## Ongoing Renewal of the School Curriculum for English Panel Chairpersons (Primary)

11 December 2025
English Language Education Section
Curriculum Development Institute
Education Bureau



## **Objectives**

- 1. To introduce the major updates of the English Language Curriculum Guide (Primary 1-6) (2025);
- 2. 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

3. To share good practices on curriculum planning and management

## Rundown

2:00 – 2:05pm	Registration and housekeeping		
2:05 – 3:35pm	<ul> <li>Part 1</li> <li>Ongoing renewal of the school curriculum</li> <li>Leading the ongoing renewal of the English Language curriculum as an EPC</li> <li>Major updates of the English Language Curriculum Guide (Primary 1-6) (202)</li> </ul>		
3:35 – 3:50pm	Break		
3:50 – 4:50pm	Part 2 • Sharing of good practices Ms Annie YIU, Teacher of English and ICT, from Ling To Catholic Primary School		
4:50 – 5:00pm	Conclusion and evaluation		

Leading the ongoing renewal of the English Language curriculum as an English Panel Chairperson

### **Discussion**

Please share your ideas with your group members:

- (a) What are the roles of an EPC as a curriculum leader?
- (b) Which role do you find most challenging?

### **Curriculum Development**

- Set priorities when developing curriculum plans
- Provide student-centred language programmes
- Steer holistic curriculum planning and infuse MREs with clear focuses
- Develop a school language policy
- Create a language-rich environment with cross-curricular activities
- Ensure curriculum coherence
- Assist school heads in whole-school curriculum planning

### **Professional Development**

- Keep abreast of latest trends and innovations
- Review and adjust deployment of panel members
- Promote collaboration within and across panels
- Provide regular feedback to panel members
- Encourage team-building among English teachers and across KLAs
- Set up a community of practice

### **Quality Assurance**

- Evaluate effectiveness of the English Language curriculum
- Make use of evidence to inform curriculum changes
- Gather stakeholders' views
- Provide feedback to refine curriculum planning and teaching strategies

### **Resource management**

- Knowledge management
- Promote flexible use of resources

- Aims of Education
- School vision & mission
- Curriculum documents
- Educational trends
- Students' needs
- School context
- **-** ...

## Fostering curriculum development as an EPC through the Planning-Implementation-Evaluation (PIE) cycle

#### Holistic planning of the school curriculum:

e.g. School Development Plan & Annual School Plan (major concerns)

#### Holistic planning of the school English Language curriculum:

- e.g. Subject Plan (development focuses, strategies, success criteria, time and scale, etc.)
- e.g. Management of panel members and resources

#### Holistic and evidence-based evaluation:

 e.g. Qualitative and quantitative evaluation to understand the needs and impact at different levels (students, teachers, etc.)

Inform curriculum planning and professional growth of teachers

Share progress and good practices for sustainable development

## Planning of learning, teaching and assessment through:

e.g. co-planning meetings

Use of assessment data to inform learning & teaching



Implementation through learning, teaching & assessment

L&T Level (Panel members)

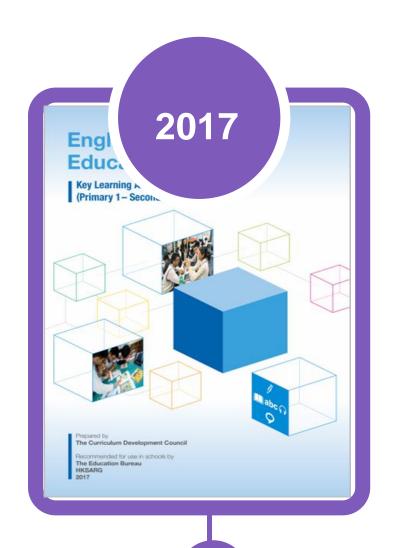
KLA Curriculum Level (EPC)
School Level (Curriculum leaders)

## Empower action, support implementation and monitor progress through:

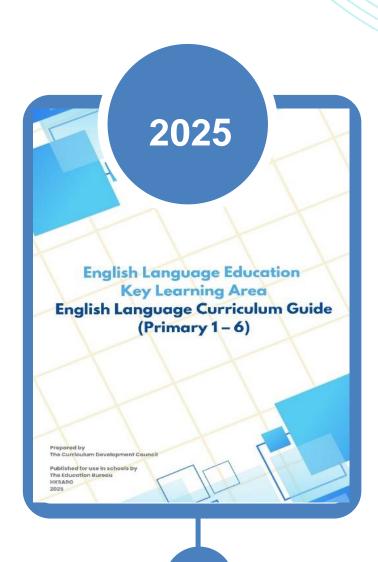
- e.g. Meetings
- e.g. Professional development activities
- e.g. Lesson observation
- e.g. Home-school collaboration

# Ongoing renewal of the school curriculum

## Ongoing Renewal of the School Curriculum







English Language Education KLA
Curriculum Guide (Primary 1 – Secondary 6)
(ELE KLACG)

Primary Education
Curriculum Guide
(PECG)

English Language
Curriculum Guide (Primary 1 – 6)
(ELCG)

## Ongoing Renewal of the School Curriculum

Rapid economic, scientific, technological and social developments

A VUCA world

Challenges and opportunities

Now

**Future** 

Respond to local, regional and global contextual changes

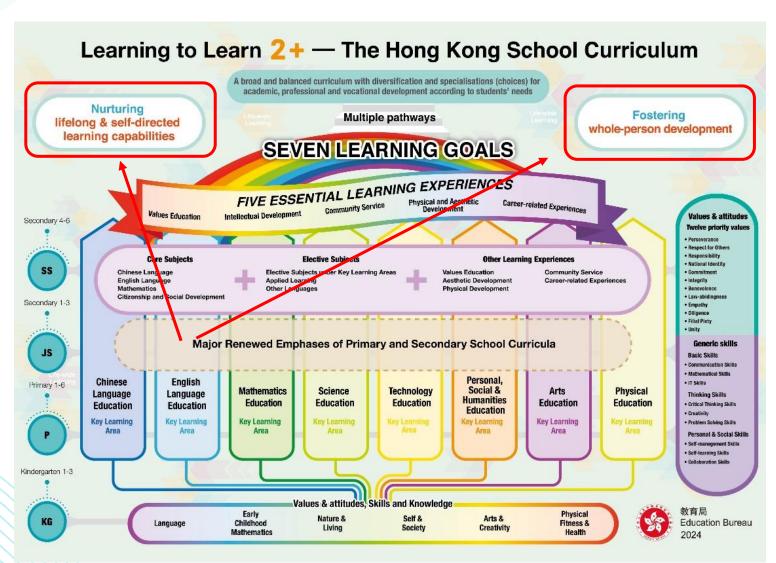
Build on existing strengths and practices of schools

Curriculum enhancement to benefit student learning

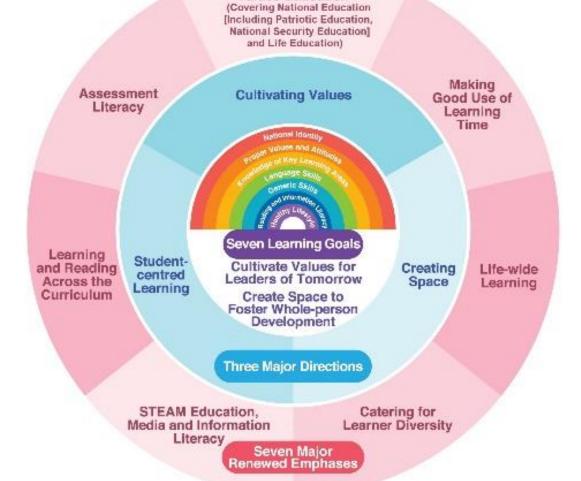


What knowledge, skills, values and attitudes do our students need to address their current needs and cope with their future challenges?

## Directions for the development of the English Language curriculum



The Hong Kong School Curriculum



Values Education

Strongths of schools

Strengths of schools

The Primary School Curriculum

De

Developing a balanced and coherent English Language Curriculum

**Enhancing students' life-long and self-directed learning capabilities** 

**Fostering whole-person development** 

Promoting e-Learning and Information Literacy

Enhancing Assessment Literacy

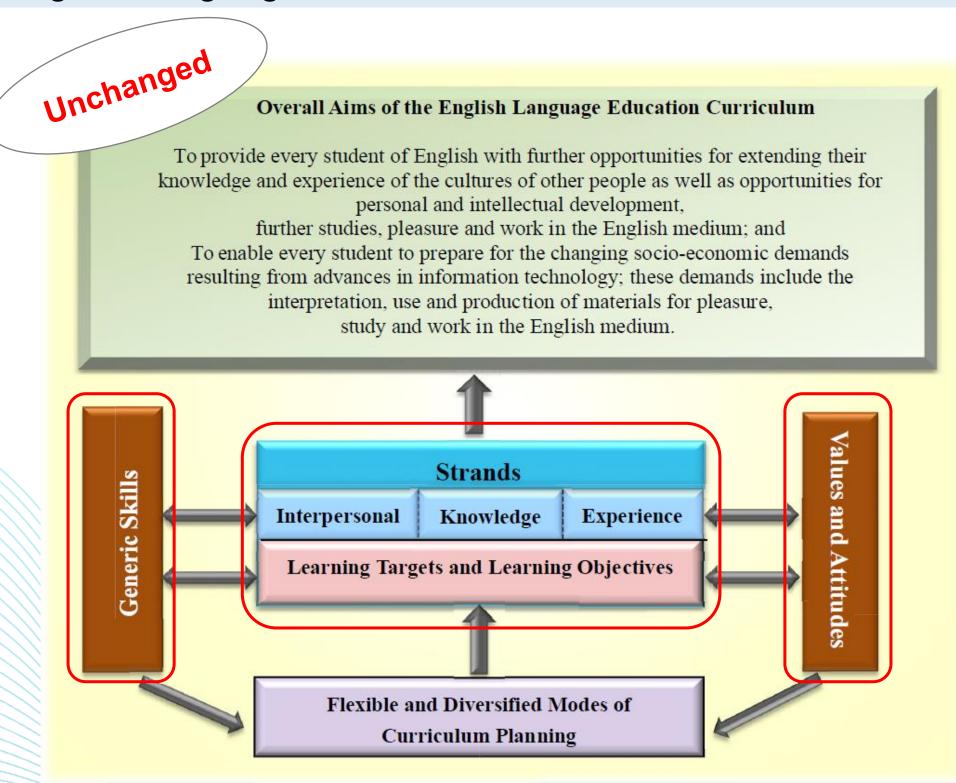
Strengthening Values Education

**Promoting Reading across** the Curriculum

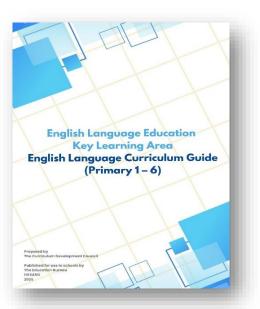


## The English Language Curriculum Guide (Primary 1 – 6) (ELCG) (2025)

#### English Language Education Curriculum Framework

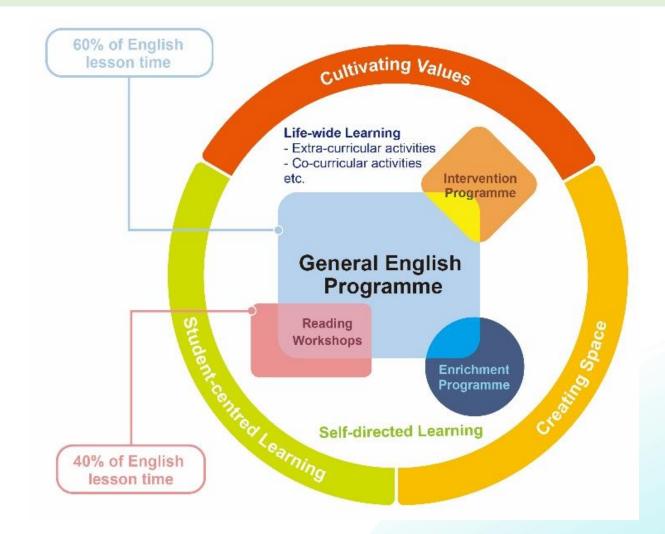


Curriculum Framework for English Language Education



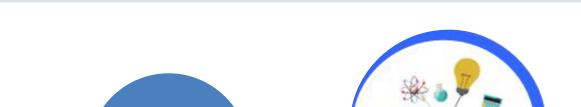
**ELCG (2025)** 

## Components of a School English Language Curriculum



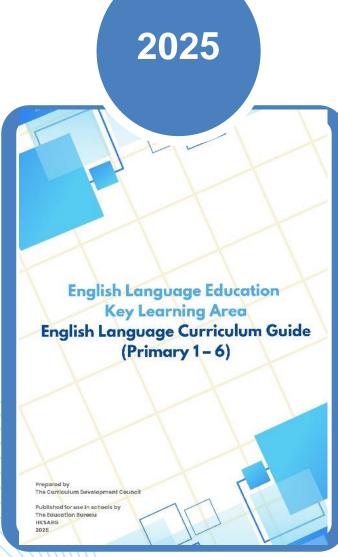
## The Four Major Updates

### Schools are encouraged to:



Reading across the Curriculum (RaC)

 enhance RaC through strengthening the roles of English teachers in cross-curricular collaboration, developing students' reading to learn capabilities and reading habits, and promoting values education using relevant reading contexts;



### e-Learning & Information Literacy

 promote e-learning and information literacy with a view to developing students' self-directed learning capabilities, enhancing their multimodal literacy and fostering the ethical use of information;



#### **Assessment Literacy**

extend Assessment for Learning (AfL) to Assessment as Learning (AaL) to help students become self-directed learners, and optimise assessment and assignment policies; and



 incorporate values education in the English Language curriculum to help students become informed and responsible citizens with a sense of national identity and an awareness of national security.

## Some Guiding Principles for Curriculum Planning

## Horizontal coherence and vertical alignment

- set clear focuses for a specific year level and across year levels
- develop a progressive curriculum
- ensure a smooth transition between different key stages

## Flexible use of learning time

- make flexible use of learning time to promote language learning and address students' learning needs
- promote learner independence and autonomy by engaging students in language learning activities beyond lesson time

## A balanced and comprehensive coverage

- ensure a balanced coverage of the learning targets and objectives (knowledge, language skills, generic skills, values and attitudes)
- stress the integration of skills and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands

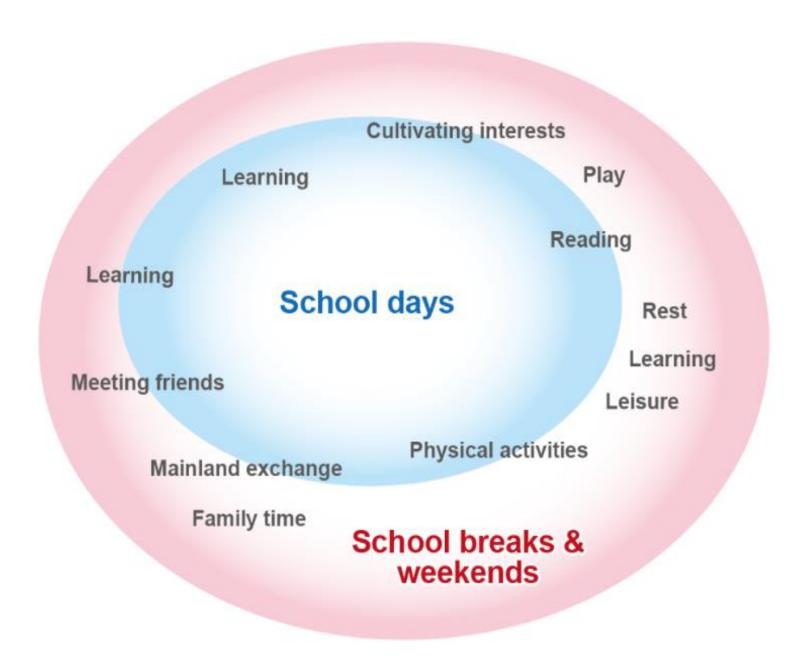
## Language-rich environment

• engage students in the active use of English (e.g. English Days, drama performances, puppetry activities)

# Pleasurable, meaningful, coherent and diversified language learning experiences

- use a variety of interesting / authentic resources to suit students' needs and develop literacy skills
- promote RaC and organising crosscurricular activities and project learning
- enrich and extend students' learning experiences through English-related life-wide learning activities
- promote "assessment for learning"
  (AfL) and "assessment as learning"
  (AaL), as well as diversified modes
  of assignments and assessment

## Some Guiding Principles for Curriculum Planning



#### **Notion of Learning Time**

#### Flexible Use of Learning Time

- make flexible use of the learning time during and outside school hours to facilitate English learning and teaching
- maximise the use of lesson time to achieve a wider range of learning targets and objectives

#### Examples of suggested strategies:

- set aside a short, regular period of time per day for reading
- reschedule lesson time to allow continuous stretches of time for extended tasks and life-wide learning activities
- introduce to students the use of web-based resources to facilitate self-directed learning



## Major updates of the *ELCG* (2025)



## For each major update, think about the following as an EPC:

### **NOT** implemented the major update yet:

- What are our key strengths and weaknesses?
- How can we integrate this initiative into our existing/ curriculum and ensure strong connections?
- What pace and scale of implementation will be most appropriate?
- Who should I invite to help lead this change?

