professionalism

P.I.E.

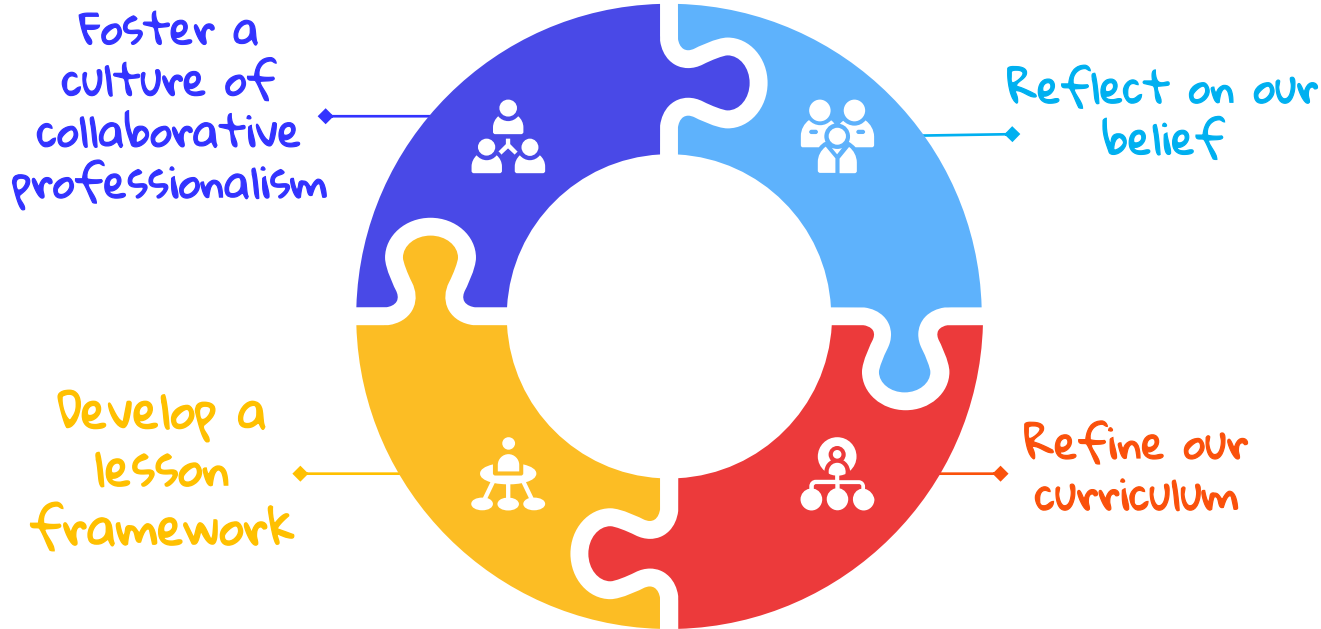


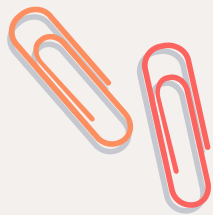
Curriculum Planning

School Mission
L.R.C. English Curriculum

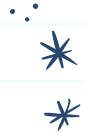


Make a change





Our Belief



Every child has dignity

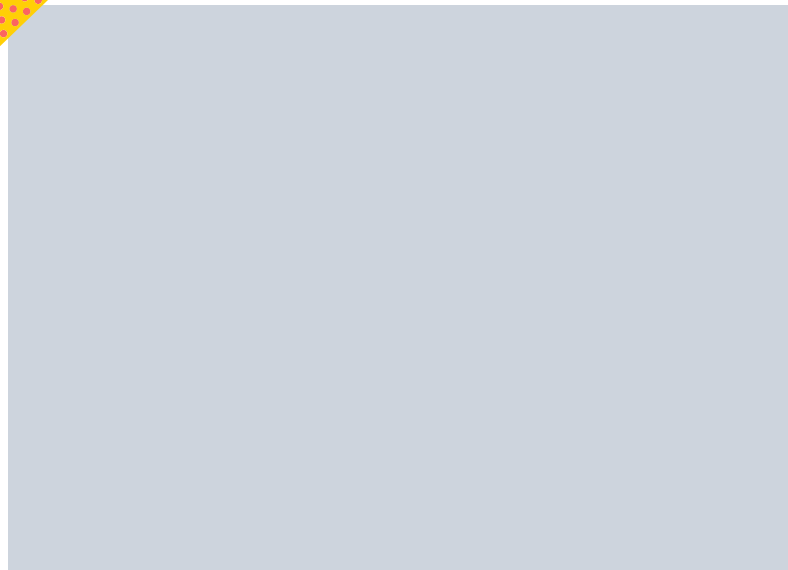
Every child is able to learn

Every child is able to succeed

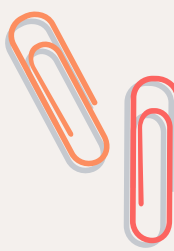




Our Belief



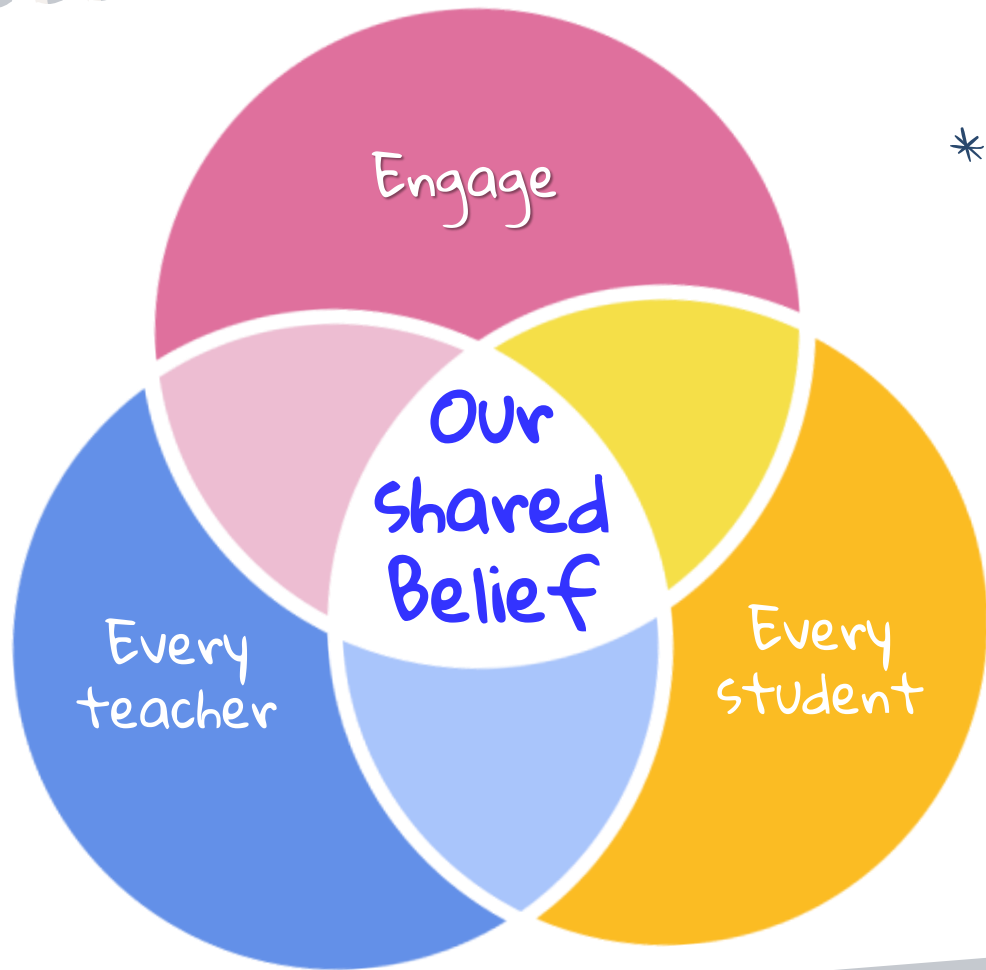
No one is perfect,
but a **TEAM** can be



Our belief in Learning & Teaching

- Engagement is significantly correlated to students' academic achievement.
- This engagement includes:
 - their willingness,
 - needs,
 - motivation
 - and success in the learning process.





Three Major Principles in Curriculum Planning



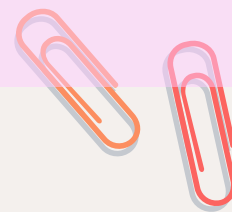
① Learner-Centred curriculum

② Reading as the cornerstone
of language development

③ Confidence building



Learner-centred Curriculum



Theme-based modules



ASK lesson objectives

- There are 3-dimensional objectives: **Attitude, Skill, Knowledge**
- Alongside with the integration of skills in meaning and purposeful tasks to develop students' language abilities, **positive values and attitudes** are infused in the curriculum.

Section 2: Reading – People who changed the world

1) Lesson objectives:

Knowledge	to identify the keywords for the sequence of events
Skill	(Reading) to interpret the information through sequencing events in chronological order
Attitude	to appreciate the amazing people who changed the world

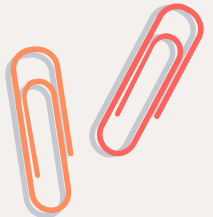
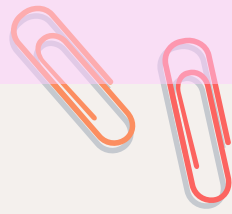


Major updates:

Use of Learning Guides

Learning guides include:

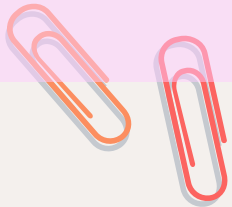
- Preparation tasks before the lesson
- Collaborative tasks during the lesson
- Reflection tasks and extended learning materials after the lesson




From goal setting to evaluation

- we teach students **ways** to learn English.
- Students **set goals** in the beginning of a term.
- They **evaluate** their performance after meeting **parents** and **English teachers** on parents' days twice a year.

Major updates:
Extending Assessment for Learning (AFL) to Assessment as Learning (AAL)



English Language
