Curriculum Leadership for English Panel Chairpersons in Learning to Learn 2.0

December 2016

English Language Education Section
Curriculum Development Institute
Education Bureau
Objectives

• To introduce the key emphases of the English Language curriculum in Learning to Learn 2.0 at primary level

• To explore the roles of curriculum leaders in planning and implementing the school-based curriculum in English classrooms under Learning to Learn 2.0

• To share good practices on planning and implementing the school-based English Language curriculum
To Focus
- To focus on learning and teaching effectiveness

To Deepen
- To deepen the positive impact of the curriculum reform

To Sustain
- To sustain the quality of learning
What is Learning to Learn 2.0

• An enhanced version of “Learning to Learn”, capitalising on achievements and challenges, for further enhancement of students’ whole-person development and lifelong learning capabilities

• An act to keep abreast of the global and local contextual changes as well as the latest developments in other education systems for the ultimate benefit of student learning

• More school-based curriculum initiatives building on strengths for enhancing learning and teaching
Roles of a Curriculum Leader
Everyone is a Leader:

- Leading from behind
- Leading from within
- Leading by the side
- Leading in front
“Remember the difference between a boss and a leader; a boss says “Go!”; a leader says “Let’s go!”

“It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.”

“Leading means running fast enough to keep ahead of your people.”

“As we look ahead into the next century, leaders will be those who empower others.”
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

LEADERSHIP is ACTION not POSITION.
Roles of an English Panel Chairperson in Planning a School-based English Language Curriculum

- What are the major concerns of your School Development Plan?
- What is the latest development of the English Language curriculum?
- What are the needs, interests and abilities of your students?
- What are the learning experiences for students?
Updating of the
*English Language Education Curriculum Guide (P1-S6)*
(ELE KLACG)
Direction of Learning to Learn 2.0

- Meeting the changing needs of the society in the 21st century
- Equipping students with the skills required in a complex, competitive, knowledge-based, information-age economy

Findings & recommendations obtained from
- KLA surveys conducted in 2011 & 2012 (Pri & Sec)
- NAS review
- CD visits
- Focus group meetings
- Contacts with teachers, e.g. through PDPs, networking activities
Major Updates of the **ELE KLACG (P1-S6)**

- Planning and implementing a school-based curriculum
- Adopting a variety of learning activities
- Promoting reading to learn
- Creating an English-rich environment
Further effort required in the implementation of the ELE KLA curriculum:

- Increasing learners’ motivation in learning English
- Strengthening learners’ ability to learn independently
- Supporting learners with diverse learning needs, e.g. students with special educational needs (SEN) and gifted students
- Stepping up learners’ literacy skills to meet the needs in study and everyday life, and the challenges in society and around the world
- Heightening learners’ awareness of appropriate language use in various contexts
- Enhancing learners’ ability in collecting and managing the vast amount of information brought about by advancement of technology and promoting ethical use of information
- Helping learners develop the essential qualities and positive values and attitudes required in the 21st century
Strengthening Literacy Development and Reading across the Curriculum
Catering for the Needs of SEN and Gifted Learners in the Mainstream English Classroom
Extending from Assessment for Learning to Assessment as Learning
Learning and Teaching of Text Grammar
Information Technology Education (including e-Learning & Information Literacy)
Values Education
STEM Education
Integrative Use of Generic Skills

Major updates of the ELE KLACG (P1-S6)
**Expectation on Primary Students’ Performance**

<table>
<thead>
<tr>
<th><strong>Key Stage 1 Students</strong></th>
<th><strong>Key Stage 2 Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enjoy</strong> participating in meaningful English learning activities</td>
<td>Have <strong>more opportunities</strong> for reading, writing, speaking and listening to English</td>
</tr>
<tr>
<td>Develop <strong>phonics skills</strong> and <strong>vocabulary-building skills</strong></td>
<td>Develop <strong>dictionary</strong> and <strong>information skills</strong></td>
</tr>
<tr>
<td>Use <strong>simple grammar structures</strong> in familiar contexts</td>
<td><strong>Communicate effectively</strong> by using suitable grammar structures</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

**Teachers’ role:**

- create a **language-rich** learning environment
- make **flexible use of textbooks** and other resource materials
- use tasks and projects to facilitate the **integrative use of language**
- make greater use of **open-ended questions** to stimulate thinking
- strengthen **literacy skills development** (reading and writing)
- facilitate grammar learning through the use of a **wide range of texts, materials and activities**
Key Emphases of the English Language Curriculum