How will I evaluate the effectiveness and impact at different levels (e.g. student, teacher and curriculum levels)?

### Implementing the major update:

- What have we achieved and established?
- In what areas can we **strengthen** its planning and implementation?
- What resources do we have / need?

What strategies can I use to facilitate its implementation and support my panel members throughout the process?

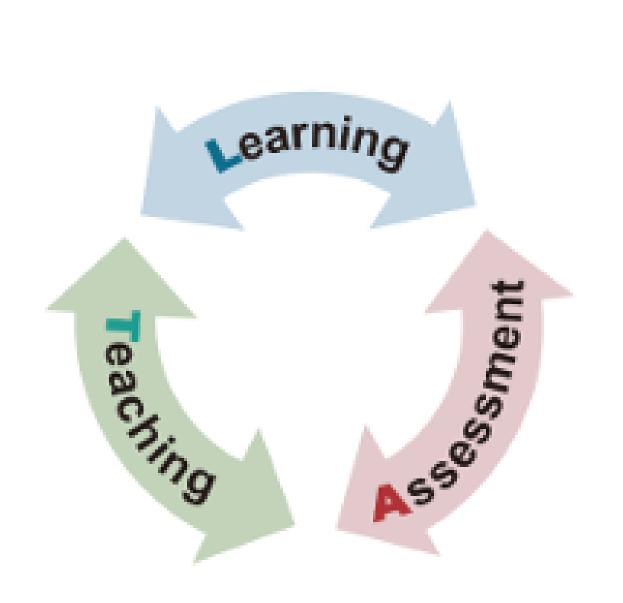
What mechanisms can I establish to gatekeep standards and ensure the quality of implementation and the outcomes?

## Major updates of the *ELCG* (2025)

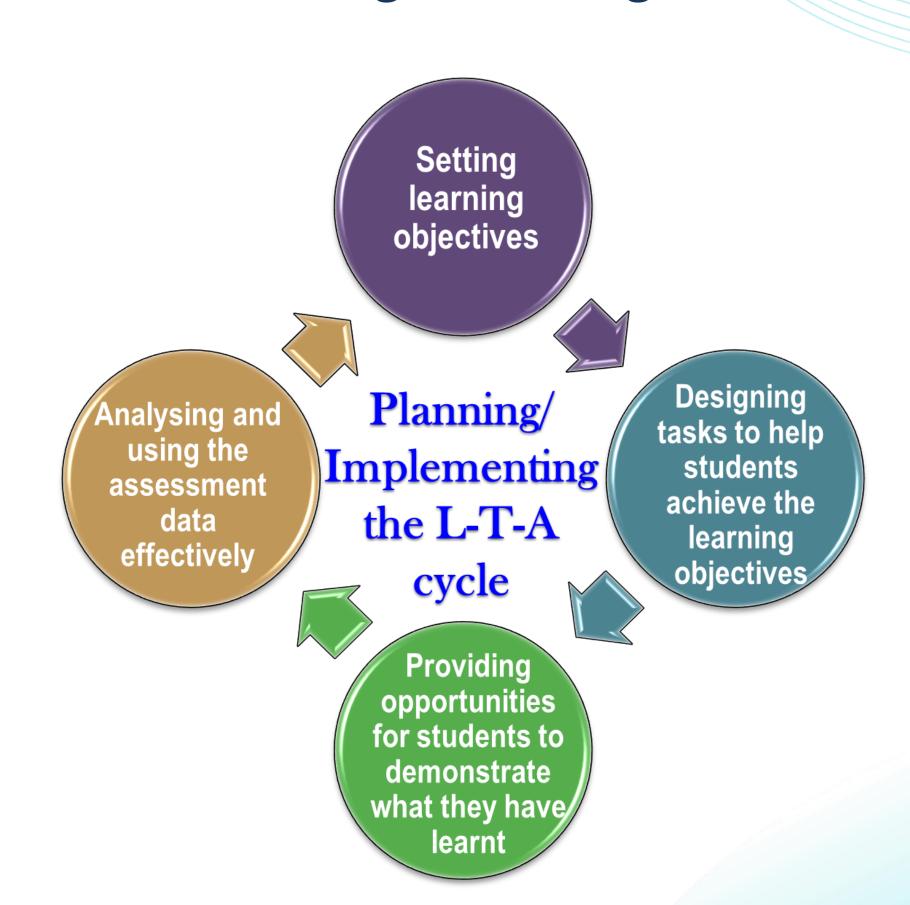
Reading across the e-Learning and Curriculum (RaC) **Information Literacy English Language Education Key Learning Area English Language Curriculum Guide** (Primary 1 - 6) Values Assessment **Education** Literacy **ELCG (2025)** 

## Schools are encouraged to:

- strengthen assessment literacy in the subject panel with due consideration given to students' learning enhancement, interests and abilities
- extend Assessment for Learning (AfL) to Assessment as Learning (AaL) to help students become selfdirected learners
- optimise assessment and assignment policies



The Learning, Teaching and Assessment Cycle





Setting learning objectives

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

- Aim for a balanced and comprehensive coverage
- Take the following into consideration:
  - what students can do currently;
  - what we expect our students to
     be able to do next





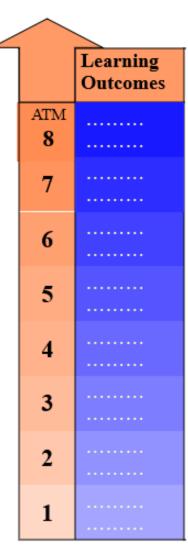
Schools are encouraged to make reference to the LPF when planning and reviewing the school English Language curriculum and assessment.



## What is the Learning Progression Framework (LPF)?

#### The LPF:

- provides a common scale and language for teachers to understand and describe students' performance and progress in English Language learning
- represents the growth of learners on a developmental continuum as they work towards the learning targets and objectives of the English Language curriculum;
- is made up of Attainment Milestones (ATM) (eight levels of attainment);
- helps teachers plan strategically how to enhance English Language learning, teaching and assessment.





Reading - ATM 1	Reading – ATM 2
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate
Pointers	Pointers
Learners can, for example,	Learners can, for example,
<ul> <li>recognise some high frequency words (e.g. the, you)</li> </ul>	<ul> <li>work out the meaning of words by using knowledge of letter-sound relationships</li> </ul>
<ul> <li>decode words by using knowledge of letter-sound relationships</li> </ul>	recognise common contracted forms by connecting them to their
<ul> <li>process simple sentences by using knowledge of basic conventions of written English (e.g. basic</li> </ul>	<ul> <li>full forms</li> <li>process simple sentences by identifying meaningful</li> </ul>
<ul> <li>punctuation)</li> <li>follow predictable texts by</li> </ul>	<ul> <li>chunks</li> <li>locate specific information</li> </ul>
recognising the repeated use of sentence patterns	by identifying key words     follow ideas by
follow instructions and signs by recognising key words with visual support	understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)
master basic book concepts     (e.g. titles and names of authors)	identify characters, setting and sequence of events in stories
<ul> <li>locate specific information by recognising simple formats (e.g. birthday or invitation cards)</li> </ul>	make predictions about the content from the titles, illustrations or contents page

Learning outcomes (LOs):

a general description of learner performance

Pointers:

Specific examples of what students are able to do in demonstrating the LOs

Designing tasks to help students achieve the learning objectives

- Think about purposeful learning materials/activities/tasks to develop students' language abilities, generic skills and proper values and attitudes
- Think about how we can help students achieve the learning objectives (appropriate input, various modes, scaffolding, support...)
- Think about appropriate/effective teaching strategies

Understand students' learning progress in an ongoing and timely manner throughout the learning and teaching process to inform learning and teaching:

#### **Observation**

(e.g. how students use the target language items and/or interact during group work)

### **Effective questioning**

(e.g. adopting a variety of question types, using wait-time and prompts to solicit responses from students)



Providing opportunities for students to demonstrate what they have learnt

Analysing and using the assessment data effectively

Strengthening assessment literacy in the subject panel and optimising the school assessment policy:

- with due consideration given to students' learning enhancement, interests and abilities
- to nurture students into self-directed learners and lifelong learners
- to create space to foster whole-person development

## Three complementary assessment concepts

Extending AfL to
AaL to nurture
self-directed
learners

Strengthen
AfL to
enhance
learning

ıtive	Assessment as Learning (AaL)  AaL engages students in reflecting on and monitor progress of learning through strengthening their role responsibilities in relation to their learning. Students actively involved in regulating the learning process, entheir own performance against the learning goals, and for the next step in learning.	
Formative	Assessment for 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.
and shows what they know and can do over a per		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.

Selfdirected Learners Learner Independence

Strengthen AfL to enhance learning

Make effective use of assessment data to inform learning and teaching



**Assessment Data** — Evidence of student learning in terms of knowledge, skills and values and attitudes

Examples:

Use of the target language items in class

Performance in assignments and learning activities/tasks

Responses and interactions in learning activities/tasks

Reports from e-Assessment

Results in tests and/or exams

Results in external assessments

- Evaluate students' performance against the success criteria
- Identify students' strengths and weaknesses
- Analyse the underlying causes of students' learning difficulties
- Provide students with timely, quality feedback on how to improve (linked to success criteria)
- Modify teaching strategies
  - > Explore ways to help students improve
  - ➤ Design activities to address students' learning needs
- Inform the development of the school English Language curriculum and the subject panel

#### **Module and Unit: Relationships (Fantastic People)**

#### **Context:**

The Science Week is coming. Your English teacher will guide you to read the inspiring life stories of some famous scientists to understand their qualities and achievements. Then, you choose a scientist you like and write a biography about him/her.

How can we promote
Assessment as
Learning in this
learning task?

Assessment as 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.

		Level:	<b>Upper Primary</b>
	iography of the s write a biography of the	1 /	in about 200 words.
Use the simple past tense for events in the past.	Biography of		Introduction (Brief summary of his/her achievements)
resent tense o describe			Early life and education
se adjectives			Career path and achievements
ople, feelings ad objects.			Inventions
e connectives			Final years
quencing ords to link eas, e.g. and, so, besides, ter that.			Other information (if any)



## **Promoting Assessment as Learning**

Level:

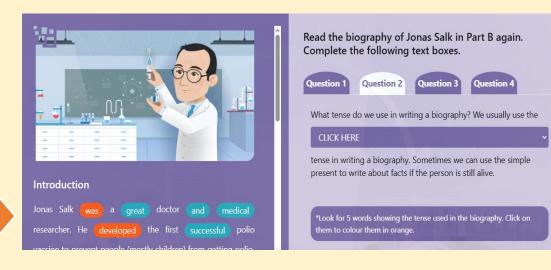
**Upper Primary** 

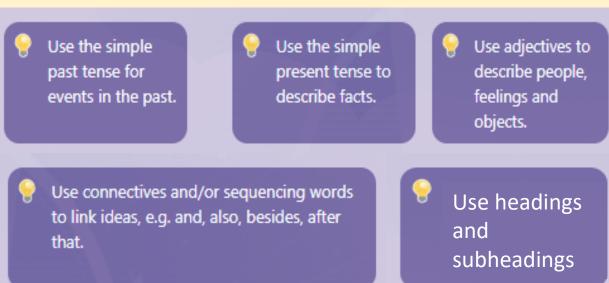
#### **Module and Unit: Relationships (Fantastic People)**

7					
	Part 2 Self-reflec	tion: Did	Strengths©	Area(s) for improvement ©	
Ш				Please tick V the	appropriate boxes.
	I. Content		viding relevant and clear ideas about writing topics		
		deta	ting main ideas with supporting ils (e.g. giving more information ut my main ideas)		
			ing my opinions/comments (e.g. ing about what I think)		
	II. Language	a) Use	of vocabulary		
		b) Use	of tenses		
		c) Use	of sentence patterns		
		d) Use	of pronouns (e.g. he, she, it)		
		e) Use	of punctuation marks		
		f) Cap	italisation		
		g) Spel	lling		
	III. Organisation		of connectives (e.g. and, but, so, nuse) to link ideas within paragraphs		
		b) Use Find	of connectives (e.g. Suddenly, nlly, Then) to link ideas across graphs		

Conduct self-reflection about students' past writing experiences

Enable students to actively regulate, evaluate and plan their learning



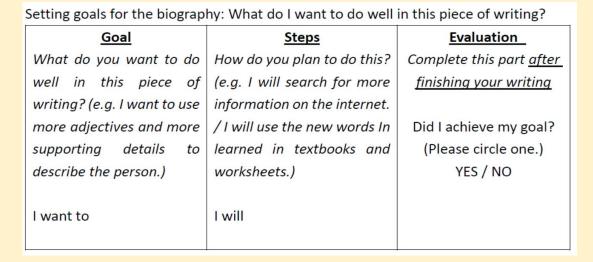


Analyse the text features in the sample text and discuss the success criteria with students

# Specific • What do you want to do or improve in this writing task (biography)? Make sure it is clear. Measurable • How will you know if you have done it? Can you see or count it? Achievable Relevant • Does it help you write a good biography? • Read your reflection in Part 2 again. Work on 1-2 area(s) that you want to improve to become a better writer. Time-bound

describe the person.

In this writing lesson, I want to write a <u>biography with</u> headings and subheadings and use at least 3 adjectives to



Guide students to set task-specific goals and plan their learning

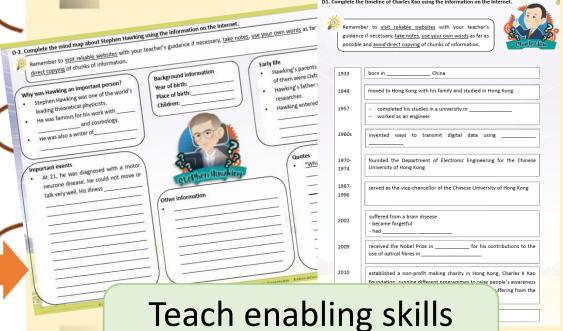
## Example

## **Promoting Assessment as Learning**

Level:

**Upper Primary** 

#### **Module and Unit: Relationships (Fantastic People)**



Colour code your writing

Headings and subheadings

Adjectives to describe the person

Connectives and/or sequencing words to link ideas, e.g. and, also, besides, after that.

was Verbs for events in Strategies to keep

Strategies to keep track of students' own learning (e.g. checklists, colour coding)

Teach enabling skills (e.g. research skills)

Brainstorm ideas and write the draft

Self-assessment Check	list
Content - I wrote	Circle the smiling face(s)
1. an introduction of the scientist.	0 0 0
2. about his/her early life and education.	0 0 0
3. about his/her career path and achievements.	© © ©
<ol><li>other information about him/her (optional).</li></ol>	· · ·
Language - I used	Evaluation
5. the simple past tense for events in the past.	Complete this part aft
6. adjectives to describe people, feelings and object	finishing your writing
Organisation - I	Did Lash:
7. put ideas into different paragraphs.	Did I achieve my goal?
8. used connectives and/or sequencing words to lin	(Please circle one.) YES / NO
ideas.	123/ NO

Post-writing self-reflection

What have you learnt from all the comments from your teacher, classmates and yourself?

