

Ongoing Renewal of the School Curriculum for English Panel Chairpersons

13 December 2024

**English Language Education Section
Curriculum Development Institute
Education Bureau**

Objectives

1. To introduce the **emphases under the ongoing renewal of the school curriculum** in the school English Language curriculum;
2. To introduce the **major renewed emphases** of the primary school curriculum with reference to the **Primary Education Curriculum Guide (2024)**;
3. To explore the **roles of an English Panel Chairperson** as a curriculum leader in planning and implementing the school English Language curriculum at the primary level; and
4. To share **good practices** on curriculum planning and management with a focus on **effective use of e-learning resources**

Rundown of Today's Programme

2:00 – 2:05pm	Registration
2:05 – 3:30pm	Part 1 <ul style="list-style-type: none">• The roles of an EPC as a curriculum leader• Ongoing renewal of the school curriculum➤ The major renewed emphases of the primary school curriculum with reference to the Primary Education Curriculum Guide (2024)➤ Major updates of the English Language Education Key Learning Area Curriculum Guide (P1 – S6) (2017)
3:30 – 3:45pm	Break
3:45 – 5:00pm	Part 2 <ul style="list-style-type: none">• Sharing of good practices on effective use of e-learning tools to enhance learning and teaching effectiveness in the primary English classroom <p>Ms Elliott LAW Vice Principal of Shanghai Alumni Primary School</p>

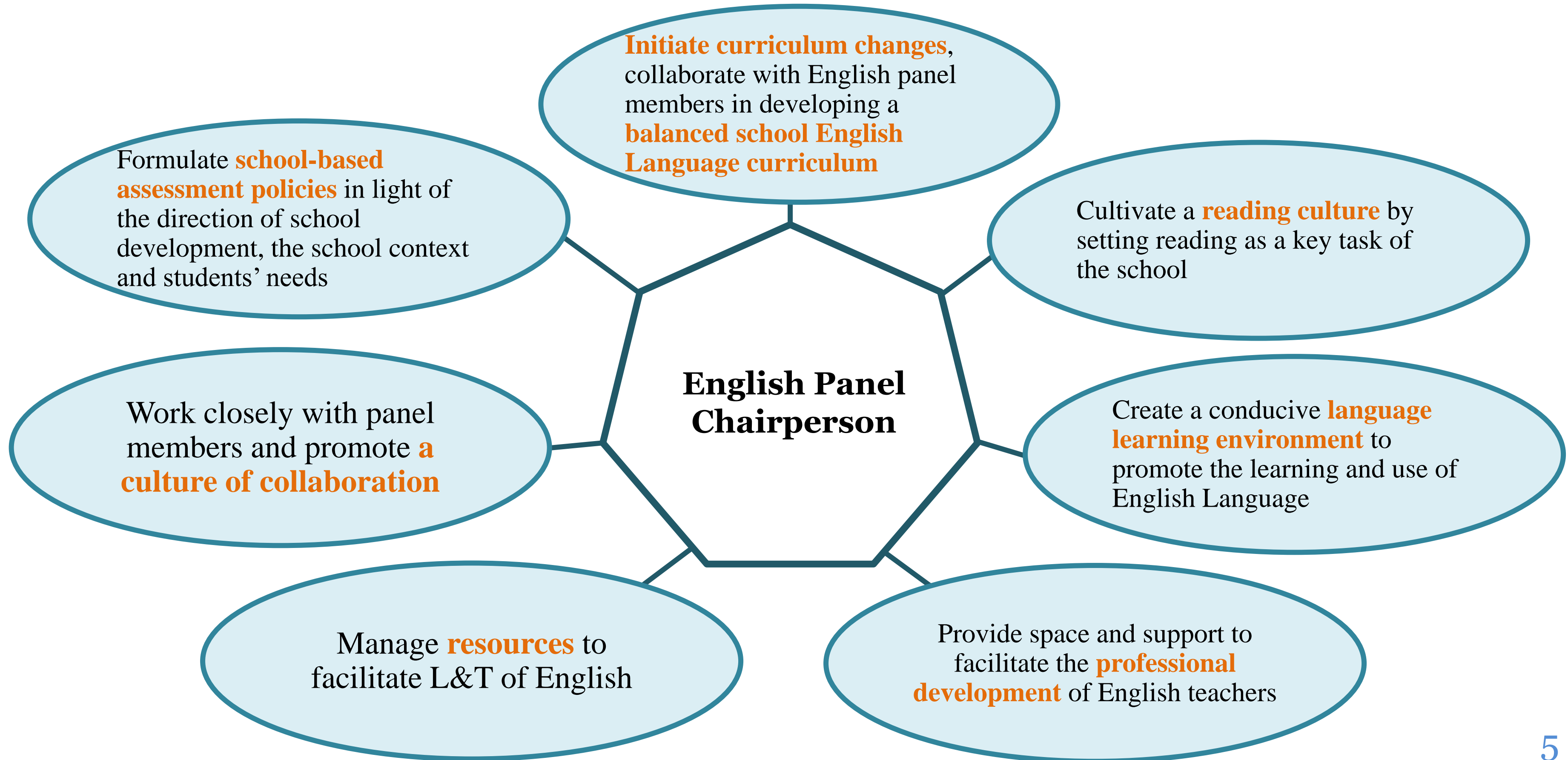
Activity 1:

Please share your ideas with us:

(a) What are the roles of an EPC as a curriculum leader?

(b) Which role(s) do you find most challenging?

Roles of English Panel Chairpersons



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**

Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



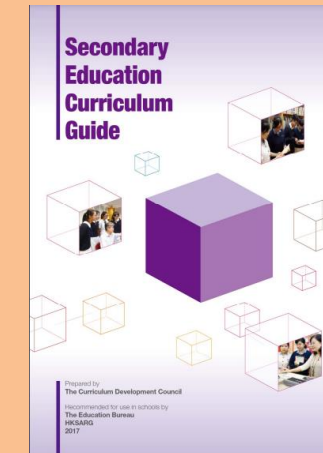
Various Subject Curriculum Guides



PECG (2024)