Strengthening students’ literacy skills development
Literacy Development in the English Classroom

The ability to read and write effectively

Promoting Literacy across the Curriculum (LaC)

Promoting Reading across the Curriculum (RaC)

Communicative Functions for General Purposes

Rhetorical Functions for Academic Purposes

Processing & creating multimodal texts
- audio
- visual
- gestural
- spatial
- linguistic

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century
Reading Journey across Key Stages

**Primary**
- Exposure to a range of text types (both print and non-print)
- Incorporation of Reading Workshops into the School-based English Language Curriculum

**Junior Secondary**
- Exposure to a wide range of text types (both print and non-print)
- Introduce elements of Language Arts
- Extensive reading and viewing

**Senior Secondary**
- Exposure to a wider range of more complex text (both print and non-print)
- Elective modules (Language Arts & Non-Language Arts)

- Using real books with a variety of text types
- Connecting students’ reading and writing experiences
- Using non-print reading resources
- Promoting Reading across the Curriculum
Teaching the structure of different text types explicitly

Understanding the Story Map

1. Match the five elements of the story map:
   - characters
   - setting
   - development
   - problem
   - ending/solution

   a) characters
   b) setting
   c) development
   d) problem
   e) ending/solution

   - the details of the story
   - the last part of the story / way to solve the problem
   - the trouble and difficulty in the story
   - the people in the story
   - the time, place and reasons that the story happens

2. Label the five elements of "A Surprise Party": The key words have been underlined for you.

<table>
<thead>
<tr>
<th>characters</th>
<th>setting</th>
<th>problem</th>
<th>ending/solution</th>
<th>development (preparation work)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

   "A Surprise Party"
   Mum, Ron and I decided to throw a surprise birthday party for Dad at home. We have invited Uncle Melvin and Aunt Carrie. They're happy to join us.

   'What kind of food are we going to have?' Ron asked. Mum answered, 'I've baked a chocolate cake.'

   'Mum, it's seven now. Where's Dad?' I asked. Mum answered, 'He's still in the office and won't be back shortly.'

   "Wow!" said Dad. 'I've just finished my work and we can celebrate now.' We left the office and celebrated together at the park nearby. We had a great time.

   Uncle said, 'Why don't we celebrate together in his office?' We shouted, 'Great idea!' We took the taxi and arrived at his office very soon.
Non-print Reading Resources

Interactive Books
- Narrations, pictures and/or animations provided
- Basic interactions which allow students to touch screen and have more control in the reading process
- Examples:
  - PEER http://peer.edb.hkedcity.net/
  - Free apps for tablets
  - Non-print paired books of related themes

Free Apps for tablets

Interactive books

Non-print paired books

Audio Books
- Reading text/script provided
- Audio file with narrations and simple sound effects
- Examples:
  - Naxos Spoken Word Library (HK Public Library)
  - Free audio books online http://lightupyourbrain.com/stories/

Audio books
From Reading to Writing

Enhancing the implementation of **READING** Workshops

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

Connecting students’ **READING** and **WRITING** experiences

- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts
- Exposing students to authentic readers to enrich their writing ideas and language used
Writing (The most unforgettable day)

**Setting**
- **Who:** Stanley
- **When:** Crazy Hair Day
- **Where:** Bald Eagle
- **What:** He mixed up the schedule

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**Connect Reading and Writing experiences:**
- providing appropriate input (reading / viewing)
- stimulating students' writing interest
- helping students to connect the story to their own life experience
- borrowing ideas and language items from the e-book to do the recount
- helping students to reflect on the lesson learnt
- nurturing positive values and attitudes

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**Useful phrases and text structures**

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**Self-assessment checklist**
Promoting Reading across the Curriculum at the Primary Level

Achieving the aims of education

School-based Major Concerns:
- Creating a caring school campus
- Nurturing responsible and considerate students

Curriculum planning in different KLAs/subjects

English Language
- Nurturing **positive values** and **attitudes** through reading and identifying values, attitudes and beliefs expressed in the text

Life-long Learning and Whole-person Development

Reading to Learn

Life-wide Learning
- Extra-curricular activities
- Co-curricular activities etc.