Glow What did I do well this time?

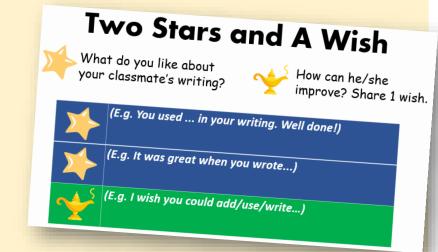
Grow What can I do better next time?

Good words/sentences I learnt from my classmates:

Goal What is one goal for my next writing?

Go What can I do to reach my goal?

Editing, revising and improving (e.g. process writing)



Peer assessment

Create opportunities for students to monitor and reflect on their learning

learning

Conduct self-reflection and plan for the next step in writing

## Strengthening Assessment Literacy through

## Effective Planning & Implementation of Learning, Teaching and Assessment

Extending AfL to AaL

Actively engage students in the assessment process to promote self-directed learning and self-reflection



### Strategies to Promote Assessment as Learning (AaL)

### Introducing study skills

- teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building skills)
- modelling of learning strategies (e.g. note-taking skills) through think-aloud
- providing opportunities for students to practise the skills that need to be learnt or mastered

### **Empowering students for SDL throughout the assessment process**

guiding students to set their own goals and make plans

E.g.

- discussing or negotiating task-specific success criteria with students
- guiding students to reflect on their strengths and weaknesses (e.g. their performance in the previous assessment)
- guiding students to select strategies/resources to help them achieve the goals

• guiding students to monitor their learning

E.g.

- discussing samples of student work and providing constructive feedback to students as they learn
- guiding students to keep track of their own learning (e.g. checklists for revising and editing in writing, colour coding for target language items)
- guiding students to evaluate their learning outcomes and deepen self-reflection

#### E.g.

- using different kinds of assessment forms (e.g. K-W-H-L charts, SWOT tables) to facilitate self-reflection
- > planning for the next step in learning



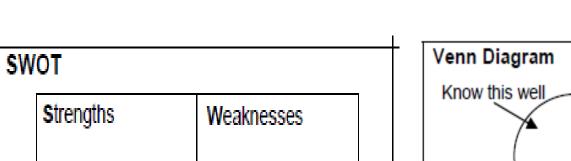
#### **Elements of SDL**

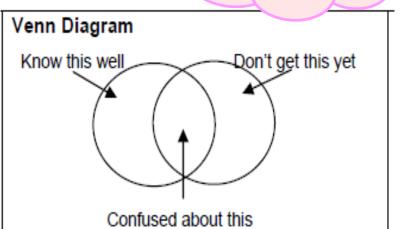
Adapted from
The Primary Education
Curriculum Guide (2024)
(Figure 4.2,
Section 4.2.6)

Examples of assessment forms to facilitate peer assessment and self-reflection

#### 3-2-1 Summariser

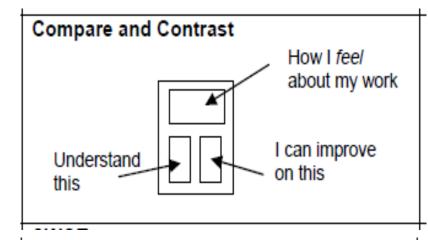
- 3 Examples of sentences written in the present perfect tense in the book / worksheets.
- 2 Differences between 'yet' and 'already'.
- 1 Activity you found the most interesting.





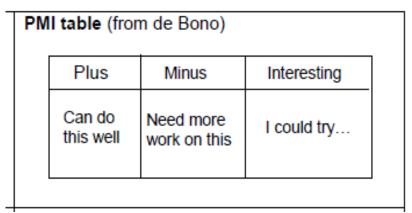
Graphic

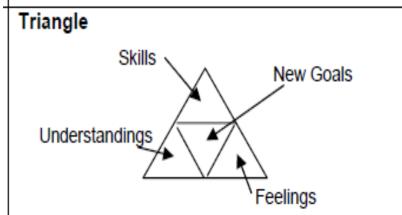
**Organisers** 

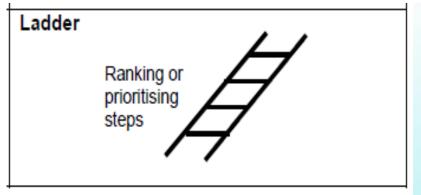


Threats

**O**pportunities



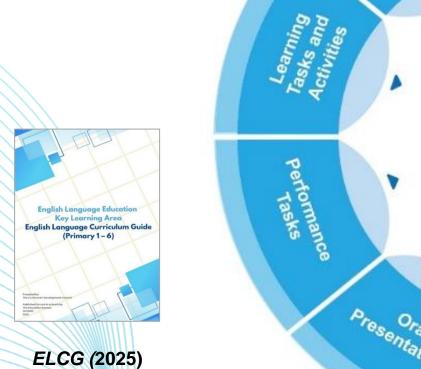




Optimising assessment and assignment policies

Adopt diversified modes of assessment and various assessment tools in light of different learning targets/objectives and to better cater for learner diversity





(p.119, Fig. 13)

Shared Writing and Process Writing

**Examples of** 

Assessment

**Activities** 

Homework

Providing opportunities for students to use a combination of their intelligences and choose how they will present their learning outcomes
 Collect evidence of student learning



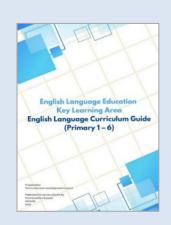
Optimising
assessment
and
assignment
policies

Adopting different modes of assessment and assignments to address students' diverse learning needs



Reviewing the frequency and quantity of tests and examinations to create space for their whole-person development

### **Smoothening the interface between kindergarten and Primary 1**



ELCG (2025)

Avoid pen-and-paper dictation in the first few months of Primary 1

...exploring different modes of assessment to replace traditional written assessments, reducing the number of dictations, tests and examinations or cancelling term examinations for individual year levels, particularly in the first school term of Primary One where diversified modes of assessment instead of tests and examinations should be adopted...



Primary Education Curriculum Guide (2024) & EDBC No. 17/2024

### KOTTER'S 8-STEP CHANGE MODEL

## CREATING A CLIMATE

FOR CHANGE

- 1. Establish a sense of urgency
  - 2. Create a guiding coalition
    - 3. Develop a vision and strategy

## ENGAGING & ENABLING

YOUR PANEL

- 4. Communicate the vision and strategy
  - 5. Empower action
    - 6. Generate short-term wins

## IMPLEMENTING & SUSTAINING

THE CHANGE

- 7. Build on the change
  - 8. Make the change stick

### **Creating a Climate for Change**

- 1. Establish a sense of urgency
- Make reference to educational trends, curriculum documents, school's development focuses, students' needs, stakeholder's views
- 2. Create a guiding coalition
- Form a core team to explore and experiment new modes of assessment (deployment and development of panel members)
- 3. Develop a vision and strategy
- Propose concrete plans (e.g. targets, strategies, timeline, success criteria, resources needed)





Reduce the quantity of assessment and diversify the modes of assessment in Primary One to cater for learner diversity and a smoother interface

#### First term:

- Replace traditional pen-and-paper dictation with motivating spelling games (e.g. phonics dictation, e-learning games)
- Align with the school assessment policy to replace traditional written examinations in the Exam Week with interesting learning and assessment activities (e.g. learning tasks, projects or game booths related to and extending what students have learnt in the first term)

#### All terms:

• Engage students in interesting speaking activities (e.g. show-and-tell) to display their learning outcomes

#### **Engaging and Enabling Your Panel**

- 4. Communicate the vision and strategy
- Communicate with panel members through formal and informal settings
- Enhance home-school cooperation through parents' education

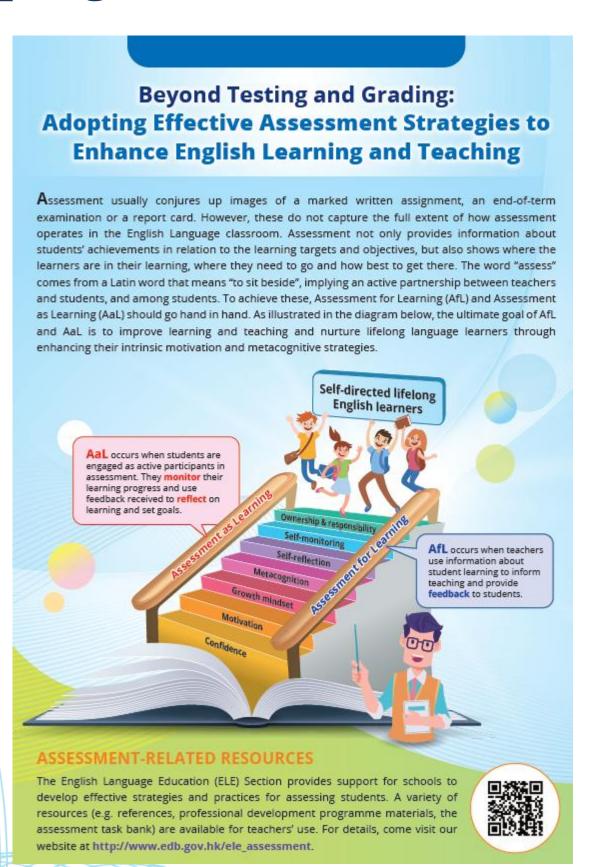
- 5. Empower action
- Provide appropriate support to panel members and parents
- Anticipate potential challenges and remove hurdles in advance
- Deploy resources flexibly
- 6. Generate shortterm win
- Celebrate and showcase students' achievements
- Communicate the progress to panel members and other stakeholders

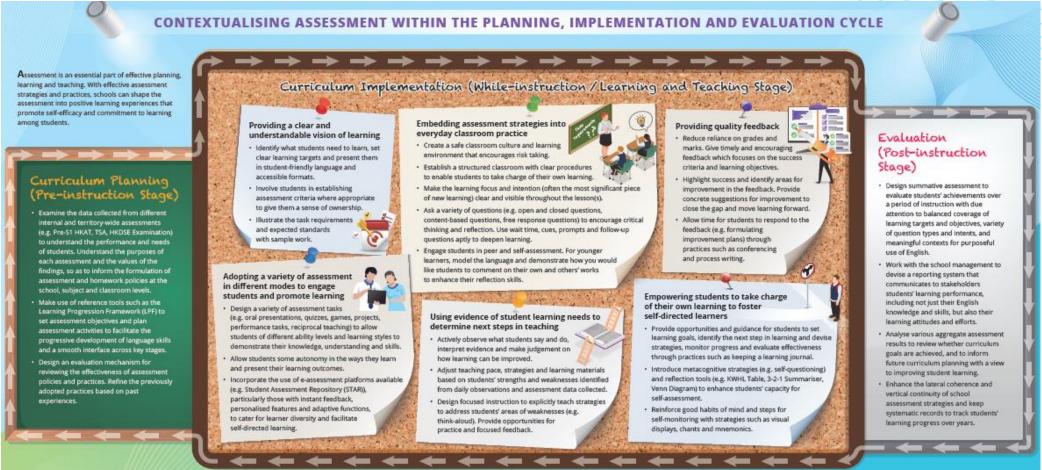
#### Implementing and Sustaining the Change

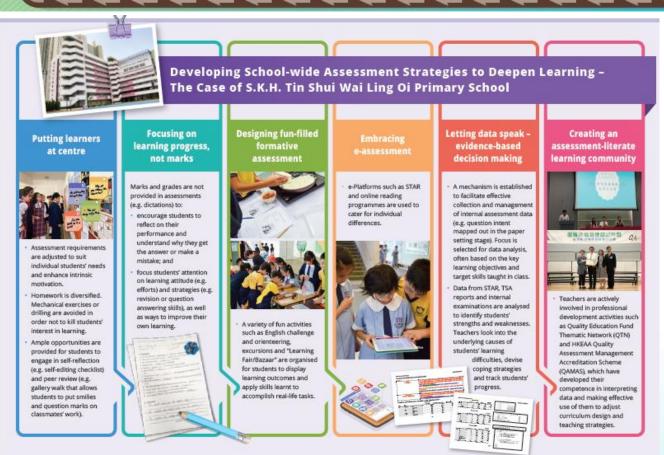
- 7. Build on the change
- 8. Make the change stick
- Conduct holistic evaluation to inform change and improvements to further enhance learning and teaching effectiveness
- Extend the practice to other levels as appropriate

### Leaflet on Beyond Testing and Grading:

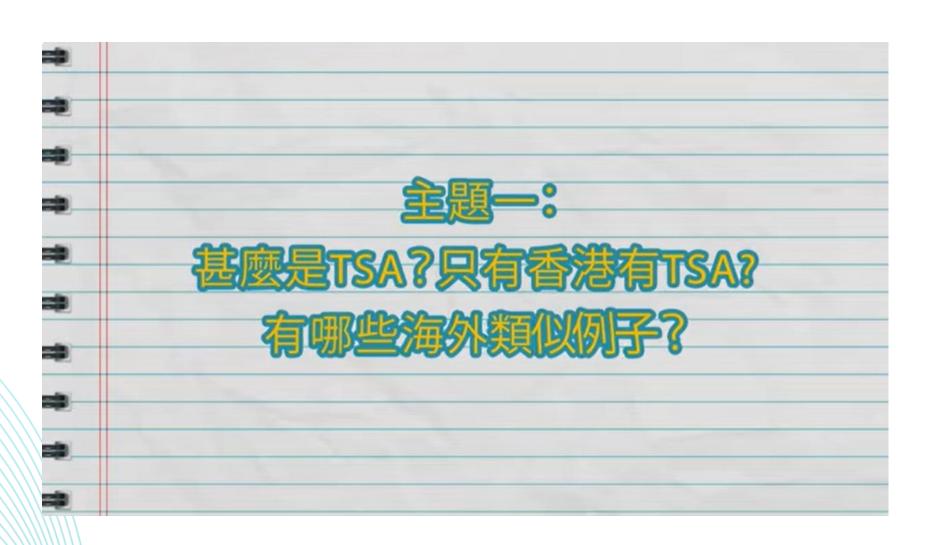
### Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

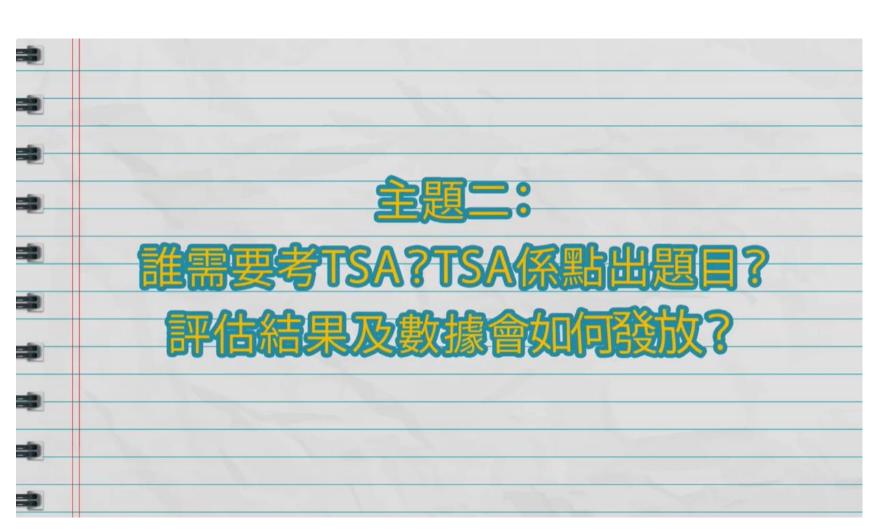






To help the education sector better understand the Territory-wide System Assessment (TSA) and the Student Assessment Repository (STAR), the Education Bureau has produced a series of promotional videos.