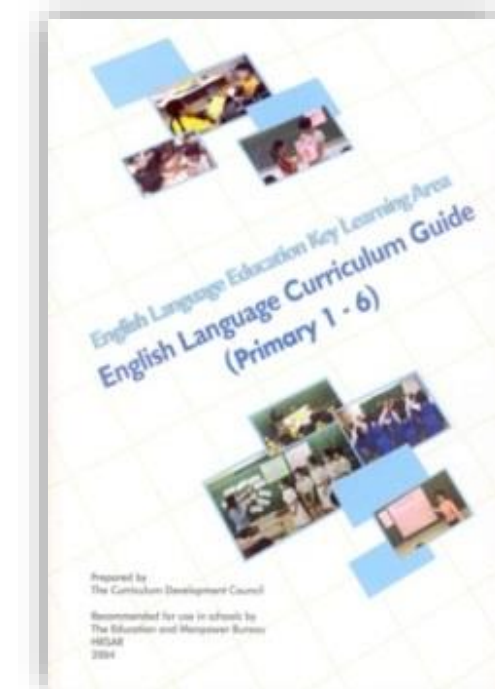
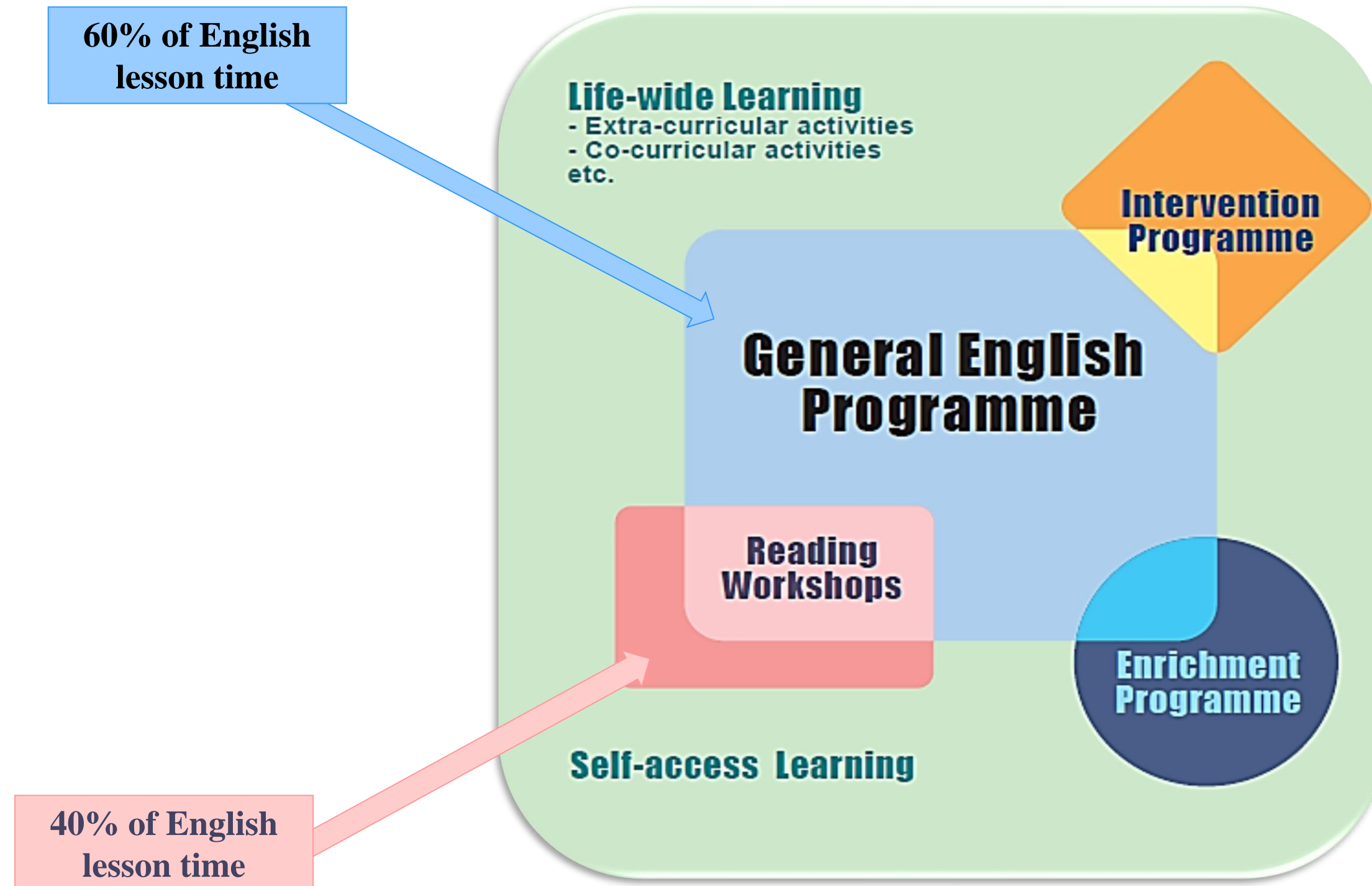


SECG (2017)



(2017) KLA Curriculum Guides & Subject curriculum guides / supplements

Components of a School English Language Curriculum at the Primary Level



English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004)

Learner diversity exists naturally

Learning styles

Visual (learn best by seeing)

Auditory (learn best by hearing)

Kinesthetic (learn best by doing)

Characteristics

interest

learning motivation

maturity

gender

personality

aspiration

Abilities

gifted

special educational needs

prior knowledge

level of readiness

Social Economic Cultural Backgrounds

non-Chinese speaking (NCS) students

newly arrived children (NAC)

cross-boundary students (CBS)

low family income
ethnic minorities

Catering for Learner Diversity

General Principles

- **Adopt a multi-sensory approach**
- **Differentiate in terms of:**
 - **Content** - what students need to learn or how they will get access to the information
 - **Process** - activities in which students engage in order to master the content
 - **Product** - work in which students demonstrate their learning
 - **Learning Environment** - the operation of the classroom
- **Encourage personalised learning goals based on students' own needs**

Some Strategies to Cater for Learner Diversity

- understanding the **strengths/weaknesses** and the **learning background** of students
- understanding the **learning interests, styles** and **needs of students**
- designing **open-ended tasks**

Catering for diverse learning styles and abilities

- adopting **flexible grouping/** mixed ability grouping
- grouping students according to **the purposes and requirements of tasks**
- providing opportunities for students **to share and discuss in groups**

Facilitating peer learning

- using **questioning techniques** to elicit students' responses
- giving **quality verbal and written feedback** in lessons/homework
- adopting **various modes of assessment**

Promoting assessment for/as learning

- **motivating** students' interest
- facilitating **understanding and** providing **support**
- giving **immediate feedback**
- engaging students in active/self-directed learning to enhance **learning autonomy** and allow them to **learn at their own pace**

Effective use of e-learning repertoire

Mainstream English classroom

- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

Providing support and scaffolding

- setting **challenging yet manageable tasks** for students
- making use of **English-related life-wide learning activities**

Giving challenges

Catering for Learner Diversity in the English Classroom

Level: Upper Primary

Example

Topic of the unit:
Endangered Animals

Context: You are a member of the Green Club, and you would like to design a leaflet/ write an **encyclopedia entry** to introduce an endangered animal to young children.

Task: To educate young children about endangered/ amazing animals, you write a leaflet/an encyclopedia entry to the Green Club.

Target vocabulary and language items:

- Vocabulary: describe and classify animals (e.g. habitat, mammals), causes of extinction (e.g. illegal hunting)
- Grammar: using “should” to give advice, using “since” and “therefore” to explain the causal relationship

Learning and teaching activities:

- Reading **an information book** “*Most Endangered Animals*” and learning the **text features**
- Grammar practice
- Conducting **information search** on the Internet about **students’ favourite endangered animal**
- Reading a **sample text** and analysing the text features
- Writing **a leaflet/an article** to introduce an endangered animal and ways to protect them

Example

Reading an information book “Most Endangered Animals” and learning the text features

- Using **graphic organisers to organise ideas**
 - a **tree diagram** is used to classify the endangered animals
 - an **animal fact sheet** is used to locate specific information
 - a **fish-bone diagram** is used to introduce the causal relationship, i.e. why the animals become endangered
- Introducing **word-formation skills** to help students remember & retrieve words
- Developing **proper values and attitudes**, i.e. be committed to living a green life in order to protect the endangered species and save the Earth

Grammar practice

- Making use of **colour coding activities** to raise students’ awareness of the causal relationship

Connecting Reading and Writing Experiences

- Input: Learning more information about endangered animals from **different sources**, including reading texts in the textbook, a printed reader, an e-book, online videos and webpages.
- Drafting ideas: Using different **graphic organisers** to help students organise information
- Scaffolding: Introducing the **text features** of leaflets/encyclopedia entries to students explicitly
- Scaffolding: **Teacher’s demonstration** on how to find relevant information online to complete the fact sheet and structure the text
- **Peer assessment**: Encouraging students to share their work with the whole class and suggesting areas for improvement

Strategies adopted to cater for LD

- **Diversified writing products:**

The more able students –doing a questionnaire **survey** and writing an **encyclopedia entry**;
the less able students –
designing a **leaflet**

- Providing **choices** to cater for students' learning interest and abilities

- Engaging students in active learning through the **use of e-learning resources** to enhance learning autonomy
- Engaging students in speaking activities to strengthen the target language structures
- Providing scaffolding by **breaking the tasks into small steps** to facilitate learning

Breaking the writing activity into smaller, more achievable steps to scaffold students' writing ability

Stretching students' ability to conduct an interview and analyse the interview data

Students could watch the video using their own iPads to complete the worksheet. They can make suitable pauses if necessary.