General English Programme

Intervention Programme

Moral and Civic Education

Project Learning

IT for Interactive Learning

23
Major Concern of the School

- Creating a caring school campus
- Nurturing responsible and considerate students

Nurturing positive values and attitudes through reading and identifying values and attitudes expressed in the text

Bali – Everything is connected. / We should care about others.
Using a story with a theme that can promote Reading across the Curriculum

Bali

- Use a world map to show students the geographical location of Bali.
- Give some brief information about Bali or invite students to share what they know about Bali.
- Tell students that it rains a lot in Bali and ask them to guess why.
- Tell students that they are going to listen to a story which explains it.

Before storytelling

During Storytelling

- Employ onomatopoeia and actions to motivate students to participate in storytelling.
- Use picture cards of animals to enhance students’ understanding of the characters.
- Select some students to role play the characters and mime their actions in the story.

After Storytelling

- Distribute the story text to the students.
- Choose a few dialogues said by the main characters from the story.
- Print the dialogues out and cut them into strips.
- Ask students to work in groups and arrange the dialogues according to the sequence of the story plot.
- Ask the class to read aloud the story.
Key Emphases of the English Language Curriculum

Catering for Learner Diversity
Activity 2
What has been done at your school to cater for learner diversity?

Administrative measures:
- ...
- ...

Curriculum planning:
- ...
- ...
- ...

Learning & teaching strategies:
- ...
- ...
- ...
Is your school doing these?

**Administrative measures:**
- streaming students according to abilities
- small class teaching
- intervention programme / remedial class

**Material design:**
- graded worksheets
- tailored materials

**Learning strategies:**
- cooperative learning

What else can you do to cater for learner diversity?
Strategies to Cater for Learner Diversity

**Catering for diverse learning style and abilities**
- conducting a variety of activities to suit students’ learning interests, styles and needs
- designing open-ended tasks

**Facilitating peer learning**
- providing opportunities for students to share and discuss in groups
- flexible grouping

**Providing scaffolding**
- providing support using e-resources, e.g. e-readers, e-learning platform
- providing scaffolding for students to complete the task

**Giving challenges**
- setting challenging yet manageable tasks for students
- online resources to promote self-directed learning

**Promoting assessment for/as learning**
- using questioning techniques to stretch students’ potential
- giving verbal and written feedback in lessons / for homework

Can we further enhance the effectiveness of the strategies through effective use of e-learning repertoire?
Effective Use of Learning and Teaching Resources to Cater for Learner Diversity

Textbook unit:
Primary 5 Having fun together

Problems identified in the textbook unit and the main writing task:

- The reading text is not related to the context of the other learning activities.
- The language practice focused mainly on present perfect tense.
- The main writing task is not purposeful.
Adaptations:

- Keeping the theme of the unit, i.e. a surprise party
- Exposing students to more narrative texts to familiarise them with the features of a story
- Creating a new writing task

Supplementary Resources

A Surprise Party
- setting of a story
- sentence building
- vocabulary building
- learning of language items

A Surprise Party for a Dog, 'Bibi'
- present perfect tense in context

A Party Planner
- surprise elements
- word collocation
1. Making use of graphic organisers and visual aids

### Understanding the setting of a story

#### A Surprise Party – Vocabulary Table

<table>
<thead>
<tr>
<th>Where</th>
<th>at home</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Dad</th>
<th>Ron</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>snacks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Presents</th>
<th>card</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Party</th>
<th>balloons</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Decorations</th>
<th>balloons</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>cut the cake</th>
</tr>
</thead>
</table>

#### Vocabulary building

- **Who are in the story?**
  - Tim
  - Ron
  - Sarah
  - Eddy
  - Emma
  - Dad

- **What did they have in the party?**
  - balloons

- **Is the party fun? Why?**
  - Yes, it was fun because the guests enjoyed the party.

- **When does the story happen?**
  - The story happens today.