Evaluation of the 1st Term Examination



How did I prepare for this examination?

1. _____
2. _____
3. _____

My examination result: Level ____

Level of satisfaction (1=very dissatisfied; 5=very satisfied): 1 2 3 4 5

Fill in the following table to evaluate your performance.

I did well in...	I need more practices on...

My goals for the next term

Level 2 Level 3 Level 4 Level 5 Level 5* Level 5**

←-----→

To further enhance my English proficiency and achieve more in the coming exam, I am going to **engage** myself in...

Parents' feedback & encouragement (To be filled in on Parents' Day)


Parent's signature: _____ Student's signature: _____

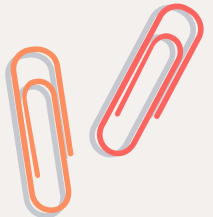
Date: _____

Reading as the cornerstone of language development



School-based timetable - POWER time

08:00 - 08:30	POWER Time	
08:35 - 13:25	Five lessons	
13:30 - 14:25	Lunch	
14:25 - 15:00	Reflection & Preparation	
15:00 - 15:50	OLE	



Reading as the cornerstone of language development

Reading Carnival

Activities					
Date Time	20 Apr (Mon) A	21 Apr (Tue) B	22 Apr (Wed) C	23 Apr (Thu) D	24 Apr (Fri) E
Power Time				<ul style="list-style-type: none">Reading aloud (S1-3) <i>Task Book P.8</i>S4-5 Book sharing	<ul style="list-style-type: none">Reading aloud (S4-5) <i>Task Book P.8</i>S1-3 Book sharing
English Lessons	Song appreciation (First 5 minutes of each lesson) <i>Task Book P.10-15</i>				
	PQ: Fill in song dedication form <i>Task Book P.9</i>		Preparation for the Reading Carnival	Post Carnival Activity [S1-3 LSN; S4-5 PLY] <i>Task Book P.19-20</i>	
Lunch Break	<ul style="list-style-type: none">Book fairLunch Broadcast: Teen Time Radio rehearsal [LWM]	<ul style="list-style-type: none">Book fairLunch Broadcast: Teen Time Radio rehearsal [LWM]	Lunch Broadcast: Take the Lead [LWM]	<ul style="list-style-type: none">Song dedication [MW/YCS]Lunch Broadcast: BU Public Speaking Contest rehearsal [MKY/PKY]	<ul style="list-style-type: none">Song dedication [MW/YCS]Lunch Broadcast: BU Public Speaking Contest rehearsal [MKY/PKY]
Happy Hour			Reading Carnival <i>Task Book P.17</i>		
15:50 – 16:30	Book fair	Book fair	<ul style="list-style-type: none">Teachers' book sharing videos <i>Task Book P.16</i>Treasure Hunt <i>Task Book P.18</i>		