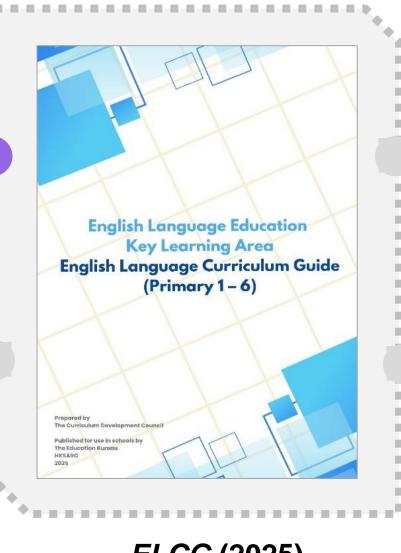


https://www.youtube.com/watch?v=4LrHKp80hxk

https://www.youtube.com/watch?v=QY3ed71q4Lo

# Major updates of the *ELCG* (2025)

Reading across the Curriculum (RaC)



e-Learning and Information Literacy

Assessment Literacy

**ELCG** (2025)

Values Education



## Objectives of promoting RaC

RECOMMENDED

To connect students' learning experiences

To help students establish meaningful links across different key learning areas (KLAs)

In the *ELCG* (2025), it is recommended that students explore proper values and attitudes through RaC activities.

To broaden students' knowledge base

To enhance students' reading to learn capabilities





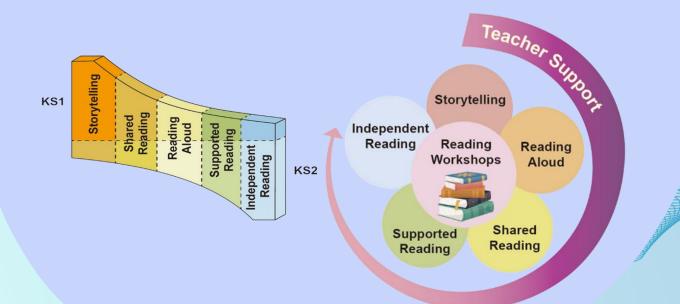


Encourage students to read a variety of texts, including real books, on different themes.





Guide students to process reading texts in a more in-depth way.





Provide opportunities for students to apply and consolidate the reading skills learnt.

Collaborate with the teacherlibrarian in sourcing a good range of English reading materials.



Ostrengthening the roles of English teachers in promoting RaC

Develop students' reading skills and generic skills (e.g. creativity).



Highlight subject-specific language features in RaC materials.

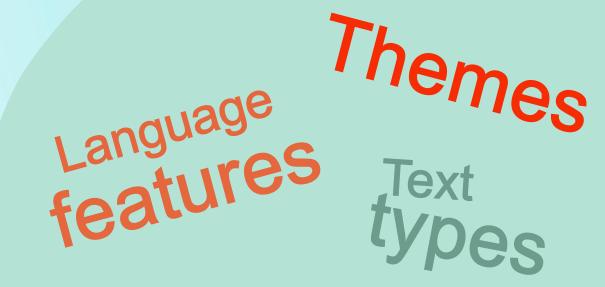
Create an environment conducive to English learning.



Collaboration with teachers of other KLAs



Conduct curriculum mapping.



Identify common entry points.





Draw up an overall plan.

Develop and evaluate learning materials and activities.

### Thinking about RaC in practice

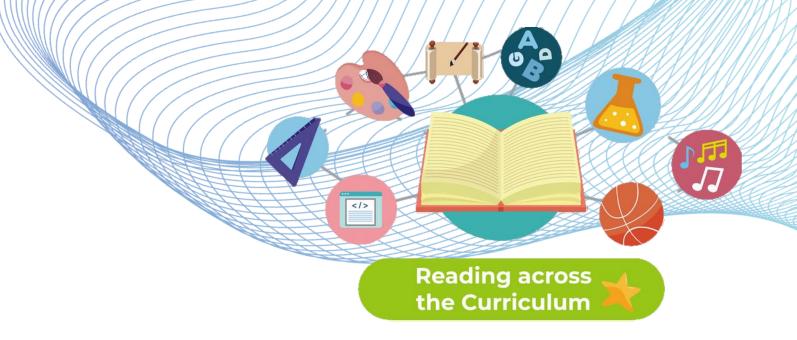
To what extent has your English panel facilitated students' engagement in reading activities that connect English learning with knowledge, skills, values and attitudes across different Key Learning Areas (KLAs)?

How does your English panel plan and coordinate reading activities and promote cross-curricular activities?





In what ways can your
English panel take a leading
role in fostering
collaboration with other
subject panels to strengthen
the promotion of RaC?



### Steps for curriculum mapping to promote RaC



Understand the position of the English Language Education KLA in the school curriculum

Review the school
English curriculum &
identify cross-panel
collaboration

Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

# Understand the position of the English Language Education KLA in the school curriculum

Foster students' proper values and attitudes such as responsibility, empathy, perseverance and respect.

Build content knowledge through engagement with authentic texts and cross-curricular themes. Knowledge

Enhance students' reading skills to help them understand and analyse language use in English texts.

Develop students' generic skills to enable them to acquire and apply knowledge, solve problems and adapt to new challenges.

Understand the position of the English Language Education KLA in the school curriculum

Review the school English curriculum & identify cross-panel collaboration

Identify crosscurricular themes and select appropriate texts

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# Review the school English Curriculum & identify cross-panel collaboration



Examine textbook units, readers and RaC resources.

Identify target reading strategies (e.g. scanning for specific information, inferring).



Invite other subject chairpersons

(e.g. Primary Humanities and Visual
Arts) to share their suggestions on
themes, learning materials and task
design for implementing RaC

Make a plan with due consideration on the following:

- learning objectives
- roles of different departments
- timeline
- learning outcomes

Understand the position of the English Language Education KLA in the school curriculum

Review the school English curriculum & identify cross-panel collaboration

Identify crosscurricular themes and select appropriate texts

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# Identify Cross-Curricular Themes and Select Appropriate Texts Earth Week

An example of P.4 RaC Unit

20 April to 24 April

The common unit in

both English and

**Primary Humanities** 





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





**Theme: Sustainable Living** 

In the English lessons, students will read ...

**Narrative text** Information text

Dora Celebrates
Earth Day!

**Selected by** 

Selected by

**Upcycling For Kids** 

**English and** 

**English and** 

**Primary** 

**Visual Arts** 

**Humanities** 

teachers

teachers together

together

Understand the position of the English Language Education KLA in the school curriculum

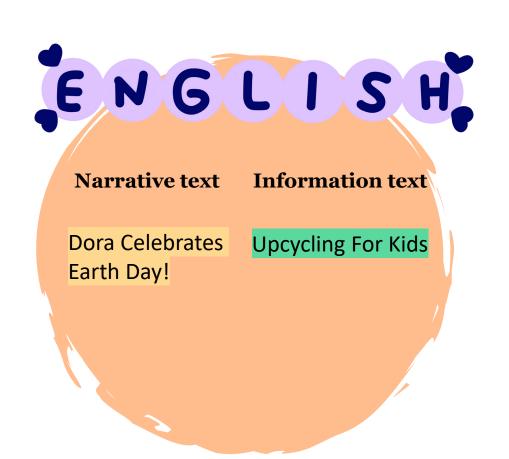
Review the school English curriculum & identify cross-panel collaboration Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

# Identify Cross-Curricular Themes and Select Appropriate Texts

An example of P.4 RaC Unit



#### PRIMARY HUMANITIES



Turning Waste into Use | 180 Elderly People Transform 300 Pieces of Old Clothing into Cell Phone Pouches and Ecofriendly Bags

### Tips for the English Panel Chairpersons



Identify common language features that can help students apply what they have learnt in other subjects when reading and strengthen their ability to make cross-curricular connections.

E.g.

**Transfer in Practice:** 

**Upcycling For Kids** 

•English: Learn imperative verbs (*cut, fold*) and sequencing words (*first, next, then*).

•Visual Arts: Use the language items learnt to write or follow steps for a project.

Understand the position of the English Language Education KLA in the school curriculum

Review the school English curriculum & identify cross-panel collaboration

Identify crosscurricular themes and
select appropriate
texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

### Set learning objectives across subject panels



# Subject-specific Learning Objectives

Language Skills & Generic Skills





# Common Learning Objectives

**Knowledge** 

**Values** 

Students will learn about the 3Rs (Reuse, Reduce, Recycle) and upcycling and develop a sense of responsibility for protecting the environment.

Understand the position of the English Language Education KLA in the school curriculum

Review the school English curriculum & identify cross-panel collaboration

### ENGLISH,

- Develop students' reading skills [e.g. work out the meaning of unfamiliar words (e.g. upcycling) using contextual clues]
- Have students interpret
   procedural texts to
   sequence the steps and
   write instructions of how
   waste can be transformed
   to useful items

#### PRIMARY HUMANITIES

Develop students' critical thinking skills to evaluate the impact of different waste-management practices, collaboration skills to plan and implement upcycling projects and communication skills when presenting solutions to peers and teachers.

### Visual Arts

Develop students'
 creativity and
 problem-solving skills
 to transform waste
 into useful items.

Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

# Design learning and teaching activities with different subject panels



In the Reading
 Workshop, students
 read Dora Celebrates
 Earth Day and use a
 KWL Chart to organise
 what they know, what
 they want to learn, and
 what they have learnt
 about caring for the
 Earth.



PRIMARY HUMANITIES Visual Arts

• Guide students to set a common objective for the learning task: designing and creating upcycled products for classroom use that promote environmental protection and sustainability.



• Read a short news article on environmental challenges and upcycling, then discuss cause-andeffect relationships (e.g. how reducing waste through upcycling benefits society) and help students relate the text to their daily lives.



- Read Upcycling for Kids in the Reading
   Workshop to learn the language features of procedural texts and deepen students' understanding of upcycling.
- Discuss what upcycled product to make and the waste they are going to use.



Understand the position of the English Language Education KLA in the school curriculum

Review the school
English curriculum &
identify cross-panel
collaboration

Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

# Design learning and teaching activities with different subject panels



Ask students to keep a simple home log to raise awareness of sustainable practices, such as noting items their family has recycled and things they have upcycled (e.g. turning old clothes into bags).

Visual Arts

In groups, students design an upcycled product (e.g. pencil holders, recycled paper art) discussed in English lessons. This cross-curricular task unleashes students' creativity and raises their environmental awareness while providing authentic content for later procedural writing in English.



Students bring their finished upcycled products to the English lesson and write a procedural text explaining how to make them. They carry out peer and self-assessment of their writing and present their products in English on Earth Day (22 April). Their schoolmates vote for the most creative and practical design.



Create an e-gallery showcasing students' upcycled products on the school website during the Earth Week to encourage the whole school to care for the Earth.

Understand the position of the English Language Education KLA in the school curriculum

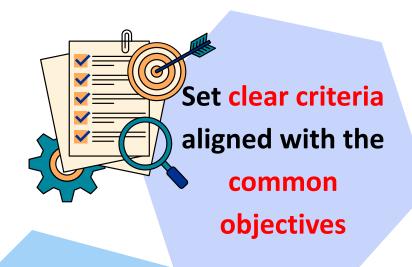
Review the school English curriculum & identify cross-panel collaboration

Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

Design learning and teaching activities with different subject panels

# Evaluate the effectiveness of the Implementation of RaC



Assess students'
performance and
collect learning
evidence in different
subjects

Collect students'
feedback through
surveys or
reflections



Understand the position of the English Language Education KLA in the school curriculum

Review the school English curriculum & identify cross-panel collaboration

Identify crosscurricular themes and select appropriate texts

Set learning objectives across different subject panels

### **Panel Collaboration**

- Hold a joint review meeting to share observations, student work and assessment data.
- Discuss whether the sequence of activities supports students' learning across different subjects.

Strengthen the promotion of RaC by improving the RaC unit and learning and teaching resources based on the evaluation

Design learning and teaching activities with different subject panels

### Essence of promoting RaC

Strong roots grow when we connect learning across different subjects.

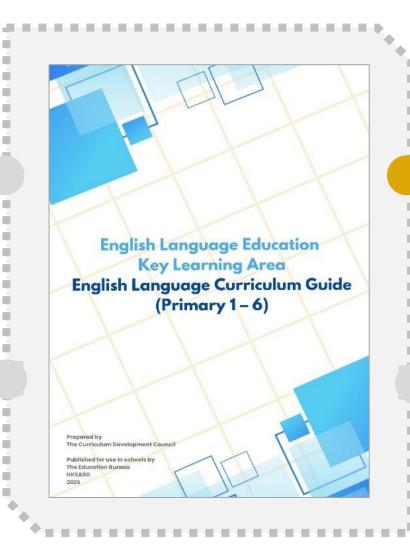
Start small, nurture collaboration, and watch a culture of literacy flourish.

RaC is about creating meaningful connections among different subjects through reading, so students build a deeper understanding, apply knowledge in authentic contexts and develop critical thinking and literacy skills in their learning journey.



## Major updates of the *ELCG* (2025)

Reading across the Curriculum (RaC)



e-Learning and Information Literacy

Assessment Literacy

English Language Education
Key Learning Area
English Language
Curriculum Guide (P1-6)
(ELCG) (2025)

Values Education



Objectives of promoting e-learning and information literacy

To enhance interaction and collaboration

To cater for students' diverse learning needs

The ELCG (2025)
highlights the
importance of selfdirected learning
capabilities and
information literacy in
fostering lifelong
learning.

To develop students' self-directed learning capabilities

To help students understand the effective and ethical use of information



# Strategies for facilitating the implementation of the English Language curriculum through e-learning

Create an IT-friendly
environment for students to
seek, share and use
information and resources for
learning as well as to interact
with teachers, other students
and people around the world.



Provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning.

Make use of a range of e-resources and e-learning tools to motivate students, engage them in self-learning and interactive learning and enhance learning and teaching effectiveness.

Use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.

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

Make use of authentic multimodal texts to promote critical thinking and cater for learner diversity









of e-platforms



Strengthen interaction and motivation with the use



















**Educational** 

games

Music videos /

Movies & **Animations** 



Recorded performances







Provide students with opportunities to apply information technology skills to process and create multimodal texts



Guide students to evaluate, extract, organise and synthesise information and ideas from a number of sources, and create new ideas of their own.

Promote effective and ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights. 60

# "Information Literacy for Hong Kong Students" Learning Framework (2024) pp.3-4

### **Categories and Areas of Information Literacy**

Category		Nine Literacy Areas
Effective and Ethical use of information	1	Use, provide and communicate information effectively, ethically and responsibly
Generic IL Skills	2	Identify and define a need for information
	3	Locate and access relevant information
	4	Evaluate information, media content and information sources/providers
	5	Extract and organise information, create and present new ideas
Information World	6	Apply IT skills to process information and produce user-generated content, and adopt a reflective mindset when sharing information
	7	Recognise the roles and functions of information providers in society
	8	Recognise the conditions under which reliable information could be obtained
	9	Recognise the ethical issues arising from the application of emerging and advanced information technologies

### How can we enhance students' multimodal literacy in English lessons?



performances



05

04

**Blog entries** 

An animated video: **Discover the Wonders** of Knowledge



01

**Access information from** a variety of sources



**Express and create** 

messages using different

modes of communication

**Evaluate the messages and** values embedded in the multimodal texts



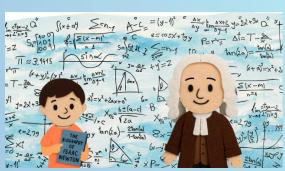
**Understand** 

Access

02 Understand the ideas in digital texts under the teacher's guidance

**Analyse and explore how** 

messages are presented



**Scene: Animated formulas** 

The animated formulas represent the depth of Isaac Newton's

curiosity. →

Values: Perseverance & Diligence

**Evaluate** 

**Analyse & Explore** 



Scene: Apple trees with falling apples

This scene brings Newton's famous question about gravity to life. The falling apples make the concept of gravity clear and easy to understand.