Students watched the video "North Atlantic Right Whale" before reading the text to facilitate their understanding.

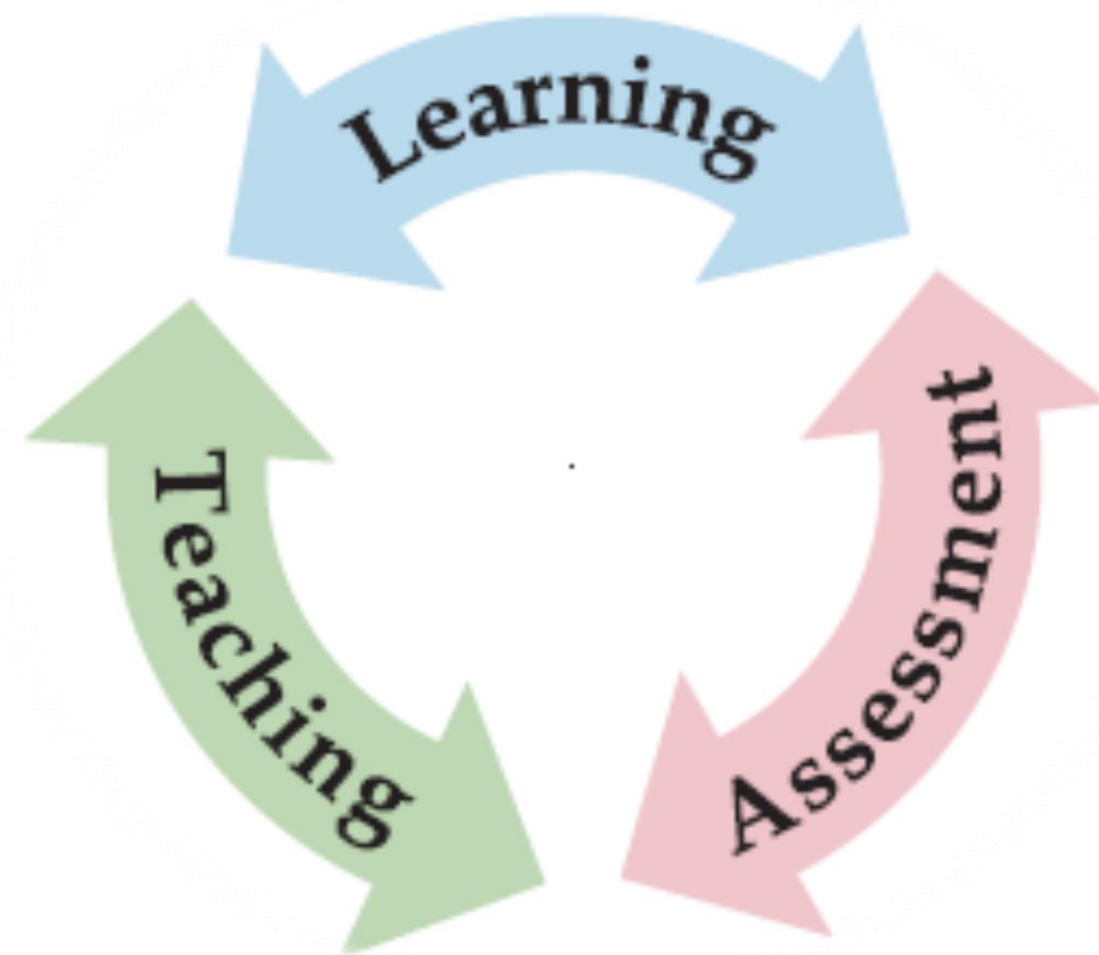
Three complementary assessment concepts

Formative	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.
	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
Summative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.