Reading as the cornerstone of language development

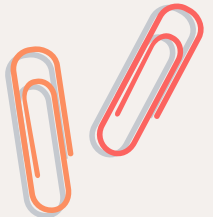
Reading Carnival

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Reading as the cornerstone of language development



- Phenomenon-based learning week
- Extended reading activities
 - Reading programmes with primary schools
 - Author's talks




Confidence building




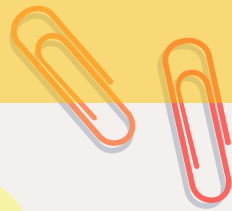
Inside ∴ classroom ∴

- Presentation
- Pair work
- within & inter-group work



Outside ∴ classroom ∴

- Speaking & writing competitions
 - overseas exchange programme
- 

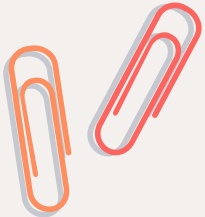


Inside Classroom

- Editorial reading aloud programme
- Individual presentation
- Pair / group sharing



100% English

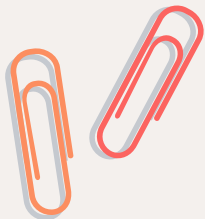


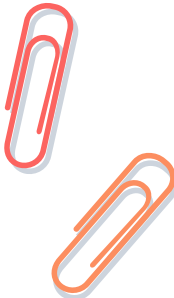
Confidence building



outside Classroom

- overseas study tours
- RTHK Teen Time Radio Programme
- Speaking & writing competitions





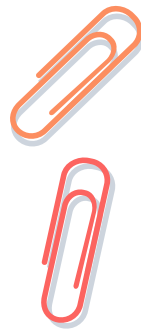
02



: * *

Self-regulated Learning

Learning guides
MRE



A 5-stage lesson



Student Self-Learning

- Organize previous learning
- Identify learning difficulties
- Preparing new learning
- Recording acquired learning

Within-group Co-Learning

- Compare & check answers
- Supplement & elaborate answers
- Help each other
- Collaborative problem solving

Between-group Mutual Learning

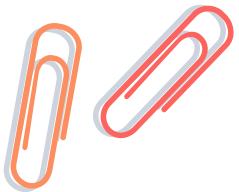
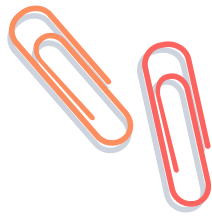
- Raise queries & questions
- Challenge & refute answers
- Correct & amend answers
- Suggest & evaluate

Teacher guided Learning

- Set the scene & introduce the topic
- Ask questions & give feedback
- Compare & clarify misunderstanding
- Conclude & extend

Use of Learning Guides in a 5-Stage Lesson

https://drive.google.com/open?id=1lu7okVSNj4fkyUKSusx3PDvWvi8q_b2b



Lesson framework

Read
aloud

Share
preparation

Mid-lesson
check

Extended
collaborative tasks

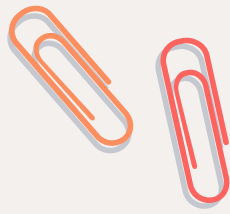
Display
of learning

Peer evaluation &
teacher feedback

Address
lesson
objectives

Tackle
difficult
parts

Preparation tasks before the lesson

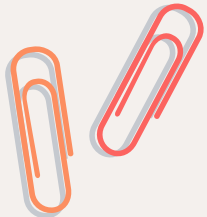


Purpose:

to ensure **ALL** students have gained a **basic understanding** of the content

Support:

- Guide students to achieve lesson objectives step-by-step
- **Hint boxes** for less-able students
- **Challenging tasks** for more-able students



Preparation tasks before the lesson

Section 2: Reading – People who changed the world

1) Lesson objectives:

- Knowledge** to identify the **keywords** for the **sequence of events**
- Skill** (**Reading**) to interpret the information through **sequencing events** in **chronological order**
- Attitude** to **appreciate** the amazing people who changed the world

2) Situation:

There will be a poster design competition in the theme-based learning week on famous people around the world. You are going to choose one celebrity for your poster. Before that, you will read three texts of three amazing people who have done something to change the world. You have to finish the tasks in **Part 4**, ‘*Self-regulated learning*’, and **Part 5**, ‘*Let’s find out more!*’ before you come to class.

When you come to class, start reading aloud the three texts of three amazing people on *Oxford English 3B P.26*.

3) Reading:

Oxford English 3B P.26

You may listen to the recording of the three texts of three amazing people via the following link:
http://trc.oupchina.com.hk/elt/oxfordenglish/student/recordings3B_6.htm

Major updates:
Literacy development
values education
Catering for learner diversity

Task 1: Sequencing different events of the person in chronological order (arranged in the order in which they occurred).

Sometimes, the personal profiles do not list events in exactly chronological order, nor do they always give the exact date for every event. Therefore, it is important to sequence different events of the person in chronological order so that you can have a better understanding of a person.

Skill:

There are a few things you can find out in the texts that help you sequence the events more easily. They are:

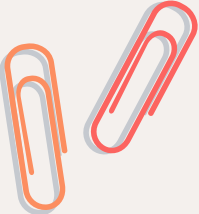
- years
- phrases such as ‘by the time’ and ‘at the age of’
- words such as ‘since’, ‘after’ and ‘then’
- cohesive markers such as ‘first’, ‘second’ and so on

***Level Up:** (Optional) What you can learn from Neil Armstrong/ Christopher Columbus?
(Hints: You can make use of the vocabulary items in Section 1.)