The Biography o

# Reflective questions on promoting e-learning and information literacy:





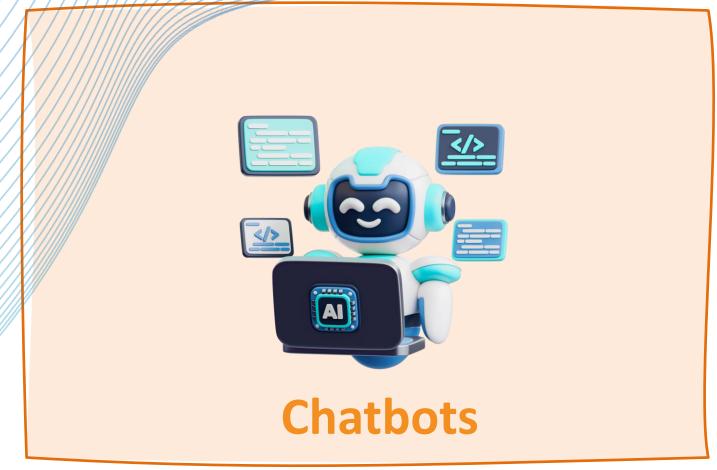
How effective are e-learning tools and multimodal texts in empowering your students to take ownership of their learning? How can they cater to learner diversity?

In what ways are your teams guiding students to critically evaluate online information for accuracy, bias, and ethical use? How consistently are these practices embedded in English lessons?

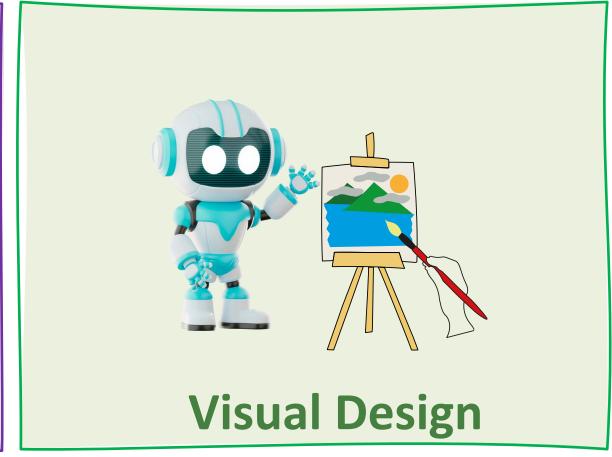


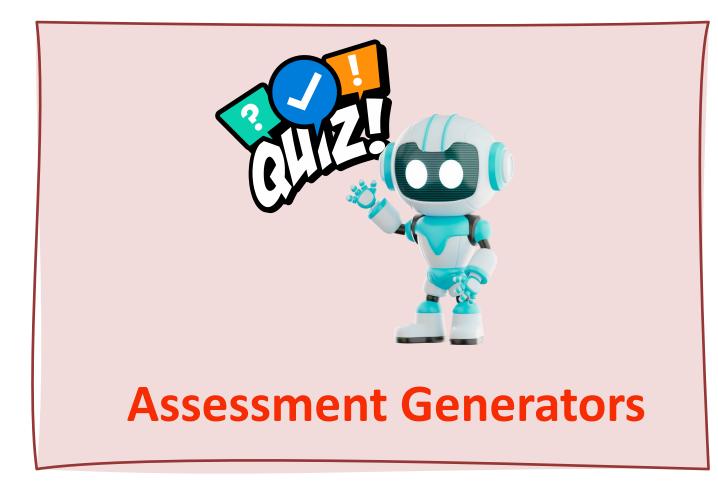
As English Panel Chairpersons, how can you guide your teams to harness the opportunities of Alpowered tools to enrich English learning and teaching while addressing the possible challenges?

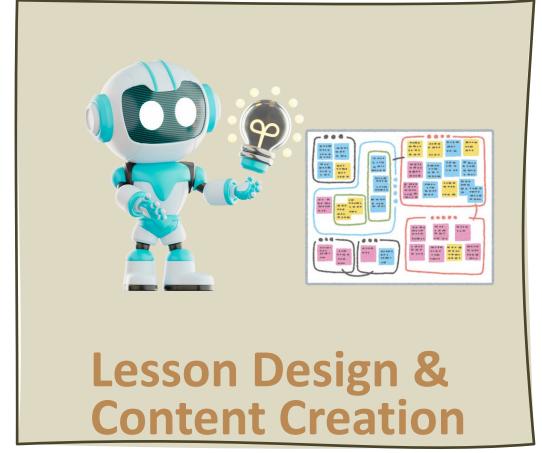
### Roles of Al in English learning and teaching













### Considerations of choosing suitable AI tools for English learning and teaching

**Enhance interaction and collaboration** 

Al platforms should facilitate meaningful peer-to-peer and teacher-student engagement, both within and beyond the classroom.

### **Ethical and effective use of information**

Teachers should guide
students to understand safe,
effective and ethical
practices in accessing and
applying information on Al
platforms.

#### **Cater for learner diversity**

Al-powered tools should provide differentiated support to address diverse abilities and interests among primary students.

#### **Promote self-directed learning**

Al platforms should offer personalised feedback to help students consolidate what they have learnt and extend their learning.



# How can we use Al-powered tools to enhance English learning and teaching?

An example of P.4 RaC Unit

The common unit in both English and Primary Humanities

The Magic of Nature

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

Earth 20 April to 24 April



In the English lessons, students will read ...

**Narrative text** Information text

Dora Celebrates Earth Day! **Upcycling For Kids** 

Theme: Sustainable Living

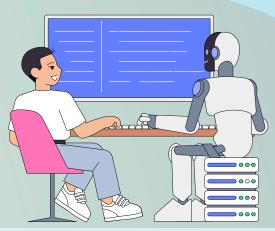












Integration of Al-powered tools into the English lessons

to enhance students' interaction and collaboration

to develop students' self-directed learning capabilities

# How can we use Al-powered tools to enhance English learning and teaching?

Brainstorming using Al-powered tools

ENGLISH

 Discuss what upcycled product to make and the waste they are going to use.



Help students think about their prompts and discuss if they would adopt the ideas generated by Al for their creation.

Encourage students to talk about the waste they collected in groups.



Guide students to write their own prompts using Wh-words and compare and evaluate ideas using Al, e.g. "Which is better for classroom use, a pencil holder or a mini plant pot? Explain why."



Use AI to create an image of a suggested upcycled product.

**Enhance students' interaction and collaboration** 

Demonstrate how to interact with Al on screen and help students think of creative upcycled products for classroom use.

#### **Idea generation**



Suggest 5 creative upcycled products we can make for classroom use using plastic bottles and old newspapers.

#### Al's Response:

Here are 5 ideas:

- **1.Pencil Holder** Cut and decorate plastic bottles.
- **2.Desk Organiser** Combine bottles and rolled newspapers.
- **3.Flower Vase** Wrap bottles with newspaper art.
- **4.Bird Feeder** Hang a bottle with openings for seeds.
- **5.Mini Plant Pot** Use bottles as pots and newspaper as mulch."



### Scaffold with Sentence Starters: Provide a Prompt Starter Sheet

- •Suggest \_\_\_\_ using \_\_\_\_ for \_\_\_\_.
- •Explain how to make \_\_\_\_ using \_\_\_\_.
- •Show a picture of \_\_\_\_ made from \_\_\_\_.



### How can we use Al-powered tools to enhance English learning and teaching?

to develop students' self-directed learning capabilities



#### **Revising and Editing** using Al-powered tools

Students bring their finished upcycled products to the **English lesson and write a** procedural text explaining how to make them. They carry out peer and self-assessment of their writing. ENGLISH

- Teachers can analyse students' learning progress using the data generated by AI and adjust learning and teaching strategies.
- Learning becomes personalised and effective based on students' learning needs and pace, facilitating self-directed learning.

#### Show a text with mistakes.

#### **How to Make a Pencil Holder**

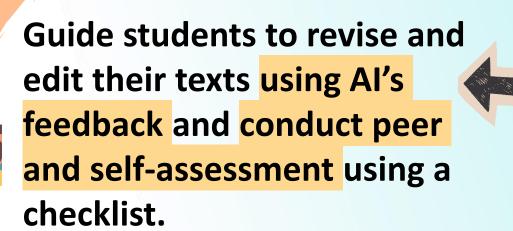
First, cutted the botle.

Next, putted coloured paper on the botle.

Then, maked a hole for the penciles.

After that, glued the paper.

Finally, putted the penciles inside.



- Do we use imperative verbs?
- Are spelling mistakes corrected?
- Is it clear and easy to follow?

#### Guide students to identify mistakes.

#### Mistakes:

- •Wrong use of the past tense: cutted, putted, maked
- •The past tense instead of imperative is used to show the steps
- •Spelling: botle  $\rightarrow$  bottle, penciles  $\rightarrow$  pencils



Instruct students to input their writing and give prompts to Al for checking the spelling and improving the language.

E.g. Prompt: Check this text and help me use imperative verbs and correct spelling.

Al identifies students' common mistakes, create adaptive practices to personalise learning and help students consolidate what they learnt.





# Major updates of the *ELCG* (2025)

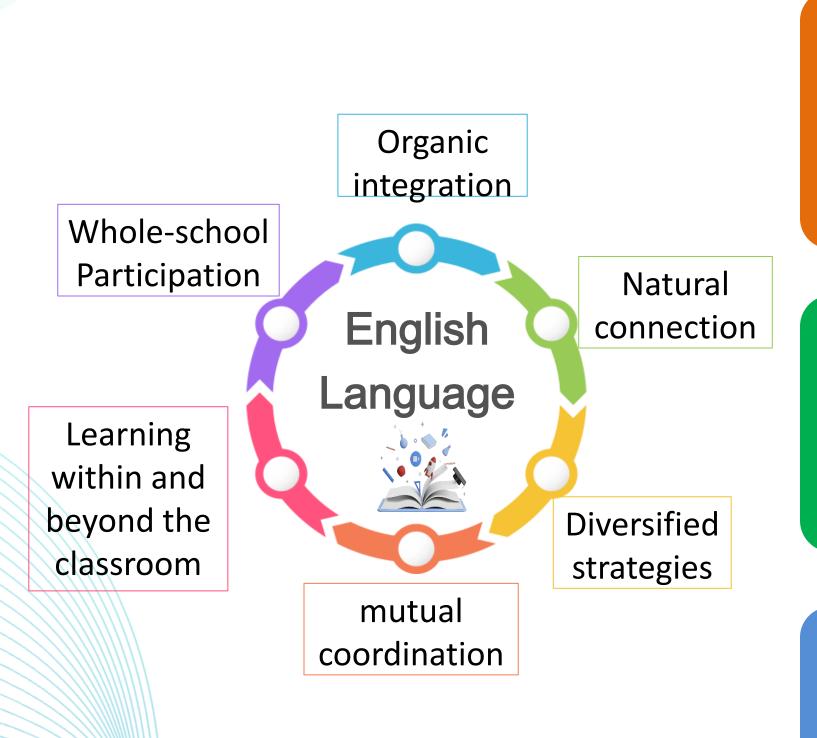
Reading across the e-Learning and Curriculum (RaC) **Information Literacy English Language Education Key Learning Area English Language Curriculum Guide** (Primary 1 - 6) **Values** Assessment **Education** Literacy **ELCG (2025)** 



# Schools are encouraged to incorporate values education into the English Language curriculum to help students:

- become informed and responsible citizens
- develop a sense of national identity and an awareness of national security
- foster whole-person development

# Holistic Planning of the School Curriculum for Integrating Values Education (VE) into the School English Language Curriculum



School level

- Align with the school mission, school context and major concerns
- Consider students' needs and stakeholders' views
- Engage different stakeholders (e.g. parents)

English KLA level Organic integration into:

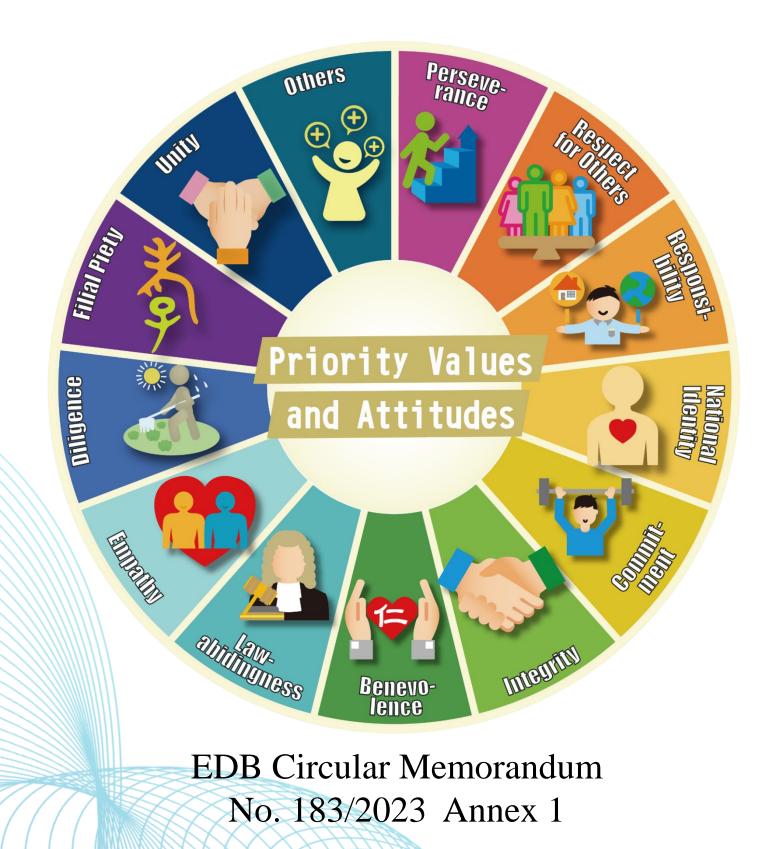
- General English Programme
- Reading Workshops
- Enrichment programmes

Cross-KLA level Make connections and leverage synergy through:

- Reading across the Curriculum
- Cross-curricular collaboration
- Life-wide learning activities

### Promoting Values Education (VE) into the School English Language Curriculum

Integrating proper values and attitudes into the School English Language Curriculum



- Identify relevant themes, topics and everyday life events for organic integration of the target values and attitudes
- Use a variety of **learning and teaching resources** to provide contexts for exploring value-laden issues and for critical and creative responses
- Deepen students' understanding of proper values and attitudes; nurture their empathy and proper attitudes towards life; and provide opportunities for students to practise the target proper values and attitudes in their daily lives
- Strengthen the connection between English Language and various **cross-curricular** domains through designing learning activities

# Promoting Values Education (VE) into the School 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	Conducting 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	Believoletice	
Relationships (Beautiful people)	Perseverance Diligence	Discussing the life stories of a successful person and the 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

# Promoting Values Education (VE) into the School English Language Curriculum

#### **Pre-reading: viewing activity**



Watch a video-Fanning the Pillow & Warming the Quilt Guide students to predict what Huang Xiang did for his father

Invite students to share how they show respect and care for their parents and explain the target values "filial piety" by connecting their personal experiences



#### While-reading

Read a **rhyme** about a loving family and **a reader "A FAMILY like OURS"** 

- Explore the features of a rhyme and develop students' reading skills of understanding the information provided on the book cover and making prediction
- Ask students to work in pairs and talk about how they feel when they help their family members / do something for their family members

#### KS1 (P1-P3)

Module: Me, my family and friends

Target values and attitudes:

- ✓ Benevolence
- ✓ Filial piety
- ✓ Responsibility

#### **Post-reading**

Help students reflect on the importance of caring for and loving their parents and other family members