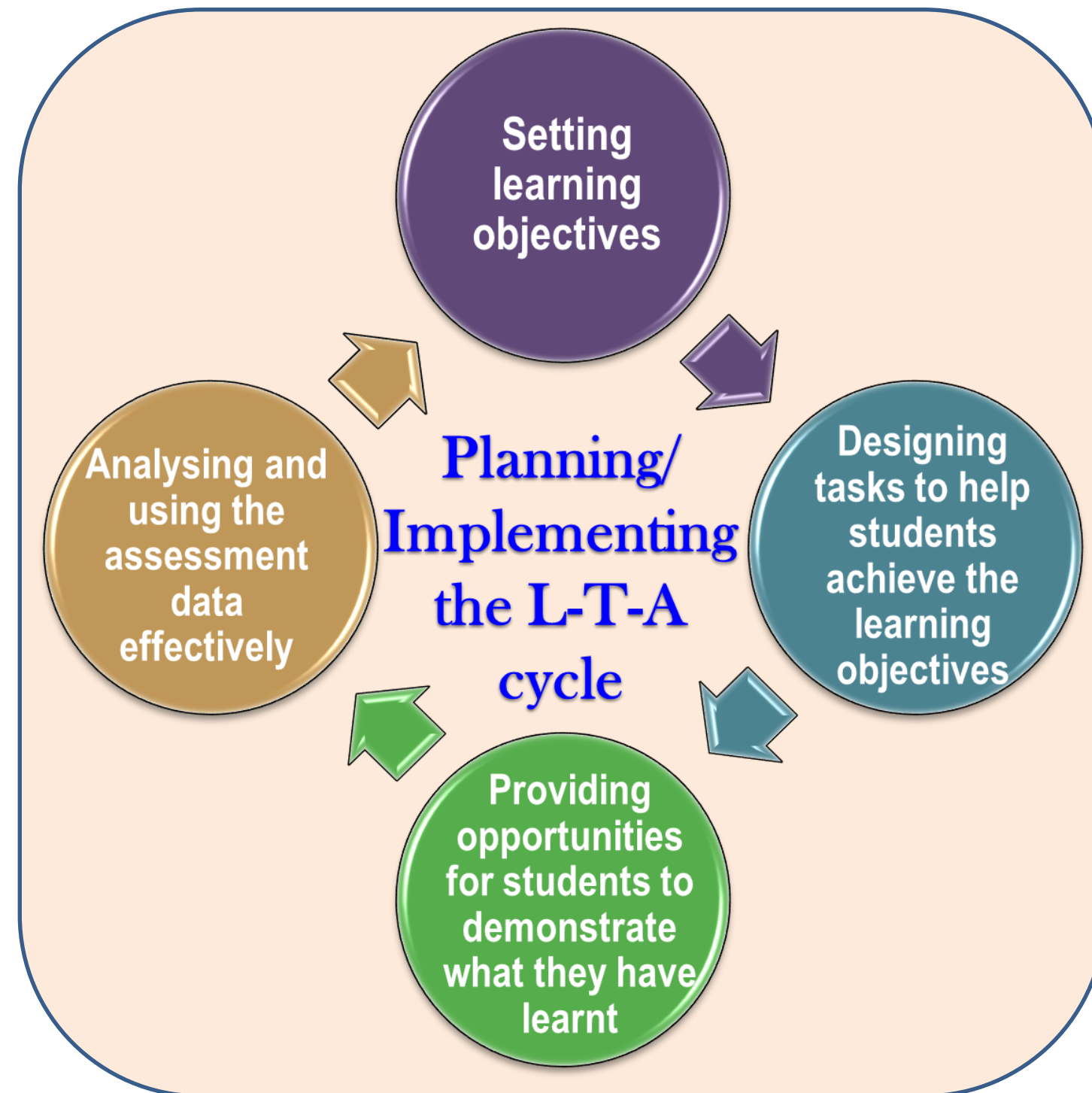
Self-directed
Learners



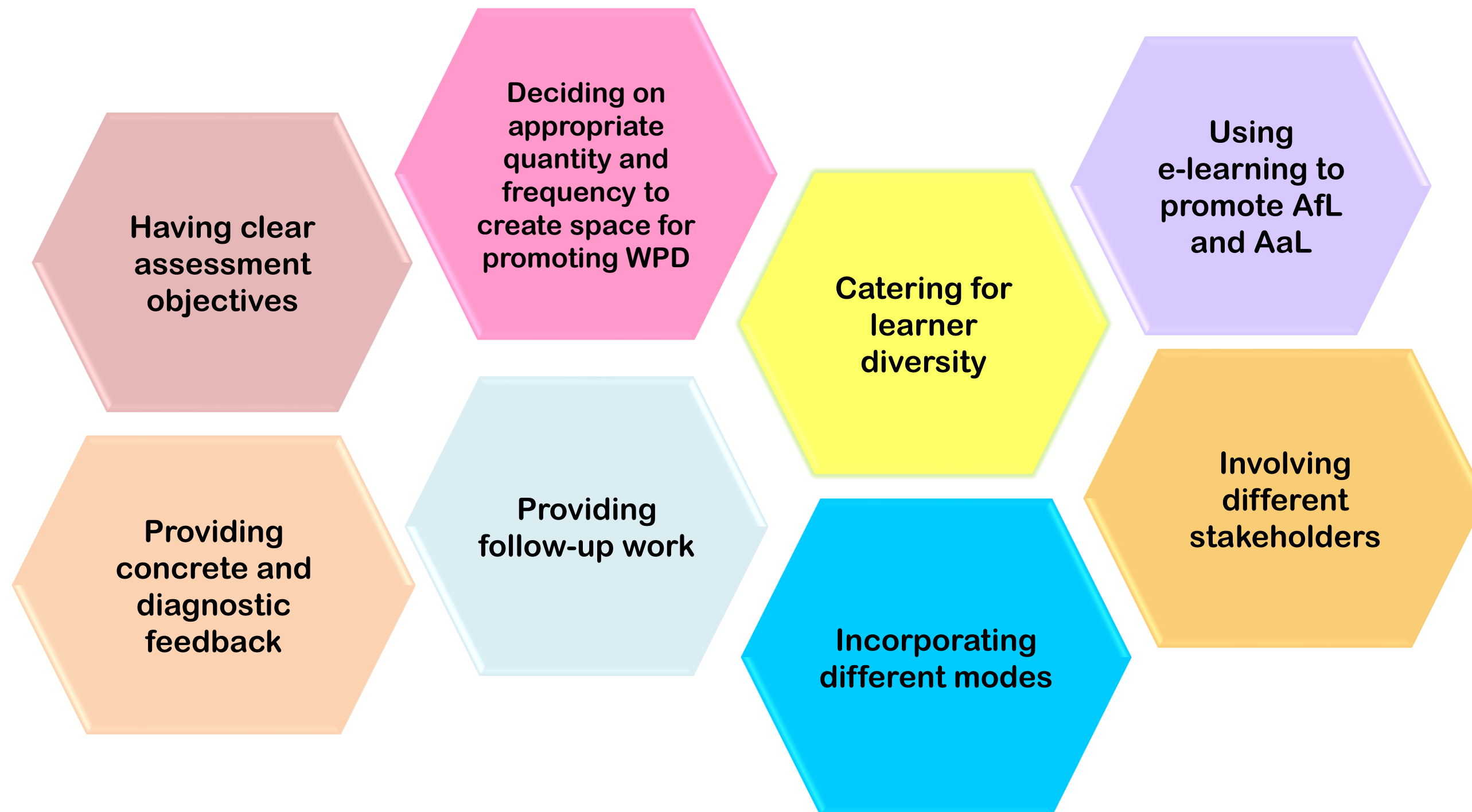
The relationships between learning, teaching and assessment

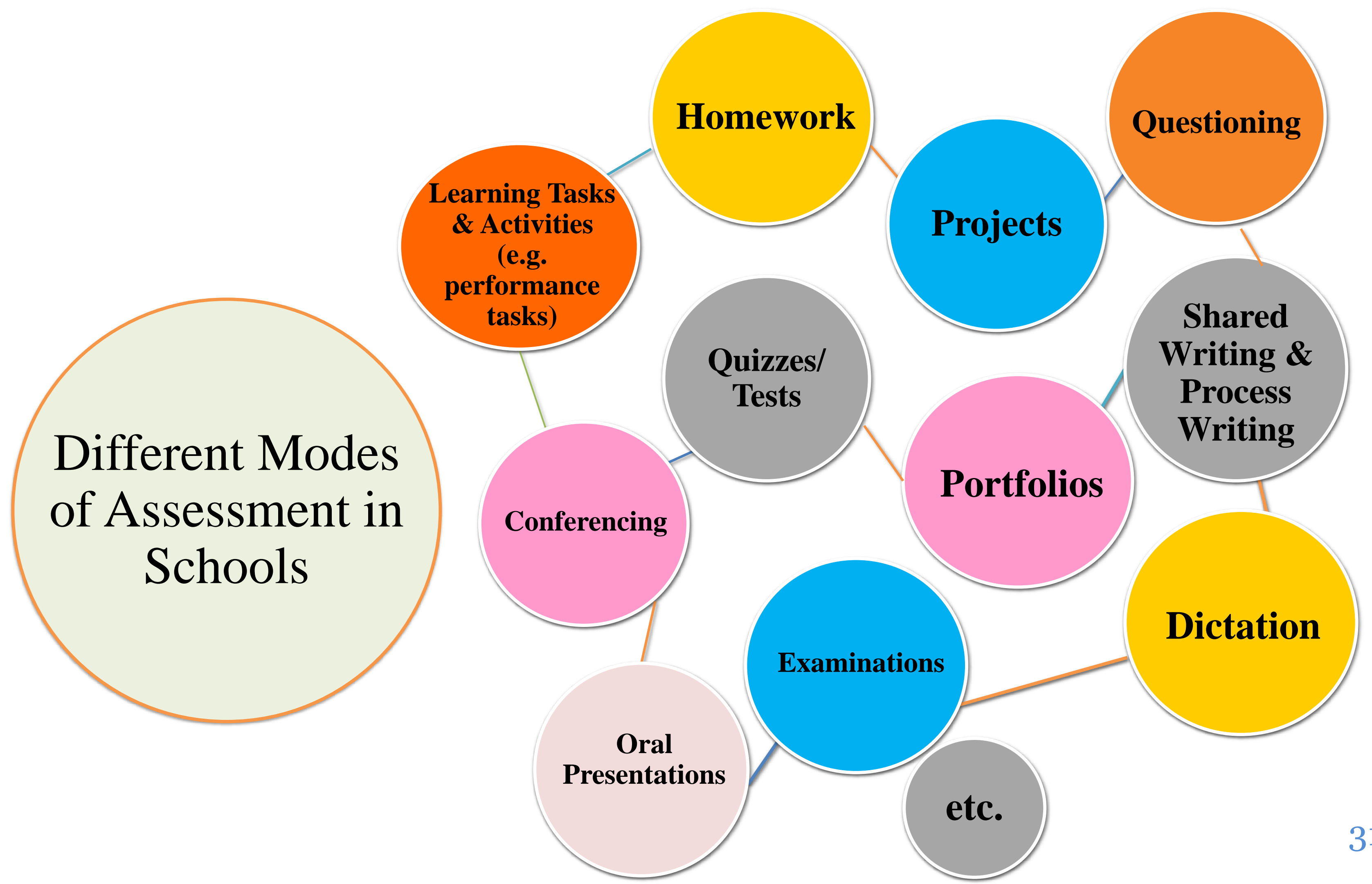


**Learning-teaching-
assessment Cycle**



Considerations when designing quality homework and learning, teaching and assessment tasks/activities