Collaborative tasks before & during the lesson

Purpose:
to ensure **everyone is engaged**

Support:
Assign different tasks and roles
according to their ability



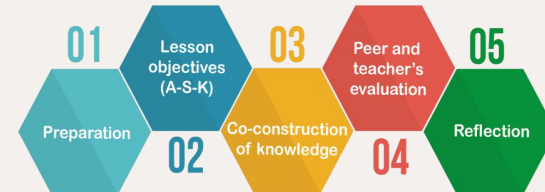
Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Major updates:
Integrative use of generic skills
Catering for learner diversity

Displaying your work

3. Present your ideas on a poster. (4 minutes)

Poster		A3 Paper	
E	A	M	T
5 events in Chronological Order (Underline the keywords for sequencing events)		<ul style="list-style-type: none">Why has she changed the world?What has your group learnt from him/her? (Underline the adjective)	
Easier		More difficult	



Collaborative tasks before & during the lesson

Major updates:
Catering for learner diversity

Providing a lot of **language support** in PPT

Self-Regulated Learning: Tasks 1 & 2

Happy to help you
Created by: [name] on [date]

- Share the answers of Tasks 1-2 in your **group**.
(5 minutes)

Family problems (Highlight the vocabulary)	Definition	Clues from the text (quote one sentence and underline the keywords)
e.g. Having Strict parents	The parents need the children to follow a lot of rules.	Their parents <u>set too many rules</u> and <u>don't allow</u> them to do anything they like.

Language support for Task 1:

In question 1, the family problem is... I can find the clue in Line ...

The keywords are ...

Example:

In question x, the family problem is strict parents.

I can find the clue in Lines 2-3.

The key words are 'set too many rules' and 'don't allow'.

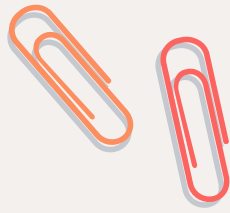
(K) to acquire vocabulary items related to family problems

(S) to infer the meaning of the vocabulary items with available clues

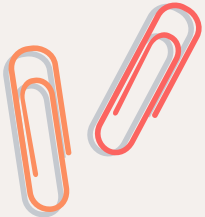
- Thanks for Group ____'s sharing.
- They can / cannot find out the correct vocabulary item to talk about the effect.
- They can / cannot explain the effect clearly. (Reason)
- Our group thinks your solutions are feasible / not feasible enough. (Reason)
- We have a question for your group. (Question)
- Thank you.



Mid-lesson check

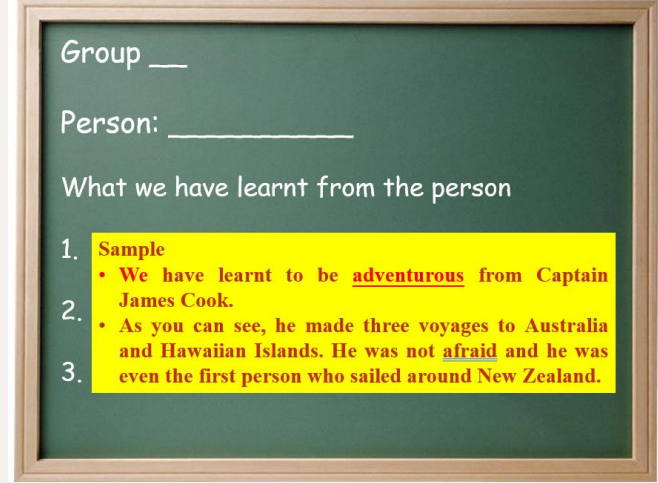


- Quick Quiz to check understanding
- Pair work to summarize what they have learnt
- Fist to four to self-evaluate their learning progress



Extended Collaborative tasks & Display of learning

- Every member in the group is given a part to complete.
- Present ideas on the i-board or online platforms, e.g. Padlet, lino.



Group ____

Person: _____


What we have learnt from the person

1. **Sample**
 - We have learnt to be adventurous from Captain James Cook.
2.
 - As you can see, he made three voyages to Australia and Hawaiian Islands. He was not afraid and he was even the first person who sailed around New Zealand.
- 3.



Peer evaluation & Teacher feedback

- use of different collaborative learning strategies:
 - Two stay two stray
 - Gallery tour
 - Poster circulation
- Set foci to evaluate work of others



00:15

Gallery Tour (2 rounds, 4 min)

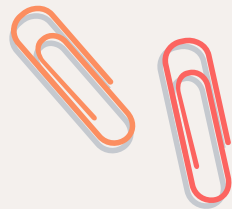
When you give comments, you need to

1. Do they use the keywords for the sequencing the events?
2. Do you agree with the **adjectives** they have chosen?
3. Do they have **reasons** or **examples**?

- Step 1: Students T and M go to another group.
- Group 1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 1
- (Don't move to another group until you are told to do so!)
- Step 2: Students E and A present to the new members:
 - Major events in chronological order
 - Why the amazing person changed the world
 - What your group has learnt from the person
- Step 3: New members give comments on the work (focus on how to improve the work)
- Step 4: Students T and M correct your work using a RED pen.



Reflection tasks and extended learning materials after the lesson

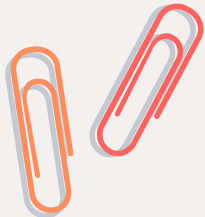


Purpose:

- to consolidate and extend learning

Support:

- Reflection questions
- Self-access learning materials for more-able students



8) Extended learning:

- a) Finish the task **Check your understanding: matching** of the Reading exercise

Do you have the right mindset

<https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/do-you-have-right-mindset>



- b) Read p.A15 of **Unit 1 Oxford Advanced Exam Skills Booster Papers 1 & 2** to find out more about the reading skills in this section, **skimming** and **understanding the writer's purpose**
- c) Read p.A20 of **Unit 1 Oxford Advanced Exam Skills Booster Papers 1 & 2** to find out more about **thematic questions**.