#### Write a rhyme to family

- Guide students to brainstorm what they usually do with their family members or what they do to help their family members
- Teach some positive adjectives to describe their family members



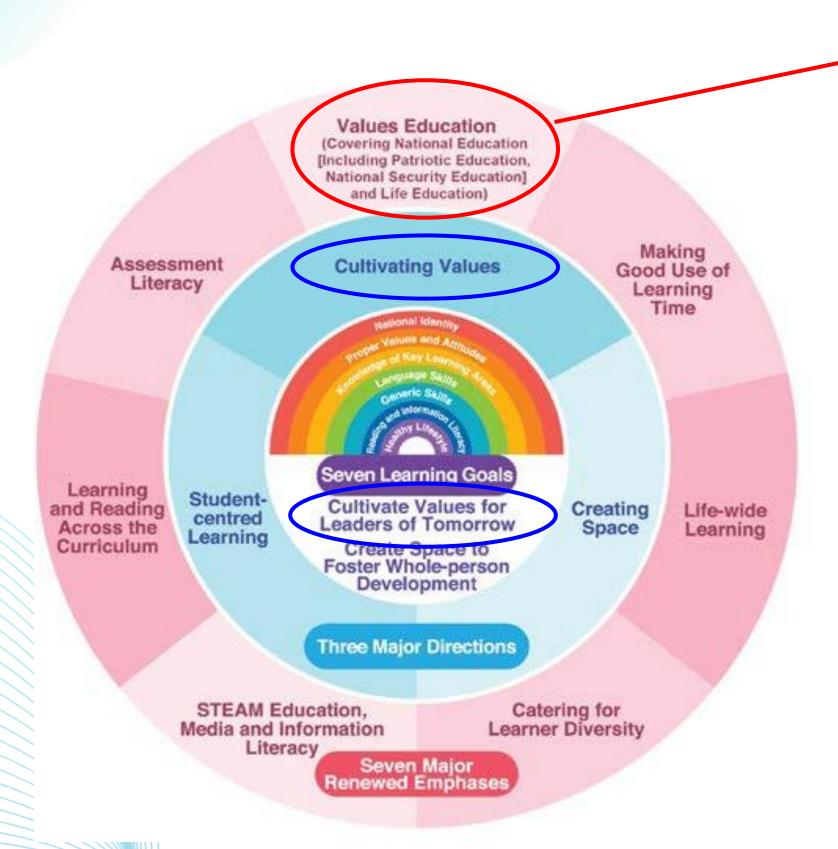
Draw a picture and dedicate the rhyme to the family

Play the bingo game and choose the activities to show love and care to the family





### National Education (NE) and National Security Education (NSE)



**Values Education** 

(Covering National Education [including Patriotic Education, National Security Education] and Life Education)

**Values Education** 

National Education

National
Security
Education

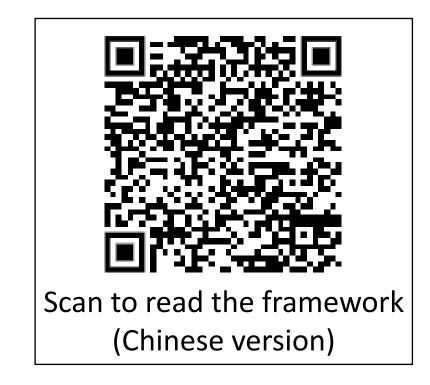
Curriculum Framework of National Security Education in Hong Kong (2025) (Chinese version only)

https://www.edb.gov.hk/attachment/tc/curriculumdevelopment/4-key-tasks/moralcivic/nse/nse2025 framework.pdf



# Updates to the Curriculum Framework of National Security Education in Hong Kong

As announced in EDBC No. 7/2025, the Curriculum Framework of National Security Education in Hong Kong has been updated, with key enhancement as follows:



- Strengthening the learning of a holistic approach to national security
- Aligning with the implementation of patriotic education
- Outlining the key learning focuses of NSE across four key stages of primary and secondary education
- Facilitating students' learning of relevant content in a spiral and progressive manner
- Encompassing the subject curriculum frameworks of eight key learning areas (KLAs) and citizenship and social development



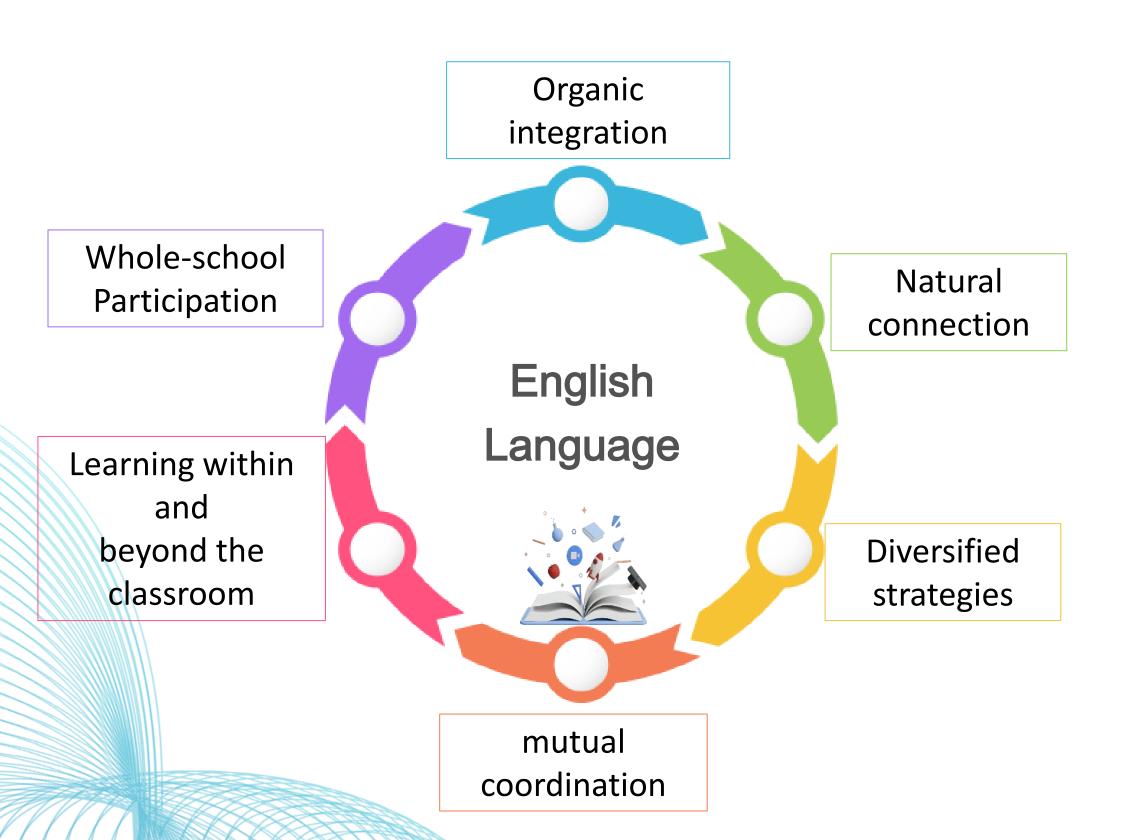
- One Overall Goal
- Five Essential Elements
- Five Coordination Tasks



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nework ele.pdf

# English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)



- The English Language subject is not content-based. Therefore, this framework is presented through illustrative examples rather than prescriptive content.
- Schools should also refer to the Curriculum Framework of National Security Education in Hong Kong (2025) and other relevant curriculum documents to support effective implementation.

# 20 major fields of NSE



national security [NSE 2.20]

- Schools should organically integrate NSE elements into and connect them naturally with suggested modules and units of the English Language curriculum.
- NSE is not additional or new content, but should be embedded meaningfully within existing curriculum components. In this connection, it is not necessary to cover all the twenty major fields.
- Ensure progression across year levels/key stages from:

presentation in a school assembly to

promote the event and safeguard

ecological security

- > understanding national developments and major fields of national security, to
- > reflecting on and applying knowledge of national security.

#### Examples:

Module & unit	VE, NE & NSE	Learning & teaching activities
<u>KS1</u>		
<ul><li>The World Around Us</li><li>Amazing animals and plants</li></ul>	Ecological security [NSE]  Have a preliminary understanding of and appreciate some of our country's	Collecting information about an endangered animal in our country and writing a riddle about the animal to promote understanding about and love for animals
<u>KS2</u>		
<ul> <li>Wonders of nature / Taking</li> </ul>	Ecological security [NSE]  Care for oneself, family, society, our country, and nature, and contribute to safeguarding	Organising an English game booth a school (e.g. a board game about endangered species) to show concern for the endangered animals and call for action, and preparing a

Organising learning activities within and beyond the English classroom

E.g. Classroom learning activities

E.g. English-related life-wide learning activities

E.g. Project learning and crosscurricular activities

E.g. Online and self-directed learning activities

(Refer to examples in the framework for ideas)

# Integrating Values Education & National Security Education

into the School English Language Curriculum

Target values and attitudes:

- ✓ Perseverance
- ✓ Responsibility
- ✓ Diligence



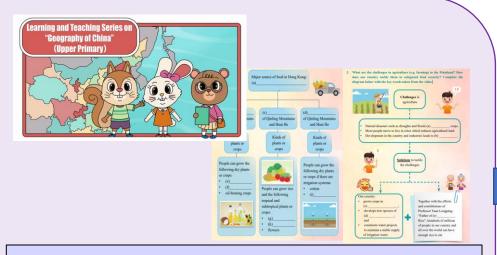
#### **Pre-reading**

KS2 (P4-P6)



**Module: Food and Drink** 

Guide students to reflect on the purpose of planting or farming and activate their prior knowledge about the major source of food in Hong Kong



Watch a video to learn about farming in our country and the efforts in safeguarding food security & help students understand the video using a graphic organiser

#### While-reading & post-reading



Read an article "Yuan Longping: A true food hero" Develop students' reading skills, e.g. locating specific information, working out meaning of difficult words

Help students learn about Yuan Longping's contributions in boosting grain harvests and reflect on the importance of cherishing food

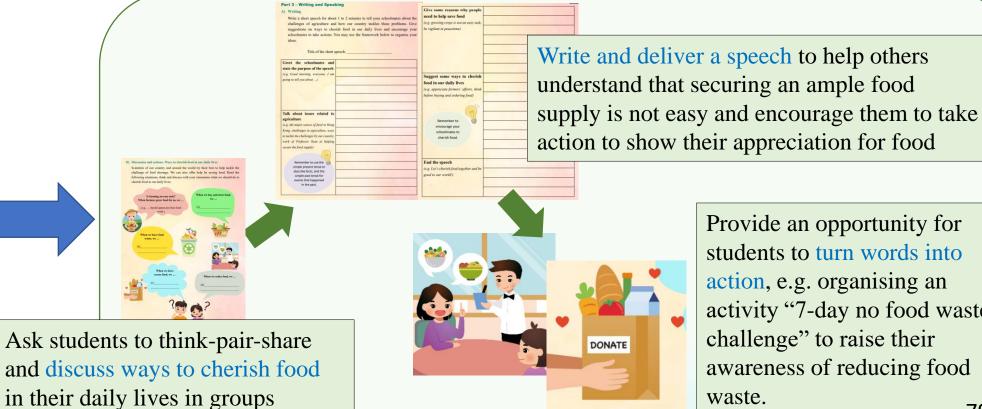
Explore the qualities that Professor Yuan has to dedicate his life to solving food shortages to learn about diligence and perseverance

Engage students in activities (e.g. discussion, role play) to reflect on how they would feel if they experienced food scarcity

E.g. How would you feel if you had to skip meals due to a lack of food?

E.g. If people do not have enough food to eat, what would happen?

Guide students to think about how farmers and scientists work hard to maintain steady food supply and the importance of cherishing food



Provide an opportunity for students to turn words into action, e.g. organising an activity "7-day no food waste challenge" to raise their awareness of reducing food waste.

# **Activity:**

# Integrating VE & NSE into the School English Language Curriculum

#### Task:

In groups, think of ideas to integrate **VE** and **NSE** into English lessons:

- **based on an e-reader under the module "Happy Days" for KS2 students**
- through deepening students' understanding, nurturing their empathy, and providing opportunities for them to practise the target values and attitudes in daily lives

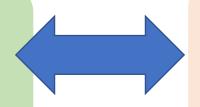
e-book



#### **About the Reading Workshop**

#### **GE Programme**

- Going on a tour
- Travel fun



#### **Reading Workshop**

Let's Visit the Great Wall of China (e-reader)

#### About the e-book:

e-book

#### Language objectives:

#### **Reading skills**

e-book

#### Develop students' reading skills:

- e.g. locating specific information by identifying key words
- e.g. working out the meaning of unfamiliar words using contextual clues & pictorial clues

e-book

e-book

#### Grammar

Compare the use of different **tenses** learnt:

- simple present tense
- simple past tense
- present perfect tense

#### Vocabulary

Learn vocabulary related to the Great Wall of China (e.g. adjectives to describe it)

#### **Content objectives:**

#### Enhancing students' understanding about:

the Great Wall of China, e.g.
its history and its significance
both in the past and today

- our country's efforts in protecting and conserving the Great Wall of China
- the importance of protecting our country and its historical and cultural heritage, and safeguarding homeland security and cultural security

#### **Priority Values**

National identity

#### **National Security Education**

- Homeland security
- Cultural security





# Activity:

# Integrating VE & NSE into the School English Language Curriculum

#### Task:

In groups, think of ideas to integrate **VE** and **NSE** into English lessons:

- **based on an e-reader under the module "Happy Days" for KS2 students**
- through deepening students' understanding, nurturing their empathy, and providing opportunities for them to practise the target values and attitudes in daily lives

#### Activity: Integrating Values Education & NSE into the School English Curriculum

Based on the given text, please jot down learning focus / activities for values education and national security education:

Grade Level:	P5
Module:	Happy days

#### Language Objectives:

#### Reading skills:

Locating specific information by identifying key words

Working out the meaning of unfamiliar words using contextual clues & pictorial clues

#### <del>J</del>rammar:

The use of different tenses (simple present tense, simple past tense and present perfect tense)

#### ocabulary:

Vocabulary related to the Great Wall of China (e.g. adjectives to describe it)

#### Content Objectives:

Enhancing students' understanding about

- > the Great Wall of China, e.g. its history and its significance both in the past and today
- our country's efforts in protecting and conserving the Great Wall of China
- the importance of protecting our country and its historical and cultural heritage, and safeguarding homeland security and cultural security

#### Values Education:

National identity

#### NSE elements:

Homeland security, cultural securit

#### Cognitive level:

To enhance students' understanding proper values and attitudes and skills making moral judgements and decision

#### Affective level:

To nurture students' empathy and proper attitudes towards life

#### Behavioural level:

To provide students with authentic learning experiences so that they know how to put proper values and attitudes into practice

#### Reading Workshop:

- While reading the e-book, guide students to understand the meaning and importance of homeland security:
  - E.g. "Why did the emperors but and extend the Great Wall f China?"
  - "How did ancient Chinese people make use of the Great Wall of Chi to protect the people and the land"
- Watch a video about the damages the Great Wall of China (by natu and selfish tourists) and how of country uses technology to he repair it, guiding students understand our country's efforts a achievements in safeguardi cultural security
- Engage students in group discussions to explore ways for different parties to protect the Great Wall of China

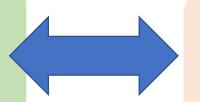
Please focus on the affective and behavioural domains

# Integrating Values Education (including NE and NSE) into the School English Language Curriculum



#### **GE Programme**

- Going on a tour
- Travel fun



#### **Reading Workshop**

Let's Visit the Great Wall of China (e-reader)

#### **Reading Workshop**

Learn about the history of the Great Wall of China and ways to protect it

#### **Language Arts**

Read a poem to appreciate the beauty and importance of the Great Wall of China

#### **Hands-on Activity**

Integrate knowledge, skills and values and attitudes to build the models of the Great Wall of China

# Wall of Gratitude

Write a thankyou note to the Great Wall of China

#### **Exhibition:**

"Spreading the love of our cultural heritage"



#### **Priority Values**

National identity

#### **National Security Education**

- Homeland security
- Cultural security





Cognitive level: To enhance students' understanding of proper values and attitudes and skills in making

moral judgements and decisions

**Affective level:** To nurture students' empathy and positive attitudes towards life





Engage students in value-laden learning activities (e.g. discussion, role play, drama activities) to deepen their understanding and facilitate reflection on the target values and attitudes



**Cognitive &** affective levels **Use relatable contexts to make connections** with students' personal experiences, encouraging them to share their reflections and feelings and helping them understand the importance of safeguarding our home and country from harm

What will you do if a typhoon is coming? Why?