Assessment Data

Evidence of student learning

in terms of knowledge,
skills and values and attitudes

Students' results in tests and/or exams
(scores/grades)

Students' performance when completing
learning activities/tasks

Students' responses in the learning
activities/tasks

How students use target language items
in class

How students interact during group work

The mistakes made by students

Strengthening AfL:

- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data

Promoting Assessment for/as Learning

Extending from AfL to AaL:

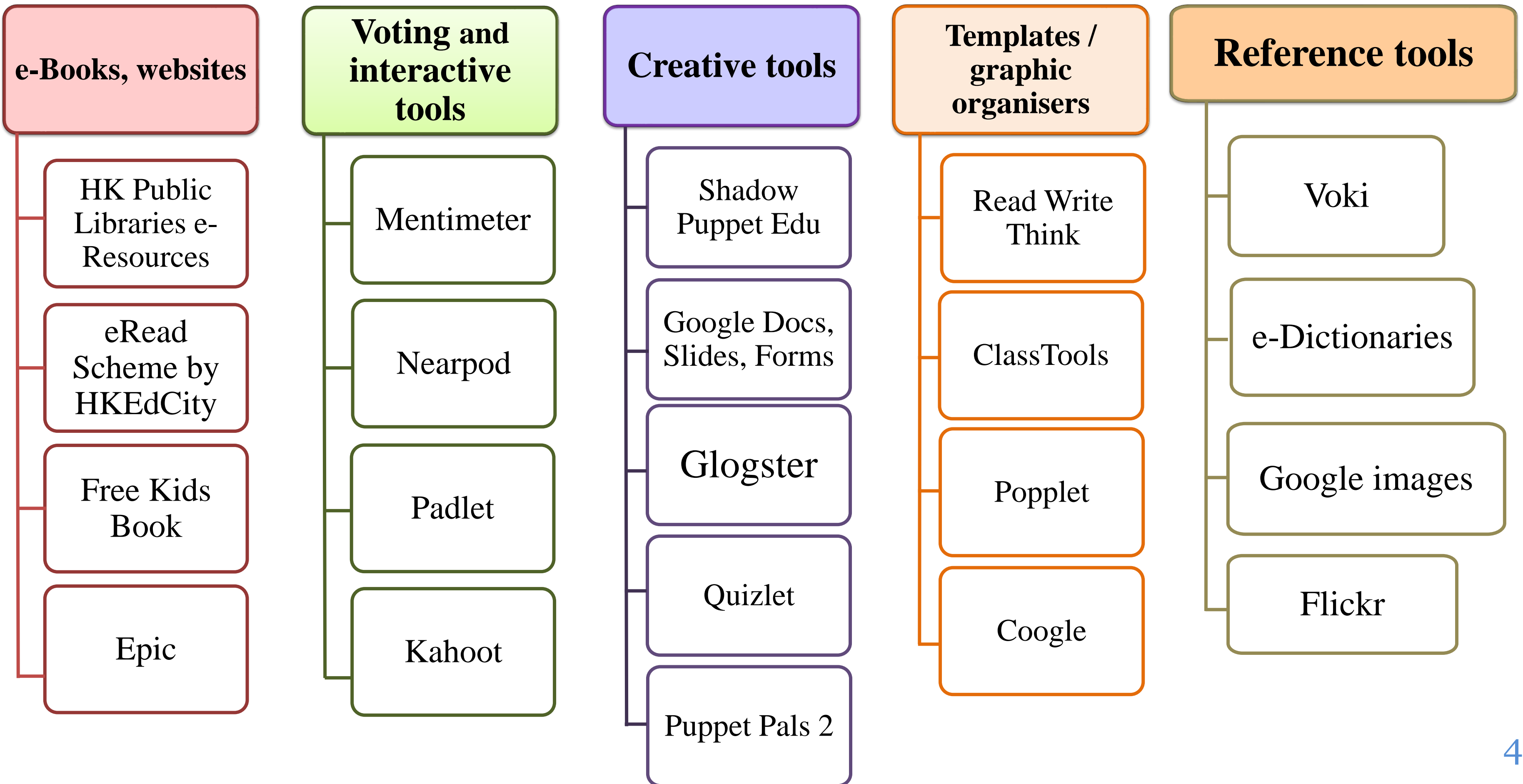
- Greater involvement of students in LTA process
- Enhancing students' self-directed learning capabilities through introducing metacognitive strategies

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 learnt or mastered	modelling of learning strategies (e.g. the skills of taking) 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

The use of online learning tools



Characteristics of Quality e-Learning Resources

Involving **good models of English use**

Supported by teaching approaches based on **sound pedagogical principles**

Consisting of **user-friendly design**, and **appropriate graphics, sound and animation** to increase students' motivation and support learning

Promoting the **integrated use of language skills**

Promoting **interactive learning** by encouraging student input, allowing students to work at their own pace and providing feedback to them

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

Promoting Information Literacy

Ways to help students manage the vast amount of information in the digital age:

Creating a **favourable learning environment** with easy access to a wide variety of information and reading materials

Providing students with **opportunities to apply IT skills** to process and create multimodal texts, and share information and ideas through online platforms