9) Useful resources:

- **Recording of the Informal Email on p.6 of Unit 1 Oxford Advanced Exam Skills Papers 1 & 2**

https://vms.oupchina.com.hk/streaming.php?b=OA18P1P2_ul_text1





Language across Curriculum (LaC)

Cross-curricular
collaboration

Major updates

03



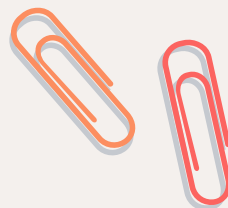
School-based Reading Scheme

- Strategic Reading Scheme
- POWER time
- Positive Outcome while Enjoying Reading
- odd cycle: Chinese reading
- Even cycle: English reading
- Book selection (teachers of ALL KLAs & students)



	書目	作者
1	東遊志	朱自清
2	海軍軍人心理	黃雲
3	中國人的心理	鄭子清
4	孫子	修遠(鄭子清)
5	孫子	修遠
6	中國人的心理	鄭子清
7	中國人的心理	鄭子清
8	中國人的心理	鄭子清

School-based Reading Scheme



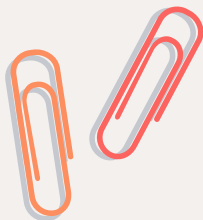
班級閱讀分享

時間	內容
0800-0805	準備及重溫書本內容
0805-0815	每位同學有 2 分鐘於組內分享書籍 (Roundtable sharing: T→E→A→M)
0815-0820	每組跟據組內同學分享內容揀選最值得推介的書籍及準備與全班分享
0820-0830	每組與全班分享推介的書籍 (每組 1 分鐘) 將推介書目寫在海報上並張貼於門口或壁報

Record of the Book Sharing

Points awarded in activities: 3 points for Public speaking, 1 point for Individuals

	Book Title	Points awarded	Marker's name	Marker's signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
Final results:					



Record of the Reading Activities / Services

Remarks: The activities and services participated MUST be related to reading.

Activities / Services	Date	Points awarded	Marker's signature
School			
Outside school			
Final results:			

Assessment : Please fill in the application form provided in the Learning
Resource Centre according to the requirements of different levels

Medal awarded : ☐Green ☐Blue ☐Purple (Put a "✓" in the appropriate box)

Date: _____

Marker's signature: _____

Phenomenon-based Learning Week

1. School year plan

關注事項二：延伸自主學習向度，促進積極求學精神

策略／工作	成功準則	評估方法	負責人	所需資源
2.1 加強教師學習圈的彼此協作，透過經驗交流優化課程、教與學策略及評估模式，提升自主學習的教學質素	● 參與不同網絡學校的交流活動，從而把自主學習的理念融入課程設計、教學策略及評估	● 老師的觀察、評估及匯報	● 學務委員會	● 優質教育基金
2.2 於初中課程加入不同學習元素以照顧學生學習的多樣性	● 於初中開辦「廿一世紀全人成長核心素養課程」，讓學生選擇不同領域的選修科目，從而擴闊視野及促進全人發展	● 檢視相關教材資源庫	● 各學習領域科主任及同工	● 學校伺服器的配合
2.3 各科設計適切教學活動，透過組內共學、組間互學及師生互動，共同建構知識，幫助學生成為自主學習者	● 學生於學習過程中透過討論、展示、點評及匯報以達致共學與互學，並能調整個人學習目標及策略。老師亦透過提問和點撥與學生互動及回饋學生	● 問卷調查	● 學習資源中心	● STEM Lab
2.4 採用多元化評估模式提升學生的學習成效，並鼓勵學生探索不同的學習策略和反思學習成果	● 各科最少運用三種評估模式掌握學生的學習歷程，從而探索適切的教學策略		● STEM工作組	● 虛擬實境資源室
2.5 各學科教導學生運用不同摘錄筆記的技巧及綜合學科知識和技能，鼓勵學生利用個人化筆記溫習	● 各科持續在教學上深化學生摘錄筆記的技巧，引導學生整合所掌握的知識和技能		● 中一至中六級班主任	● 平板電腦
2.6 各科持續將延伸閱讀規劃於課程中，讓學生透過閱讀促進自學、提高學習興趣及豐富學習經歷	● 各科提供與課程相關的閱讀素材，提升學生的閱讀素養、語文能力和興趣			
2.7 各科持續運用網上學習平台、電子教材及軟件輔助教學，幫助學生運用資訊科技進行互動，促進自主學習	● 各科運用資訊科技培養學生成為自主學習者，提升解難、協作及創新能力			
2.8 開設虛擬實境資源室，讓相關學科配合課程發展需要設計教學活動，提升學生參與度及學習效能	● 開設虛擬實境資源室；部份科目配合學習軟件於資源室教學，提升學生參與度及學習效能			
2.9 提供跨學科學習經歷以擴闊學生視野，讓學生於現實情景中應用不同學科知識、技能和態度	● 舉辦不同跨學科活動，並透過活動提升學生共通能力，包括協作能力、溝通能力、創造力、解決問題能力、自學能力、自我管理能力等			
2.10 積極推動 STEM 教育，發揮學生善用科技創新的潛能，培養學生未來需要具備的知識、共通能力、價值觀和態度	● 規劃及推行 STEM 課程，幫助學生透過與 STEM 相關學習活動，增強綜合、應用知識、創新與解難能力			

Phenomenon-based Learning Week

2. Academic Affairs Committee leads all KLAs to discuss the theme of the year for the Phenomenon-based Learning week.

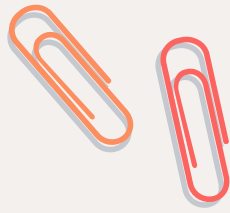
3. All KLAs collaborate to choose diversified reading materials (including ebooks) and design purposeful tasks to strengthen students' understanding of the theme.

粉嶺救恩書院 專題為本課程研習周 2019年1月28日至31日 主題: 香港傑出人物					
目的: 以香港傑出人物為題, 透過各科課堂內外的活動, 讓學生認識香港傑出人物的人生經歷及故事, 及對社會作出的貢獻。期望學生在活動中得到激勵與啟發, 從而學習成功的秘訣, 樹立理想, 成就未來。					
級別	科目	課堂(學習活動)	午間或下午活動	考察/課後學習活動	負責同工
全校	中文		書展: 香港作家作品 展板: 介紹香港著名文學家、著 區考察成果、漫畫比賽及閱讀報 告佳作		
	英文	S1-3 Reading aloud	Movie appreciation (1:25-1:50 播) Game booth	30/1 (2-6pm) East Meets Wax (40 人)	AG, LCY2, LDY
	數學		攤位遊戲		LKY, LKL, WWK
	通識	「沙士爆發與公共衛生」	展板, 攤位遊戲		TOM
	地理	郊野公園的機遇與挑戰	郊野公園知多少? - 攤位活動 - 展板	學會遠足活動 - 選取一條遠足路線, 讓 學生明白政府設立郊野 公園的目的 人物專訪 (與歷史科合作) 足跡遍香江: 追尋百年傑出 香港人 由學會幹事訪問王福義校 監, 以了解漁護署如何管理 郊野公園。	HMH, LSH
	體育	香港精英運動員文章閱讀	成功運動員攤位活動		TKM, CKW CW, CWY
	IT/ICT	閱讀專訪黃岳永教授的報告, 他把科技應 用到學習及社會企業的先行者。	電子問答遊戲, 問題是圍繞黃岳 永教授的。	電腦學會及 FIG 社企同學專 訪黃岳永教授	CHH, LCY, YMW, LKS
	VA		展板		IHC