What will happen if a stranger breaks into your house?

What will happen if we cannot keep our country safe? How will you feel?

❖ Guide students to understand the meaning and importance of homeland security:

E.g. "Why did the emperors build and extend the Great Wall of China?"

"How did ancient Chinese people make use of the Great Wall of China to protect the people and the land?"

Reading Workshop Language Arts Hands-on Activity Wall of Gratitude

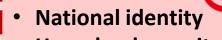
**Exhibition** 



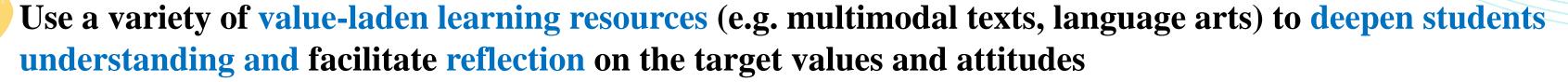
Cognitive level: To enhance students' understanding of proper values and attitudes and skills in making

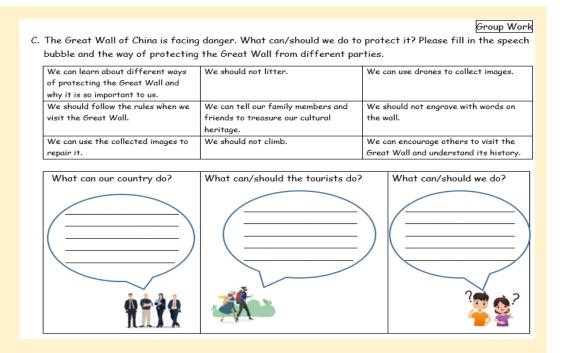
moral judgements and decisions

**Affective level:** To nurture students' empathy and positive attitudes towards life



**Homeland securit** 

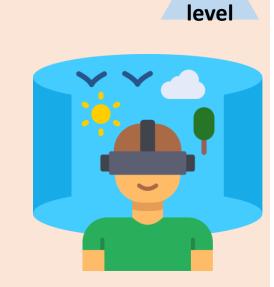




- \* Watch a video about the damages of the Great Wall of China (by nature and selfish tourists) and how our country uses technology to help repair it, guiding students to understand our country's efforts and achievements in safeguarding cultural security
- \* Engage students in group discussions to explore ways for different parties to protect the Great Wall



Read a poem and go on a virtual tour about the Great Wall of China to appreciate the beauty and importance of the Great Wall and the hard work of the ancient Chinese people who built it. Guide students to take pride in our country and its cultural heritage, thereby strengthening their cultural confidence



Affective

#### Examples of reflective questions:

- What part of the Great Wall of China impressed you the most during the virtual tour? Why?
- Do you want to visit it in real life? Why?
- Why do you think the poet says "nothing could be Finer Than being here on the Great Wall of China"?
- The Great Wall of China has been recognised as a UNESCO World Heritage Site since 1987. How do you feel about the Great Wall and the ancient Chinese people who built it?

**Reading Workshop** 

Language Arts

Hands-on Activity Wall of Gratitude

**Exhibition** 



Cognitive level: To enhance students' understanding of positive values and attitudes and skills in making moral

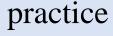
judgements and decisions

Affective level: To nurture students' empathy and positive attitudes towards life

National identity

Cultural security

**Behavioural level:** To provide students with authentic learning experiences so that they know how to put proper values and attitudes into practice





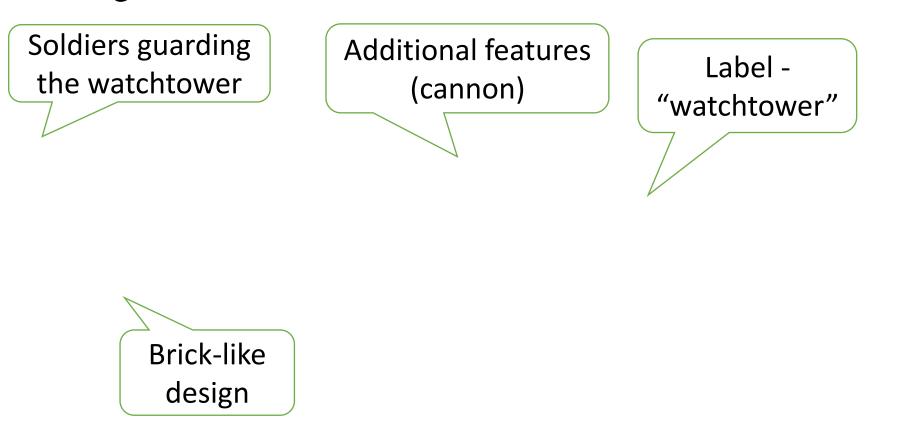
Create opportunities for students to contribute to safeguarding cultural security and show their love and appreciation for our country:



#### Collaborative hands-on task: Building the Great Wall

❖ Collaborate with peers to create a paper model about the Great Wall, applying and integrating their **knowledge** of the Great Wall, **generic skills** and the target **values and attitudes** 

Learn to appreciate the hard work and wisdom of the Ancient Chinese people and our country's efforts in preserving the Great Wall, thereby taking pride in our country and its cultural heritage



Call for action to protect our country's cultural heritage, contributing to safeguarding cultural security

Reading Workshop Language Arts

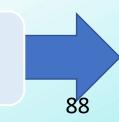
Hands-on Activity

Wall of Gratitude

**Exhibition** 

Stay on

path!



**Affective level:** To nurture students' empathy and positive attitudes towards life

**National identity Cultural security** 

**Behavioural level:** To provide students with authentic learning experiences so that they know how to put proper values and attitudes into practice



Create opportunities for students to contribute to safeguarding cultural security and show their love and appreciation for our country:

Affective & behavioural levels

#### Wall of Gratitude

Write thank-you messages using the vocabulary learnt in the unit to express their gratitude towards the Great Wall of China for protecting the people

#### **Exhibition: Spreading the love of our cultural heritage**

Organise an exhibition to display student work, and guide students (as Cultural Ambassadors) in Heritage applying presentation skills to introduce the Great Wall of China to their schoolmates and promote the importance of protecting our cultural heritage

Extended task: Create multimodal texts (e.g. videos, posters) about the Great Wall for the exhibition

Reading Workshop Language Arts Hands-on Activity Wall of Gratitude

**Exhibition** 

#### Learning and Teaching Resources (Primary) on Values Education (including NE and NSE)

#### **Resource Kit**









**Cultural** security



**Ecological security** 



Outer space security

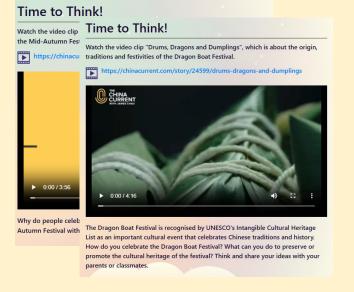


#### e-Book "Traditional Chinese Festivals"

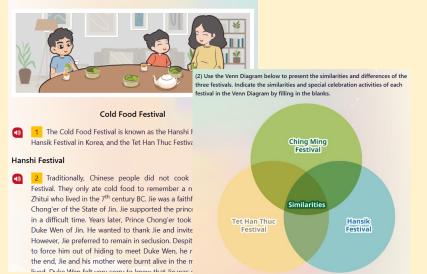




learning about Chinese traditions and customs



reflecting on the traditions



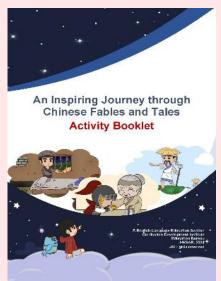
extending learning about different cultures

#### Learning and Teaching Resources (Primary) on Values Education (including NE and NSE)

#### **Animations "An Inspiring Journey through Chinese Fables and Tales"**

Season 1





Season 2







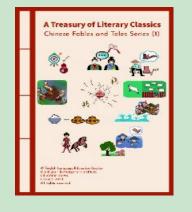
#### **Online interactive e-learning resources**

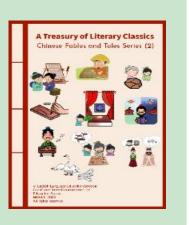
A Treasury of Literary Classics (Primary Level)

- Chinese Fables and Tales Series (1) & 2)









Series (1)

Series (2)

#### e-Book "Famous Scientists"

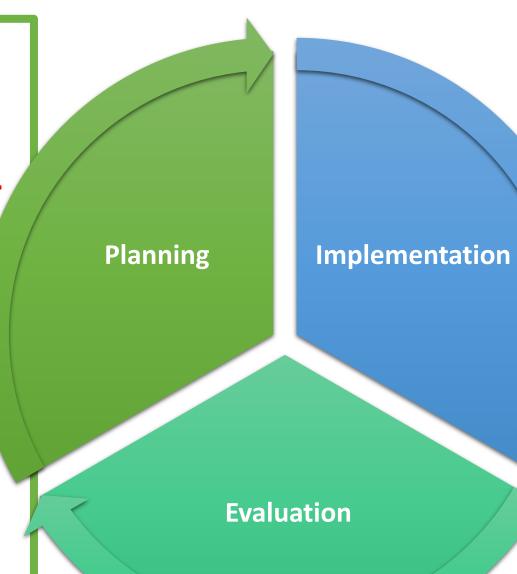




# Think-pair-share

- 1. Which of the major updates would you like to further strengthen in the coming school year? Why?
- 2. Are there any challenges that you foresee?
- 3. What are some possible solutions or strategies to cope with the challenges?

- Make reference to curriculum documents, educational trends and school's development focuses
- Conduct needs analysis (e.g. SWOT analysis)
- Set priorities
- Determine the scale of implementation
- Deliver clear vision and goals to the panel members



- Strengthen / integrate the major updates with appropriate strategies
- Empower your panel members and remove barriers
- Deploy resources judiciously
- Collaborate across KLAs to build synergy
- Communicate with stakeholders to gain their support

- Collect data from different stakeholders from various channels and professional panel tasks (e.g. book inspections, lesson observations, stakeholder questionnaires, external documents such as ESR reports, FI reports, etc.)
- Make good use of different data to evaluate impact holistically
- Recognise efforts and progress
- Feed insights back into planning for ongoing renewal and sustainable development of the school English Language curriculum

### Making Good Use of Resources

#### **Human resources**

- Appoint level coordinators to help with horizontal coordination
- Deploy panel members and the NET effectively, taking into consideration their strengths, interests and needs
- Develop your panel members and groom future leaders
- Establish a collaborative culture to foster professional growth as a team

#### **Learning and teaching resources**

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

#### **Management of funds and grants**

- Deploy different grants provided by the government strategically (e.g. One-off Grant for Promotion of Self-directed Language Learning (English Language))

#### **Community resources**

- Make use of community resources to provide authentic and meaningful learning experiences for students (e.g. life-wide learning)

# One-off Grant for Promotion of Self-directed Language Learning (English Language)

One-off grant of \$200,000 funded by Language Fund and endorsed by SCOLAR for each public sector primary school and DSS school offering local curriculum in the 2024/25 school year.

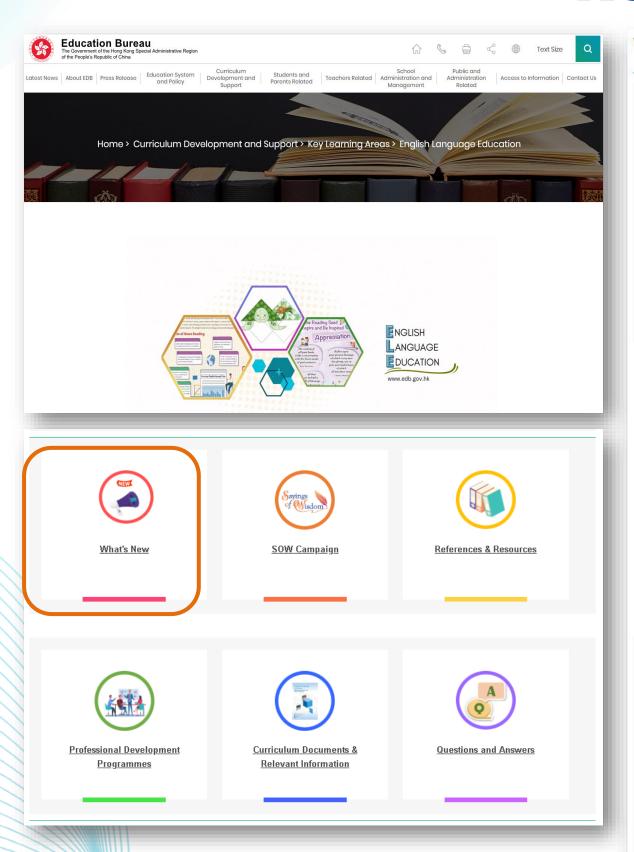
Schools can flexibly deploy the Grant until the end of the 2026/27 school year.

Schools may combine other subsidies from the EDB\* and other resources on a need basis to cover the relevant costs.

# About the Grant

\* The Grant cannot be combined with the One-off Grant for Promotion of Selfdirected Language Learning (Putonghua) for use.

### References and Resources



#### What's New



#### The Award Presentation Ceremony for the SOW Campaign 2024/25 cum Fifth Anniversory Exhibition

The Award Presentation Ceremony for the SOW Campaign 2024/25 ours Fifth Anniversary Exhibition was successfully hold on 20 September, 2025 (Sat) to acknowledge and celebrate the achievements of schools and students in various SOW territory-wide competitions / student activities organised by the English Language Education Section and the Native-specking English Teacher (NET) Section in the 2024/25 school year. Around 400 students, teachers, principals and guests of honour were invited to the ceremony officiated by Dr CHOI Yuk-lin, JP, Secretary for Education. Our heartfalt gratifude to schools' support and effort in featuring a variety of learning activities to promote values education in the school English Language curriculum.



#### SOW Motivational Talk Videos - An Anthology of Winning Entries

The anthology is a collection of performances by 12 student awardess of the Outstanding Awards in the SOW Mativational Talk Contest organised under the SOW Compaign 2022/23. This anthology aims to share the positive messages delivered by the awardees and tester students' development of proper values and attitudes through appreciating the beauty and meaning of English sayings at wisdom (SOW). In the videos, the awardees share their reading or viewing experiences by connecting their reflections on a text of their awardees with a SOW that ochoes the overarching theme "Leading a Positive Life" and/or the four sub-themes (i.e. "Cherishing Life", "Diligence", "Empathy" and "Respect for Diversity") of the SOW Compaign 2022/23. The videos have integrated live-action, animation and motion graphics to anrich the awardees' inspiring speeches and illustration at the SOW in a vibrant and entertaining manner.