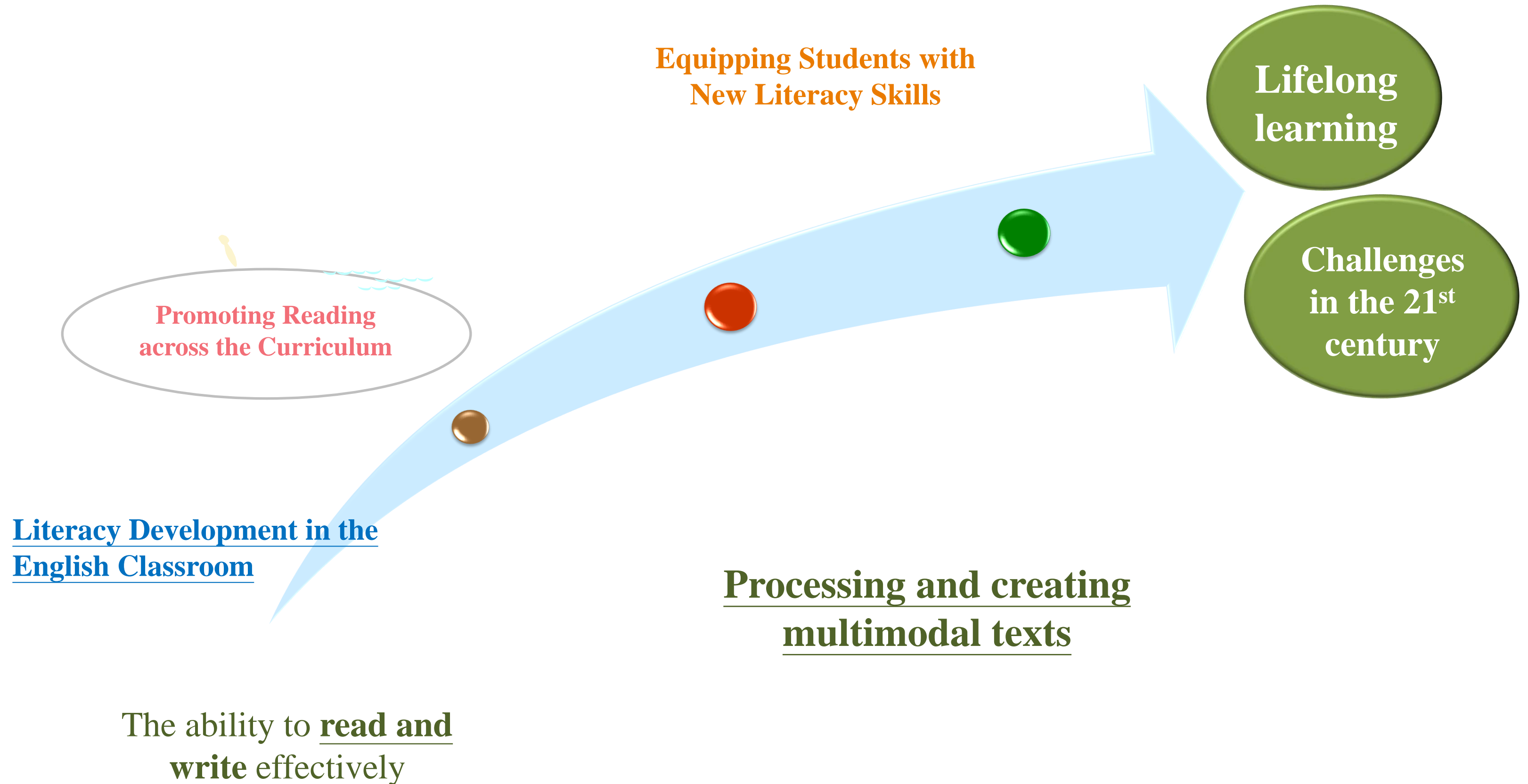
Designing learning activities and projects that require students to **evaluate, extract, organise and synthesise information** and **ideas** from different sources, and **create new ideas** of their own

Guiding students to **identify the bias and stereotypes** conveyed in different kinds of texts

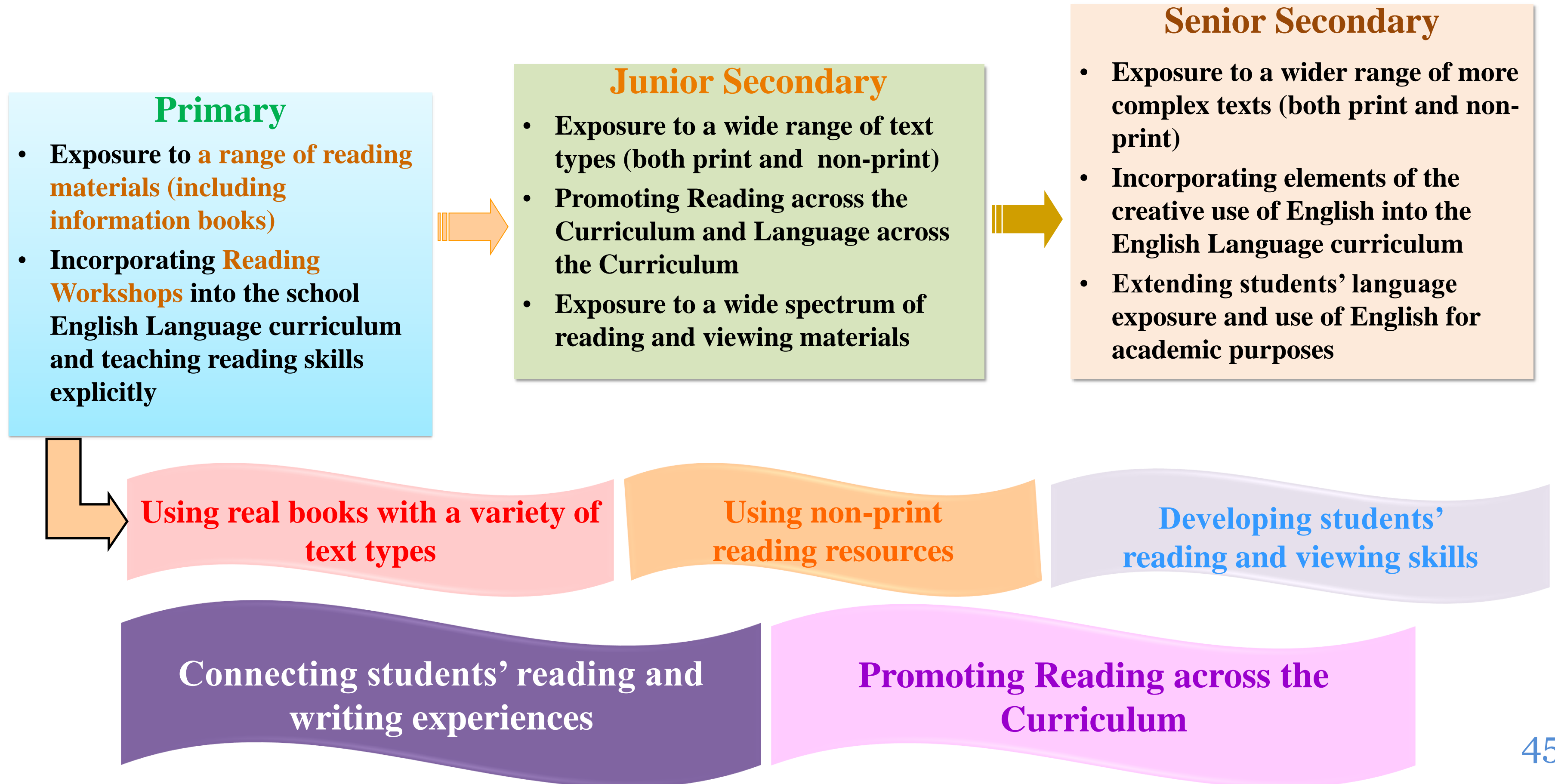
Facilitating discussion and evaluation of the **power, accuracy and reliability of information**, and the **effectiveness** of different sources **in conveying information**

Promoting **ethical use of information** (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights

Literacy Development in the English Classroom



Reading Journey across Key Stages



Using Print Reading Resources

Using real books with
a variety of text types

Using Non-print Reading Resources

Digital Multimodal Texts

(e.g. interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)

Using multimodal texts to address
the different learning styles and needs of students

Interactive books with
technological features

From Reading to Writing

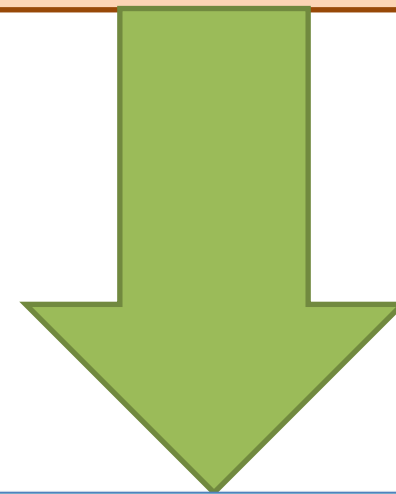
Enhancing the
implementation of
READING Workshops

Connecting students'
READING and **WRITING**
experiences

Connecting students' reading
and writing experiences

Creating space by organising the school English
Language curriculum more coherently

- Ensuring progressive development of reading skills
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly and providing opportunities for application



- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts

Example

Writing about “My Favourite Transport”

A narrative text from the textbook – “Lost in the city”

Paired texts

An information book (e-book) – “This is the way we go to school”

Different technological features

****Paired texts are thematically related texts but of different text types to deepen students’ understanding of the issue and develop different reading strategies.****

For more writing ideas:
authentic reading materials
from the Transport Department
website

Posters about transport

Use of graphic organisers to
organise writing ideas

A sample writing –
“My Favourite Transport”

Connect reading and writing experiences:

- connecting the GE programme with Reading Workshops
- providing appropriate input (paired texts/ sample writing/ information from the website/ posters)
- borrowing ideas and language items from the sample writing to write the article

Reading across the Curriculum (RaC) – What is it and why is it relevant to us as English Teachers?