Phenomenon-based Learning Week

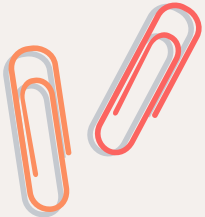
級別	科目	課堂(學習活動)	午間或下午活動	考察/課後學習活動/ 閱讀書目	負責同工
中一	中文	單元八 小思「活的一課」 「小思的小故事大道理」漫畫創作(可作級社比賽)	展板展示：得獎漫畫及故事介紹		
	英文	S1 Blog entry about a role model		<i>Scientists Pursuing Their Dreams</i>	YCS, LCY2
	數學	閱讀華人數學家丘成桐的人生經歷及故事			PSK
	通識	細看謝婉雯醫生的故事			TOM
	科學	傑出人物：沈祖堯 題目：戰勝 SARS 逆境 學習活動：閱讀文章 + 短片欣賞_人生格言	午間展板	<i>校長畢業了：亦師亦友心底話</i>	CPH、WTS、SCH
	經濟與企業	企業家故事：林韋駿 值得向 759 阿信屋林韋駿學習的企業家精神		<i>與 CEO 對話 變革年代</i>	TCH/CLT
	音樂	閱讀基督徒音樂家葉惠康的生平、訪問、著作節錄，以及演唱葉惠康的作品	展板介紹葉惠康	<i>合唱團演唱葉惠康的作品</i>	MKH、HTY
	視藝	閱讀小思的作品後，繪畫插圖			IHC

Phenomenon-based Learning Week

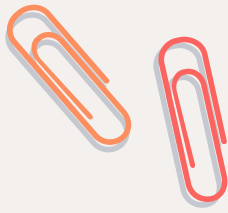


provides opportunities for students to read extensively various types of texts, which usually cover the content of different KLAs or subjects

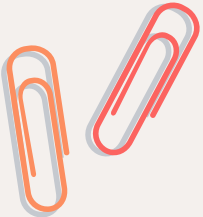
enables students to integrate different subject knowledge and construct new knowledge based on their in-depth understanding of the content, present the results of their investigation, as well as communicate ideas and express their personal views.



Debate contest



- Collaboration with the Liberal Studies Department
- LS Department: Content and construction of arguments
- EL Department: Language input, e.g. Structural and language features of a debate speech
- Judges: Teachers from both LS and EL department



04

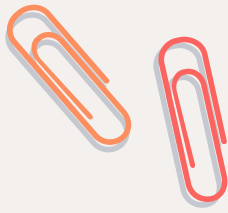
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Collaborative professionalism

PIE

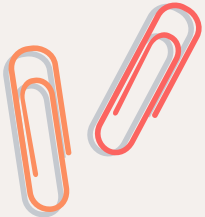


1. Enrich our knowledge



Review literature

- Self-Regulated Learning
(Barry J. Zimmerman)
- Total Participation Techniques
(Persida Himmele, William Himmele)



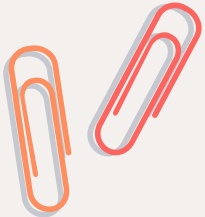
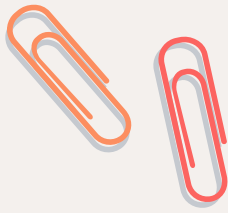
2. Broaden our horizons

School Networks and Partnership

- SRL Network Schools
- Share resources / Lesson Study / Sharing

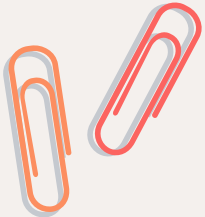
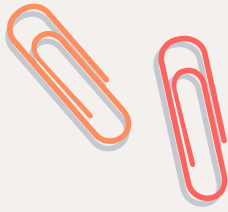
overseas School visits and International Conferences

- Beijing / Guangzhou / Shandong
- Japan / Taiwan / Singapore / US
- Norway / Germany / Switzerland



3. Sharpen our teaching skills

- Take turns to attend a professional learning course in Stanford University
- Receive online coaching from the instructors from Stanford University



4. Reach a consensus

Learning and Teaching Sharing Session

- There is one Learning and Teaching Sharing Session **each cycle**.
- we set the themes, review literature, share their teaching experience, prepare lessons together and evaluate teaching strategies.

Cycle	Teacher-in-charge	Topics	Reference*
1 (Sep)	YCS, TPW	Sustaining good learning habits 1: Classroom routines & Marking of writing	
2 (Sep)	WWC	Sustaining good learning habits 2: Note-taking strategies	
3 (Sep)	YCS, LCY2	Sustaining good learning habits 3: Marking of writing & integrated tasks	
4 (Oct)	TPW	Open lesson preparation 1	
5 (Oct)	WWC	Open lesson preparation 2	
6 (Oct)	WWC, TPW	Evaluation of open lessons	
7 (Nov)	WWC	Evaluation of external lesson observation	
8 (Nov)	WWC	Assessment as Learning (AaL)	Chapter 5, Curriculum Guide Booklet 4, SECG
9 (Dec)	LCY2, LWM	Promoting e-Learning and Information Literacy 1	Chapter 3, Curriculum Guide Booklet 6D, SECG
10 (Dec)	YCS, PKY	Analysis of public exam paper and results	
11 (Jan)	TPW, LCY2	Preparation for the Theme-based Learning Week	Booklet 6C, SECG
12 (Jan)	LCY2, LDY	Preparation for the Theme-based Learning Week	
13 (Feb)	YCS, WYH	Selection of textbooks	Chapter 6, Curriculum Guide

5. Collaborative Professionalism for Continuous Improvement

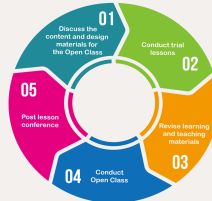
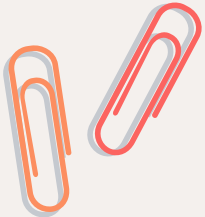
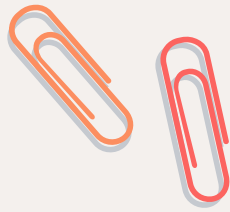