- **Where does the story take place?**
  - The story takes place at home.
2. Enhancing students’ participation through kinesthetic learning activities

Whole class activity: Matching game

Group work: Pelmanism game

Individual work: Graphic organiser
3. Introducing the text features of a story

**Understanding the Story Map**

1. Match the five elements of the story map:
   - a) characters • the details of the story
   - b) setting • the last part of the story / way to solve the problem
   - c) development • the trouble and difficulty in the story
   - d) problem • the people in the story
   - e) ending/solution • the time, place and reasons that the story happens

2. Label the five elements of “A Surprise Party”. The key words have been underlined for you.

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<td>Mum, Ron and I decided to throw a surprise birthday party for Dad at home.</td>
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<td>‘What kind of food are we going to have?’ Ron asked. Mum answered, ‘I’ve baked a chocolate cake.’</td>
<td>‘Mum, it’s seven now. Where’s Dad?’ I asked. Mum answered, ‘He’s still in the office and won’t be back shorty.’</td>
<td>I said, ‘Why don’t we celebrate together in his office?’ We took the taxi and arrived at his office.</td>
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*A Surprise Party*

Mum, Ron and I decided to throw a surprise birthday party for Dad at home. We have invited Uncle Melvin and Aunt Carrie. They’re happy to join us.

‘What kind of food are we going to have?’ Ron asked. Mum answered, ‘I’ve baked a chocolate cake.’

‘Mum, it’s seven now. Where’s Dad?’ I asked. Mum gave him a call and returned. ‘He’s still in the office and won’t be back shorty.’

Uncle said, ‘Why don’t we celebrate together in his office?’ We shouted, ‘Great idea!’ We took the taxi and arrived at his office very soon.

‘Wow!’ said Dad. ‘I’ve just finished my work and we can celebrate now.’ We left the office and celebrated together at the park nearby. We had a great time.
4. Appropriate scaffolding for less able students and greater flexibility for more able students

Open-ended Task: Creative story writing about a special party

<table>
<thead>
<tr>
<th>Code</th>
<th>Characters</th>
<th>Settings</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a teacher</td>
<td>picnic</td>
<td>lose the present</td>
</tr>
<tr>
<td>2</td>
<td>a family member</td>
<td>1st September</td>
<td>someone is sick/busy</td>
</tr>
<tr>
<td>3</td>
<td>a friend</td>
<td>birthday</td>
<td>no food</td>
</tr>
<tr>
<td>4</td>
<td>a classmate</td>
<td>the first day of Chinese New Year</td>
<td>a car accident</td>
</tr>
<tr>
<td>5</td>
<td>a relative</td>
<td>31 December</td>
<td>poor weather</td>
</tr>
<tr>
<td>6</td>
<td>a neighbour</td>
<td>Mid-Autumn festival</td>
<td>no light</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>picnic</td>
<td>Lost the present/ no present</td>
</tr>
<tr>
<td>When</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Character table:

- **Who**: a teacher, a family member, a friend, a classmate, a relative, a neighbour
- **Setting**: picnic, 1st September, birthday, the first day of Chinese New Year, 31 December, fast food shop, Mid-Autumn festival, Disneyland
- **Problem**: lose the present, someone is sick/busy, no food, a car accident, poor weather, no light
Support to students:

For more able students

◊ Greater learner autonomy

For less able students

◊ Break into steps
◊ Provide prompts

Provide scaffolding

Writing Tips:
• To remind students what they need to achieve in every paragraph of the writing
• Part of the self assessment and peer assessment

Product
◊ All students achieve the learning objectives / targets
◊ The products varied in breadth and depth
Self-directed learning
- e-dictionary
- reading and grammar practices
- language games

Inside the classroom
- e-books
- websites
  (e.g. WLTS, PEERS, One-stop portal)
- video clips

Motivating resources
Facilitating understanding
Catering for learners’ interest
Giving immediate feedback

Promoting learner autonomy

Should we mainly use the print resources?
5. Integrating e-learning resources into the unit plan

Learning and teaching (Inside the classroom)

- Scrambled sentence
  - forms and functions
- Surprise
  - forms & functions
  - main idea

E-book
- forms & functions
- main idea

Self-directed learning Activities (Outside the classroom)

- Scrambled sentence
  - forms & functions
- Grammar practice
  - forms & functions
- Typing practice
  - typing conventions

http://zimmertwinsatschool.com

http://www.freetypinggame.net/

http://online.macmillandictionary.com/mc_au2/macmil.htm

Online-dictionary
- spelling
- pronunciation
Key Emphases of the English Language Curriculum

Promoting Assessment for/as Learning
The relationships between learning, teaching, and assessment
# Purposes of Assessment