Dual goals:

- To broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects (ELE KLACG, CDC, 2017, p.9)
- To provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs (ELE KLACG, CDC, 2017, p.47)

In implementing RaC, English teachers are encouraged to:

identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**

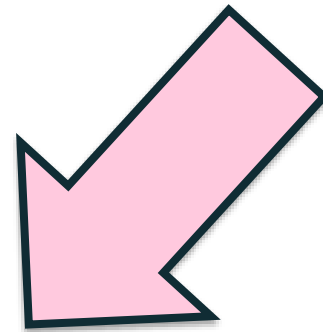
collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs and **avoid unnecessary repetitions of learning arrangements**

help students **develop the reading skills and strategies** necessary for **understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

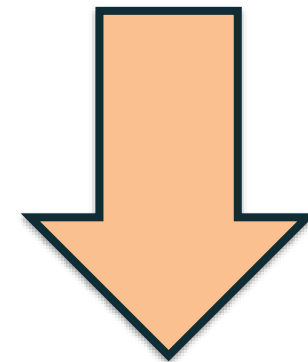
design reading activities that reinforce students' ability to **integrate the knowledge, skills and learning experiences** gained in different KLAs

Promoting Reading across the Curriculum

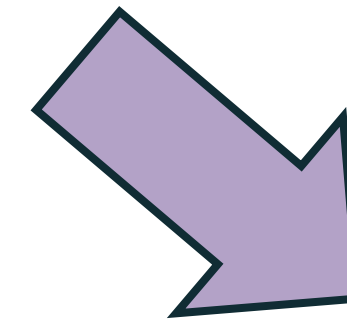
Cross-curricular collaboration to facilitate RaC



- ✿ Working with teachers of other KLAs to conduct **curriculum mapping** e.g. designing cross-curricular learning tasks and activities together
- ✿ Adjusting the **teaching schedules** of English Language and the content subject to teach the same theme/topic at around the same time



- ✿ **Seeking advice** from teachers of other KLAs on:
 - the **choice** and **appropriateness of reading materials**
 - the **schedule** of teaching a certain topic



- ✿ Involving teachers of other KLAs in the conduct of **cross-curricular learning activities or project work**, e.g. assessing students' performance

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues
2. Text types

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	<ul style="list-style-type: none"> • tell others how to do something • list of materials and steps
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none"> • describe something in detail • use the simple present tense • use quite a lot of adjectives
A recount	An article about WWII	<ul style="list-style-type: none"> • recall what happened in the past • use the simple past tense • follow the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	<ul style="list-style-type: none"> • discuss some issues from different sides/ perspectives

Materials adapted from Dr. Yuen Yi Lo & LAC team@HKU

Integrative use of generic skills

The generic skills are often applied in **an integrative manner** rather than in isolation.

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

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

An example of RaC with integrative use of generic skills :

Suggested Modules and Units for KS2

Relationships

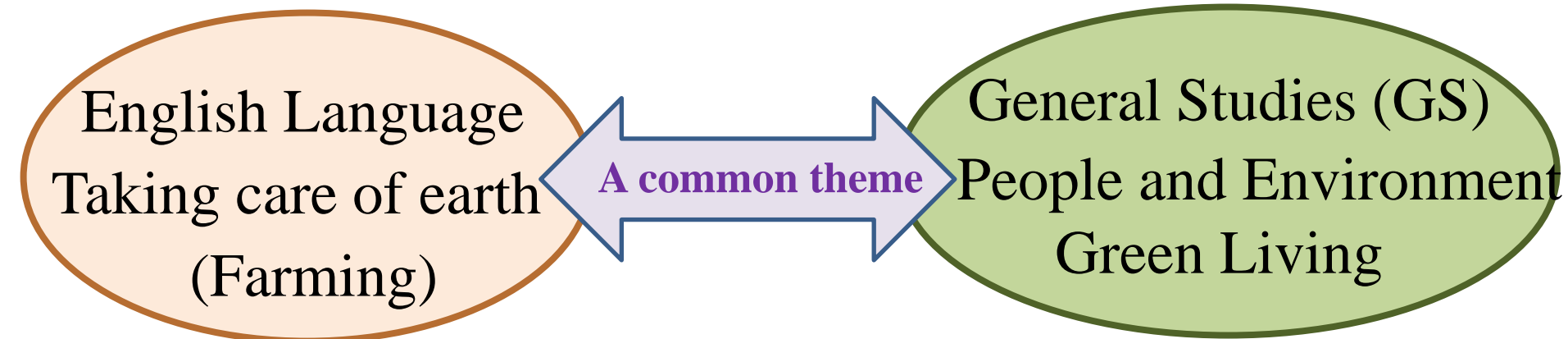
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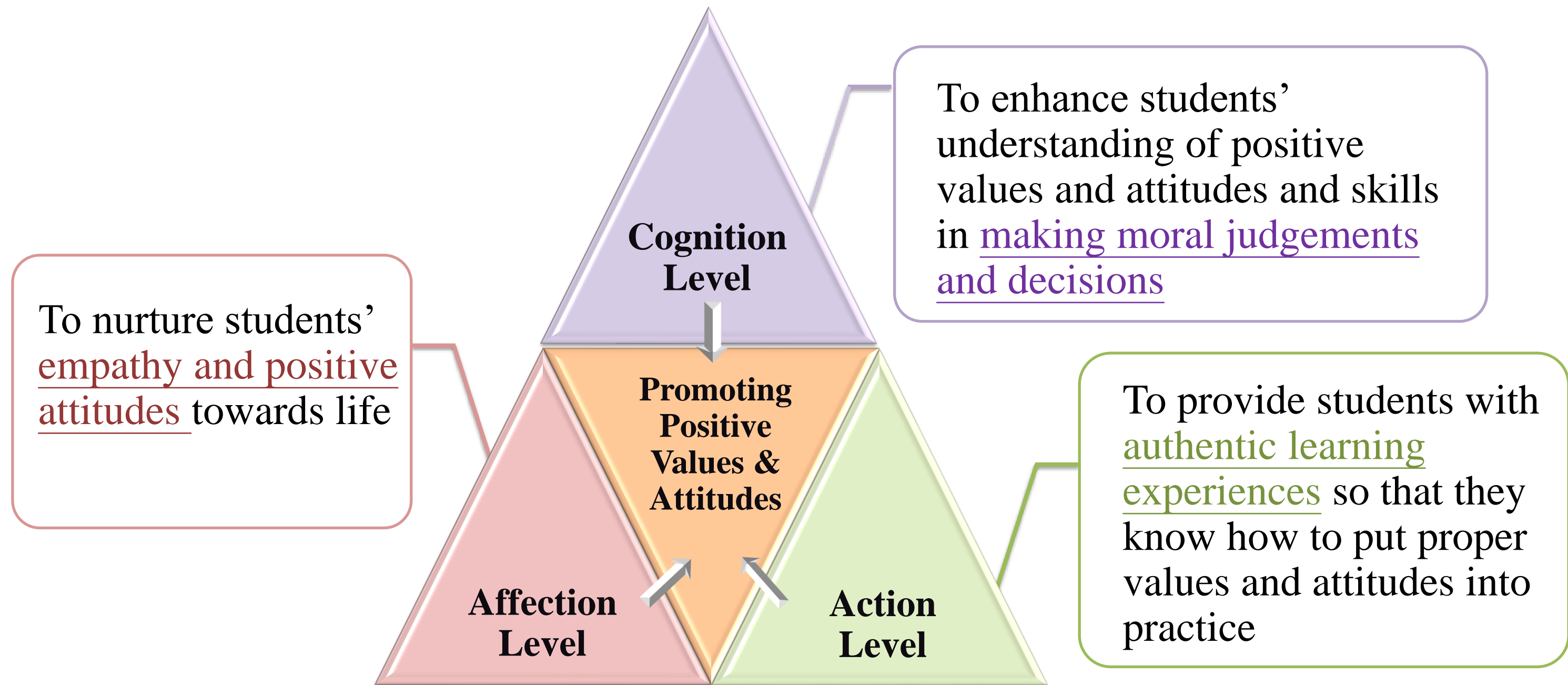