5. Collaborative Professionalism for Continuous Improvement

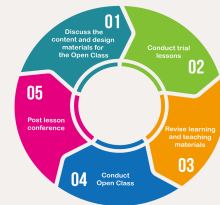
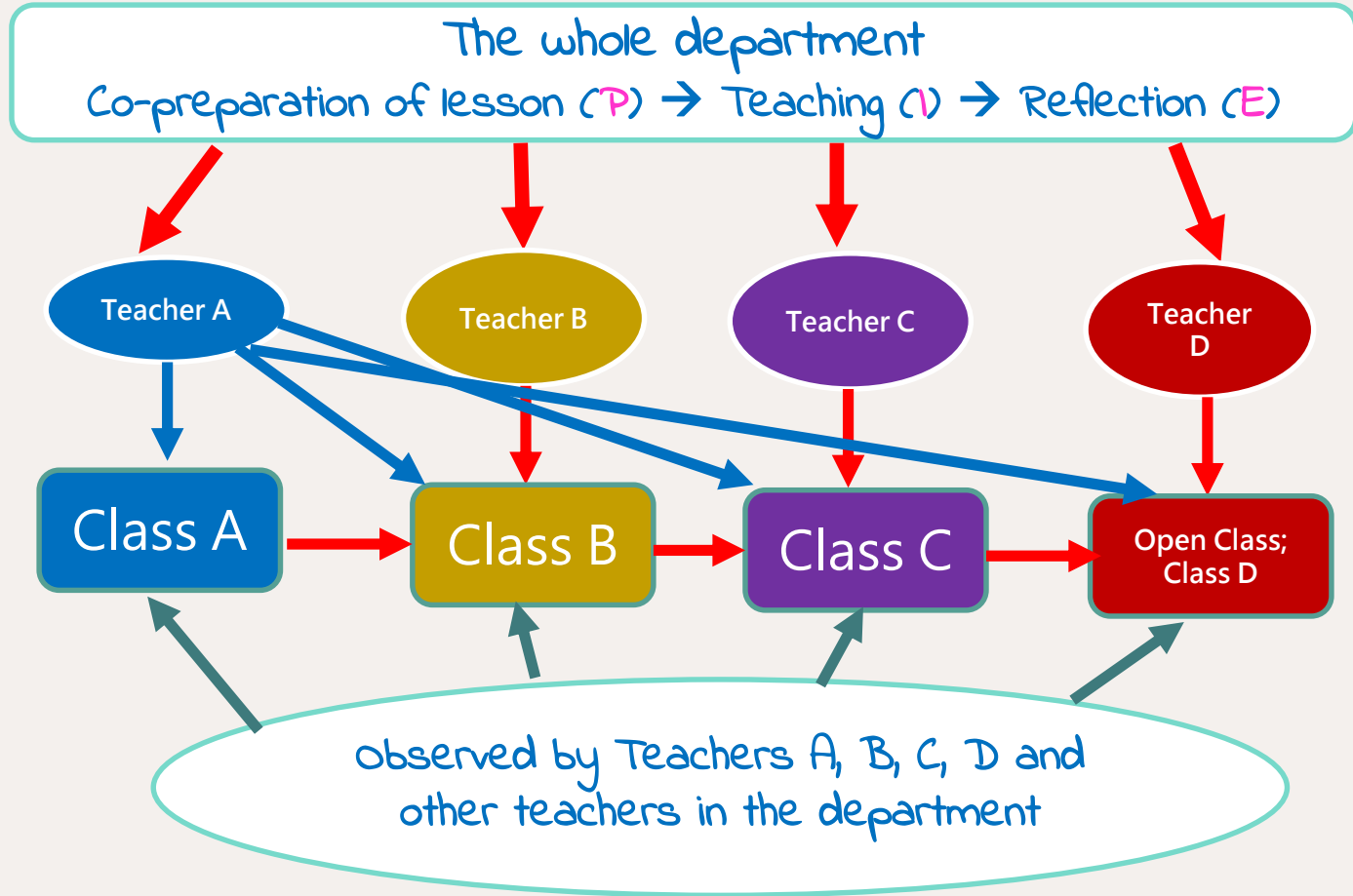
Stage 1 Design material for open class

All members in the department:

- Choose a topic we have never tried out before
- Integrate new elements in the lesson and material design



Stage 2 Conduct trial lessons



Date	Day	Class	Teacher	Observer
10月16日	D	3CL	LWM	CCK, LDY, PKY, AC
10月21日	a	5TW	AC	LCY2, WYH, YCS
10月23日	c	2CL	WYH	PPC, LCY2
10月24日	d	2LS	LCY2	LDY, CCK, AC, WWC, YCS
10月25日	e	3CT	AC	AG, WYH, PKY, PPC, YCS
10月28日	f	2HY	YCS	TPW, WWC
10月29日	A	2MW	WWC	CCK, AG
10月29日	A	3CH	PKY	AC, TPW, PPC
10月29日	A	5WW	WYH	YCS
11月4日	a	3LT	TPW	CCK
11月4日	a	5CH	YCS	PPC
11月4日	a	5CL	LCY2	WWC



Stage 3 Revise learning and teaching materials

Stage 3: Ideate

Task 1: You are going to discuss how to describe the feelings of the student (feeling + causes+ facial expressions/ body language) and how the student dealt with the problem. To brainstorm more ideas, put down some keywords before you share with your groupmates and develop more ideas using post-its.

Step 1: Individually, put down key ideas in the boxes.

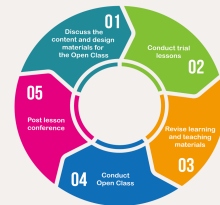
Groups	Situation	Feeling, possible causes	Solutions
Example	My parents were unemployed last year.	Worried, upset cried, couldn't sleep No money for lunch, picnic	Told his teachers Subsidy from school Parents applied for subsidy from the government Got a part-time job
1-3	My younger sister bothered me to play with her, so we kept arguing and even fighting.		
4-5	My elder brother shares a bedroom with me. He took his DSE exam and occupied the bedroom to study.		
6-7	My parents and siblings were always on their phones.		