#### SOW Motivational Talk Videos Resource Kit

The anthology is a collection of performances by 12 student awardoes of the Outstanding Awards in the SOW Mativational Talli Cantest organised under the SOW Compaign 2022/23. This anthology aims to share the positive messages delivered by the awardoes and faster students' development of proper values and attitudes through appreciating the beauty and meaning of English sayings of wisdom (SOW). In the videos, the awardoes share their reading or viewing experiences by connecting their reflections on a taxt of their awardolog with a SOW that echoes the everarching theme "Looding a Positive Life" and/or the four sub-thames (Le. "Cherishing Life", "Diligence", "Empathy" and "Respect for Diversity") of the SOW Campaign 2022/23. The videos have integrated live-action, animation and motion graphics to enrich the awardoes' inspiring speeches and illustration of the SOW in a vibrant and entertaining



#### SOW Year Planner 2026

The year planner highlights 12 winning entries of the "SOW Inspiring" 
Book Gifting Competition, organised under the SOW Campaign 
2024/25, with an aim to develop a zeal for reading among students, 
enhance their language skills, unleash their creativity and foster their 
development of proper values and attitudes. The SOW Year Planner 
2026 also features 12 monthly tasks, echoing the overarching theme 
"SOW the Reading Seed - Discover as You Read" and the two subthemes (i.e. "Dream Big, Read Bigger" and "Wisdam Unites, Stories 
Connect") of the SOW Campaign 2025/26. Students are encouraged 
to unleak new worlds, understand that their talents and abilities can 
be expanded through dedication, as well as build meaningful 
connections and mutual respect through shared wisdom.



#### Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2025/26"

Building on the successes of the past five years, the SOW Campaign 2025/26 will continue to feature a variety of student activities and learning and teaching resources to facilitate English language learning by integrating values education into the school English Language curriculum within and beyond the classroom. With the overarching theme "SOW the Reading Seed - Discover as You Read" and two sub-themes, namely "Dream Big, Read Bigger" and "Wisdom Unites, Stories Connect", the campaign this year aims to:

- cultivate students' positive thinking
- enhance their English language skills by developing their reading interest and ability, and encouraging them to read extensively, deeply and curiously;
- guide students to understand that their talents and abilities can be developed and expanded by exploring and unlooking new worlds though reading; and
- help students build meaningful connections throughout their inspiring reading experiences, as well as strengthen bends and mutual respect through shared wisdom.



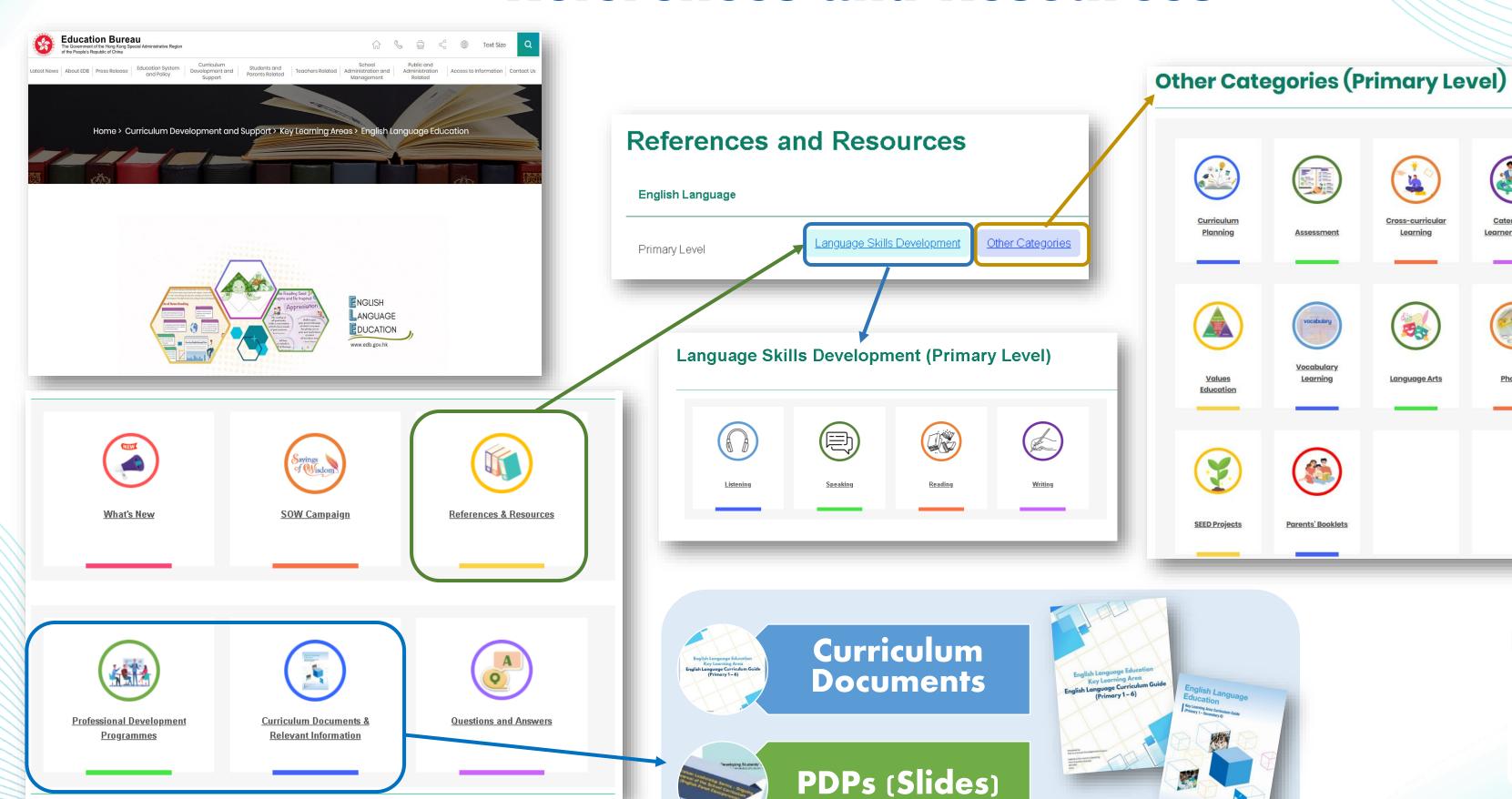
#### "SOW Your Discovery" Multimodal Composition Contest

The "SOW Your Discovery" Multimodal Composition Contest (the Contest) aims to develop a zeal for roading among students, enhance their language skills and multimodal literacy, unleash their creativity and faster their development of proper values and attitudes. Students are invited to read a book of their choice and create a multimodal text to share a saying of wisdom (SOW) taken from the book and their discovery from the book (e.g. new knowledge/ skills/ lessons learnt/ inslights/ understanding) in a succinct yet creative way. The multimodal composition should echo the everarching theme "SOW the Reading Seed - Discover as You Read" and/or the two sub-themes "Dream Big, Read Bigger" and "Wisdom Unites, Stories Connect" of the SOW Compaign 2025/26.



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

### References and Resources





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

Learner Diversity

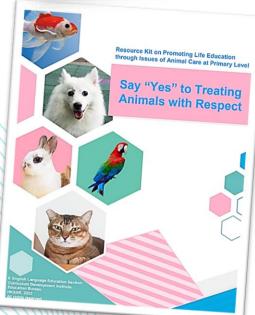
### Resources

#### #RaC & Cross-curricular Learning #VE, NE & NSE

#### **Cross-curricular Learning**











https://www.edb.gov.hk/en/curriculumdevelopment/kla/eng-edu/referencesresources/resource%20pri\_cross-KLA.html

# Values Education / National Education / National Security Education



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values\_ed\_pri.html

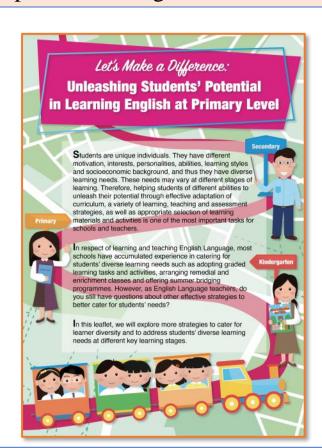
# Leaflets & Pamphlets for Teachers / Parents



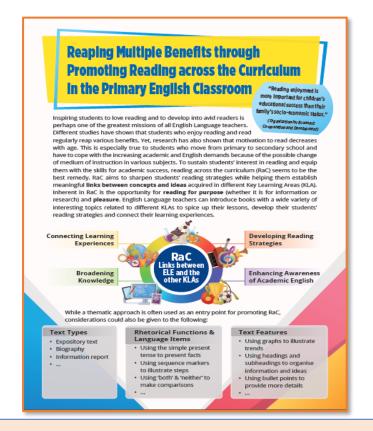
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https://www.edb.gov.hk/ele\_reading



https://www.edb.gov.hk/pri\_potential



https://www.edb.gov.hk/Pri\_RaC



https://www.edb.gov.hk/ele\_assessment



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20pri\_parent.html



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











# Information of SOW Campaign 2025/26



EDBCM No. 169/2025

#### Themes

Overarching theme: SOW the Reading Seed - Discover as You Read

#### Sub-themes:

- Dream Big, Read Bigger
- Wisdom Unites, Stories Connect

#### **School Activities**

Experience sharing sessions on building a reading culture and promoting values education on the school English Language curriculum

#### Competitions

- "SOW Your Discovery" Multimodal Composition Contest
- SOW Readathon 2025/26
- "We Write · We Sing" Music Competition 2026
- Animal Photopoetry Creative Challenge 2025/26
- Filmit 2026: Student Film Competition
- Once Upon A Book Storytelling Competition 2025/26
- Story to Stage Puppetry Competition for Primary Schools 2025/26
- Time to Talk Public Speaking Competition 2025/26

#### Learning and Teaching Resources

- Promotional videos on SOW Readathon
- SOW posters
- Resources in support of competitions

#### Sayings of Wisdom

Quotes by famous authors

# **"SOW Your Discovery" Multimodal Composition Contest**









L&T Resources available





#### Students are invited to:

- read a book of their choice;
- create a multimodal text to share:
  - a saying of wisdom (SOW) taken from the book;
  - their discovery from the book (e.g. new knowledge/ skills/ lessons learnt/ insights/ understanding)

#### Submission deadline:

13 March 2026 (Friday)



Adjudication: **April to June 2026** 



Result
Announcement: Late
June 2026













educational game

animation

infographic

vlog

e-book

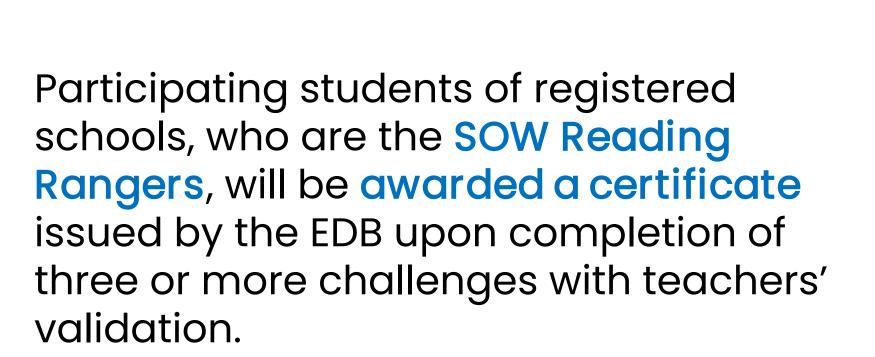
animated poster<sub>03</sub>

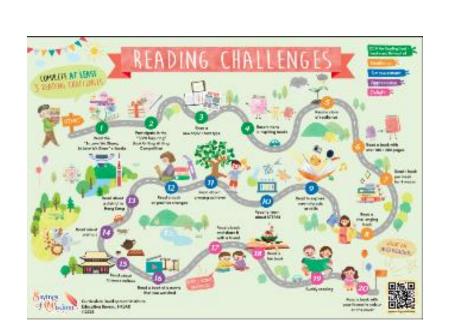


SOW Readathon 2025/26

Registered schools will organise an array of learning activities within and beyond the classroom, based on students' needs and interests, to promote reading, appreciation of SOW as well as proper values and attitudes, and actively engage students in performing their roles as SOW Reading Rangers.









is essential for the



### **SOW Readathon Video Series**

The video series showcases success stories of fostering a school-wide reading culture in the school English Language curriculum and the reading journeys of the Outstanding SOW Reading Ambassadors in the SOW Readathon 2024/25.



Reading Captains – The Door of Fun



Reading Captains – The Door of Confidence



Reading Rangers – Wings of Imagination



Reading Rangers – Power of Mind and Soul



Reading Rangers – Voyage of Time and Dreams



Reading Rangers – Cosmos of Curiosity

# "We Write · We Sing" Music Competition





A music competition co-organised by the Arts Education Section and **English Language Education Section** of the Curriculum Development Institute, EDB and Hong Kong Baptist University which cultivates students' creativity and enhances their singing and appreciation abilities through engaging in lyric writing, song composing and singing performance

# Workshops for teachers:

November – December 2025



Deadline of Entry
Submission:
23 January 2026
(Friday)



Announcement of Results:

Late March

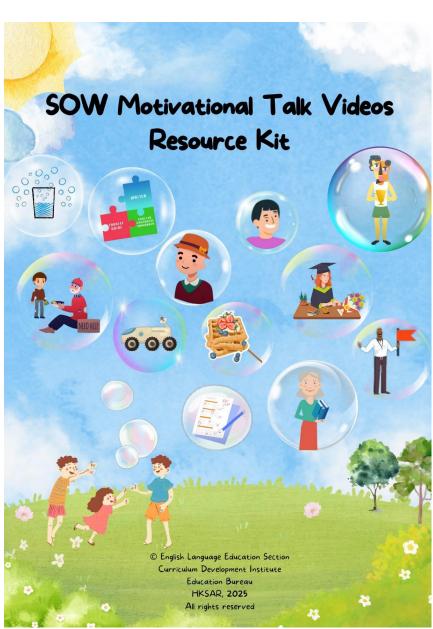


Student Performances and Awards Ceremony: 23 May 2026

# Latest Learning and Teaching Resources







#### **SOW Motivational Talk Videos – An Anthology of Winning Entries**

To share the **positive messages** delivered by awardees and foster students' **development of proper values and attitudes** through appreciating the beauty and meaning of English sayings of wisdom









# Professional Development Programmes in the 2025/26 s.y.

### **Curriculum Leadership and Management**

• Ongoing Renewal of the School Curriculum for English Panel Chairpersons (Primary) (11 Dec 2025)

#### **Assessment Literacy**

- Harnessing Effective Assessment Strategies to Maximise Student Learning in the Primary English Classroom (Event AA: 21 Jan 2026; Event AB: 3 Mar 2026)
- Effective Use of the Learning Progression Framework to Promote Assessment for Learning at the Primary Level (Reading and Writing Skills) (Jan-Mar 2026)
- Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening Skills) (Apr-Jun 2026)



# Professional Development Programmes in the 2025/26 s.y.

#### **Development of Language Skills**

- Adopting Effective and Creative Strategies to Enhance Students' Grammar Knowledge in the Primary English Classroom (Event AA: 28 Jan 2026; Event AB: 6 Mar 2026)
- Promoting Reading and Reading across the Curriculum in the Primary English Classroom (Apr-Jun 2026)
- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Skills in Teaching and Developing Resources for Phonics at Primary Level (Apr-Jun 2026)
- Phonics Teaching Series: (2) Promoting Creative Language Use through Phonics and Language Arts (Apr-May 2026)

#### e-Learning

- Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (Event AA: 31 Jan 2026; Event AB: 10 Mar 2026)
- Effective Use of Multimodal Texts to Develop Students' English Language Skills and Cater for their Diverse Learning Interests and Needs at Primary Level (Apr-Jun 2026)

# Professional Development Programmes in the 2025/26 s.y.

### **Exploring Artificial Intelligence Series**

- Exploring Artificial Intelligence Series: (1) Enhancing Students' Self-directed Learning Capabilities and English Listening and Speaking Skills at the Primary Level (Event AA: 23 Jan 2026; Event AB: 11 Feb 2026; Event AC: 7 Mar 2026)
- Exploring Artificial Intelligence Series: (2) Enhancing Students' Self-directed Learning Capabilities and English Reading and Writing Skills at the Primary Level (Apr-Jun 2026)

### Learning circle on Exploring the Use of Artificial Intelligence (Primary)

- Learning Circle on "Developing Students' Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Primary English Classroom" (Oct-Jun 2026)
- Sharing Session on "Developing Students' Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Primary English Classroom" (May-Jul 2026)