English & GS teachers:

- Identify **a theme** for collaboration
- Select **a unit** for conducting the **RaC** tryout
- Understand **students' prior knowledge** on the topic
- Set **learning objectives**
- Organise a **life-wide learning** activity that helps develop students' literacy skills and connect their learning experiences

Promoting Values Education in the School Curriculum

Integration of cognition, affection and action



Connecting the Twelve Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

Module and unit	Target values and attitudes	Learning and teaching activities
KS1		
Fun and Games (Sports and games we play)	Unity	Creating team names, writing slogans and/or chants for a sports event to show team spirit
Me, My Family and Friends (Me and my family)	Filial piety Responsibility	Storytelling and reader's theatre on books about helping parents with the housework
Caring and Sharing (People who help us)	Empathy Commitment Benevolence	Writing a thank-you card to people who take care of our health
KS2		
Relationships (Beautiful people)	Perseverance Diligence	Discussing the life stories of a successful person and ways he/she faces challenges
Happy Days (Festivals)	National identity Respect for others	Reading about a Chinese festival and reflecting on the culture and traditions
My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on road safety for classmates

Grammar in Context or Text Grammar?

Grammar in Context

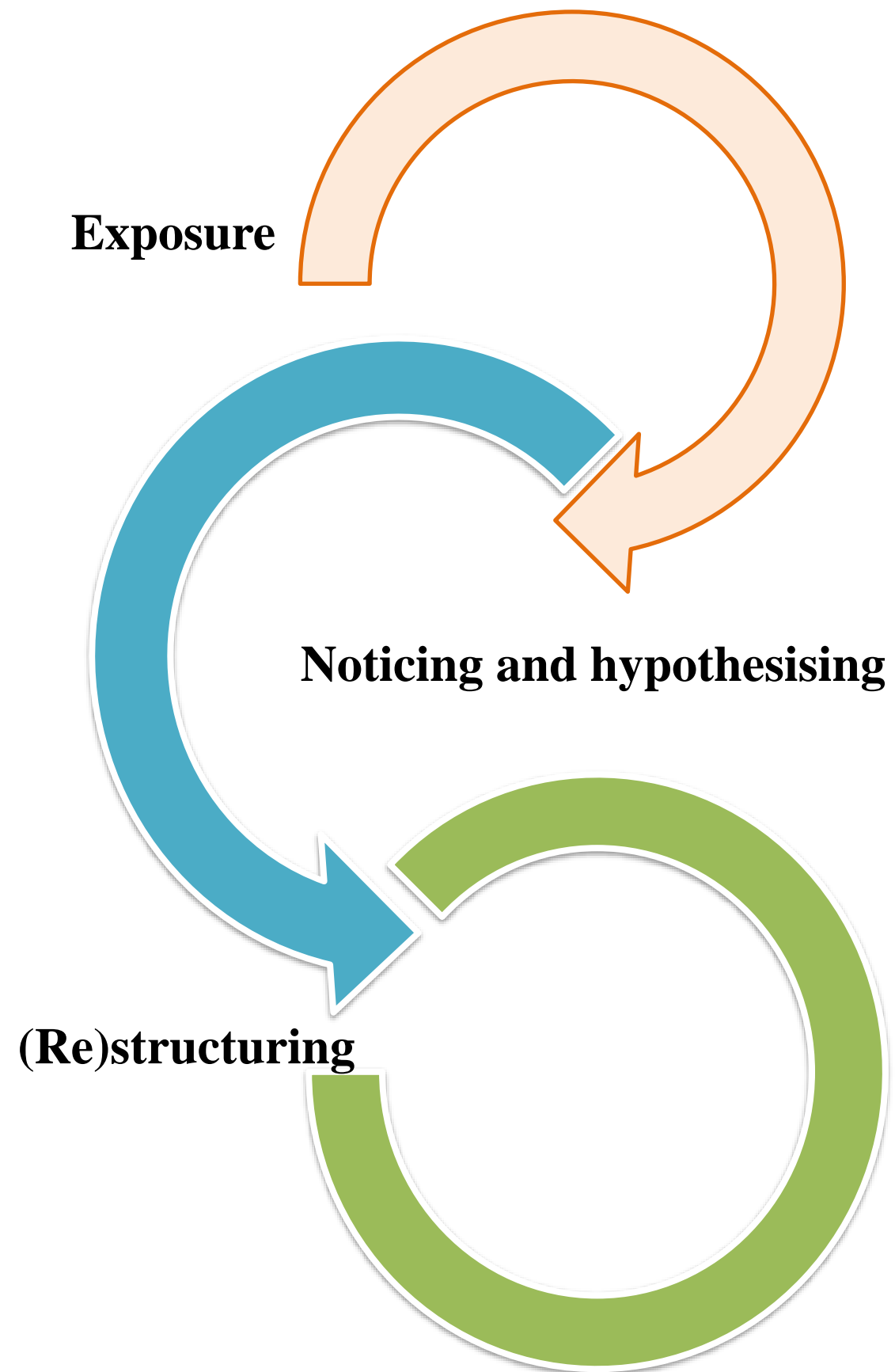
- the link between form and function and how grammar makes meaning and varies in different contexts
- how contexts shape the choice of language used

Complementary Concepts

Text Grammar

- beyond the sentence level
- grammar items typical of a particular text type
- how grammar contributes to the coherence & the structure of a text
- how to apply grammar knowledge to create texts of different text types

Stages involved in learning grammar



- **Exposure to the specific language patterns in texts**

- **Noticing the structure and being aware of the connections between form and meaning**
- **Structuring the grammar rule in mind**

- **Restructuring it and applying it in new contexts/using it naturally**

Managing Resources

Human resources

- Appoint **level coordinators** to help with horizontal coordination
- Deploy **the NET** effectively

Learning and teaching resources

- Build up **a resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resources** to teachers

Management of funds and grants

- Deploy different **grants provided by the government** strategically (e.g. The Promotion of Reading Grant)
- Apply for the **Quality Education Fund** and **Dedicated Funding Programme for Publicly-funded Schools** to implement projects that promote effective learning

Professional Development Programmes in the 2024/25 s.y.

Enriching Knowledge Series

- Enriching Knowledge Series: (1) Exploring and Appreciating English Creative Texts (Apr-Jun 2025)
- Enriching Knowledge Series: (2) Effective Writing Skills and Strategies for English Teachers (Apr-Jun 2025)
- Enriching Knowledge Series: (3) Improving English Pronunciation and Speaking Skills (Event AA: 13 Feb 2025; Event AB: 27 Feb 2025; Event AC: 13 Mar 2025)