Stage 3: Ideate

Task 1: You are going to discuss how to describe the feelings of the student (feeling + causes + reaction) and how the student dealt with the problem. To brainstorm more ideas, put down some keywords before you share with your groupmates and develop more ideas using post-its. Use the **PAST TENSE!**

Step 1: Individually, put down key ideas in the boxes.

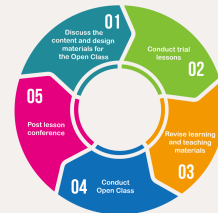
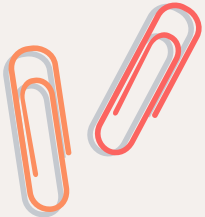
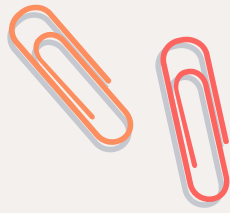
Groups	Situation	Feeling(s)	Possible causes	Reaction	Solutions
Example	My parents were unemployed last year.	Worried, Upset	No money for lunch and school picnic	Cried, Couldn't sleep	Told his teachers Subsidy from school/ government Got a part-time job
1-3	My younger sister bothered me to play with her, so we kept arguing and even fighting.				
4-5	My elder brother shares a bedroom with me. He took his DSE exam and occupied the bedroom to study.				
6-7	My parents and siblings were always on their phones.				



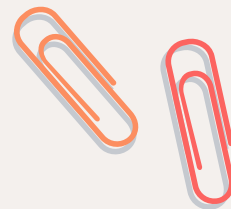
Stage 4 open class

To refine the lesson from a wider perspective, we invite...

- Professors
- EDB
- Principals
- Teachers
- Parents
- University students



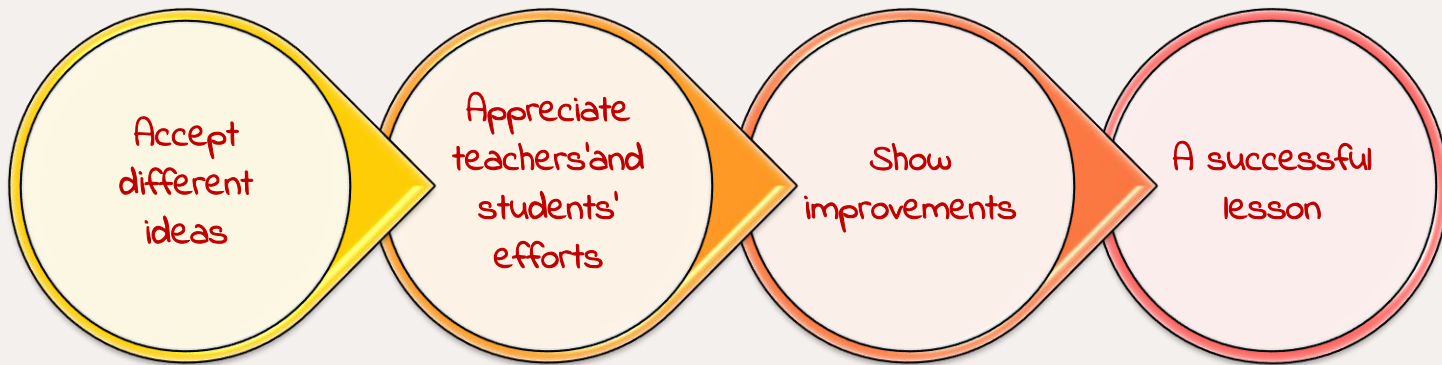
Stage 5 Post lesson conference



Group		Focus	Questions for discussion
1	Learning atmosphere and motivation		<ul style="list-style-type: none">● Were the students engaged in the lesson?● Has an atmosphere of peer learning been built in the class?
2	Learning process	Learning objectives	<ul style="list-style-type: none">● Were the lesson objectives clear?● Did the content and the activities address the lesson objectives?
		Learning guide	<ul style="list-style-type: none">● Could the learning guide help direct students' learning?● Could the design of the learning guide help cater for learners' diversity?
		Use of teaching strategies	<ul style="list-style-type: none">● Could the teaching strategies help cater for students' diversity?● Could the teaching strategies enhance the effectiveness of learning and teaching?
3.	Students' learning outcomes	Students' performance	<ul style="list-style-type: none">● What do you think about the students' work?● Could students master the main points and tackle the difficult points of the lesson?
4.	Peer learning	Suggestions for teaching	<ul style="list-style-type: none">● Suggestions for improvement (the design of the Learning Guide, the use of teaching strategies, etc.)● How would you teach this topic?



Teacher's reflection



Marco Wong

In this round of lesson study, we chose 'conditional sentences' to teach in both S2 and S5 English classes. In S2, we focused more on the form and functions of Conditional Sentences Type 2 while we focused more on how Conditional Sentences Types 1 and 3 can be used to give solutions in a problem-solution essay.

For the sake of our professional development, we tried a few things throughout the lesson study. We made use of the latest movie, Avengers 3, as the setting in the S2 class. We have found that students can be more engaged when the setting addresses their interests. In this open class, instead of following the textbook, it was the first time to create a scenario that most students show strong interest and they are familiar with the setting. Therefore, when they develop their content, they can easily give more concrete ideas and understand the context.

In the S5 class, we used 'google sheet' to collect some preparation work from students in the S5 class. The 'google sheet' also helps teachers understand what to focus on when students finish their preparation. Before we had it, sometimes we spent much time on something students had already mastered. With the use of online tools, we can prepare to tackle the difficult part more effectively.

Apart from the new initiatives, we are very grateful to have the invaluable comments from Principal Ip. With these comments, we can further improve our teaching in the foreseeable future by trying the following:

- 1) We can set a focus in each form of reading aloud. For example, we can focus on the volume in S1 reading aloud to build up students' confidence and in S5 we can focus on intonation.
- 2) We can try to have an expert group in different forms too. This time, we had one S5 student to display her own work on the i-board as a sample. We can try this in different forms so that the more-able students can gain a higher sense of success and other students can have some good samples to learn from. The effect of peer learning can be maximized.
- 3) We can work closer with the Liberal Studies and Chinese Language to help develop students' critical thinking skills. When it comes to the teaching of problem-solution essays or argumentative essays, we can share similar frameworks and then we can focus our attention to language learning.