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Key Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment for/as Learning (AfL / AaL)</strong></td>
<td><strong>Teacher / Students</strong></td>
</tr>
<tr>
<td>- <strong>Quality feedback</strong> for learners, which entails timely support and enrichment</td>
<td></td>
</tr>
<tr>
<td>- Information for teachers to <strong>review the learning objectives, lesson plans and teaching strategies</strong></td>
<td></td>
</tr>
<tr>
<td>- Students’ <strong>self-monitoring &amp; self-correction</strong> or adjustment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment of Learning (AoL)</strong></th>
<th><strong>Teacher</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assessment of learners’ performance and progress against the learning targets and objectives</td>
<td></td>
</tr>
<tr>
<td>- Judgments about placement, promotion and attainment</td>
<td></td>
</tr>
</tbody>
</table>
Promoting Assessment for/as Learning

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

Extending from AfL to AaL:
- Enhancing learners’ self-directed learning capabilities through introducing metacognitive strategies
Activity 3

Can you name the modes of assessment adopted by your school?

How many of them are geared towards assessment of/for/as learning?
Strengthening AfL
Adopting diversified modes of assessment

Learning tasks and activities
Conferencing
Oral presentations
Homework
Assessments in Schools
Quizzes / Tests
Examinations
Performance tasks
Shared writing and Process writing
Dictation
Projects
Portfolios
etc.

Questioning
Strengthening AfL
Making use of various assessment tools

The Learning Progression Framework:

- 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 Learning Outcomes organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners’ performance; and
- helps teachers plan strategically how to enhance English Language learning and teaching.
Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

Goals

Curriculum Framework
(What students are expected to learn)

Process

Learning
Teaching
Assessment

Attainment

Learning Progression Framework
(What students can do as a result)
Areas for improving the design of the assessment

- Is it too easy?
- Is it too tricky/difficult?
- (for assessment papers) Is it necessary to allow more flexibilities when marking open-ended questions?

Students’ strengths and weaknesses

- Which areas do they do well?
- Which areas are challenging to students?
- Why do they make those mistakes?

Reviewing the learning objectives and teaching strategies

- What can be done to strengthen students’ learning?
- What are the follow-up learning activities?
Extending from AfL to AaL:
Enhancing learners’ self-directed learning capabilities through introducing metacognitive strategies:

- Setting personalised learning goals
- Reflecting on learning performance & effectiveness of strategies adopted
- Monitoring the learning process
- Formulating plans to attain goals
- Promoting AaL
Formative assessment (after lesson 5)

Making effective use of assessment data to inform learning and teaching

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.

<table>
<thead>
<tr>
<th>Role of teacher:</th>
<th>Role of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Effective use of assessment data to evaluate students’ learning</td>
<td>- Making reflection on their own learning, especially the target language structure</td>
</tr>
</tbody>
</table>
## Giving feedback / Peer assessment

(Lesson 10)

### Group work

#### Peer Assessment Form:
Please tick ☑️ the boxes if your classmates have done well in the presentation.

<table>
<thead>
<tr>
<th>Element / Score</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting and characters</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Problem</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Ending/Solution</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Give one good comment</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Other positive comments</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Give one suggestion</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Other suggestions</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>

**Example**

Students showed their understanding on the requirement of the task and presentation skills.

Point out the area for improvement.

Give one suggestion:
Giving feedback through peer assessment

Checklist:
- The points are summed up from what we taught in the lessons and simplified from the writing tips printed on the writing worksheet
- To get students be more familiar with the requirements of the writing

Role of teacher:
- Identifying students' strengths and weaknesses
- Providing constructive feedback

Role of students:
- Making reflection on their own learning, especially the writing skills
- Making improvement based on feedback from teachers and peers
Key Emphases of the English Language Curriculum

- ITE (e-Learning & Information Literacy)
- STEM Education
- Values Education
- Integrative Use of Generic Skills
e-Learning and Information Literacy

e-Learning and Information Literacy can be promoted in the ELE KLA through:

1. Providing opportunities for learners to process and create multimodal texts
2. Introducing flipped classroom to allow flexibility for learning outside the classroom and to cater for learner diversity
3. Encouraging quality interactions on social networking platforms among learners and between learners and teachers
4. Engaging learners in the application of IT skills in presenting their work
5. Making effective use of software/applications to foster collaboration among learners and develop their creativity and problem-solving skills
6. Providing opportunities for learners to collect, organise and manage information from different sources and create new ideas of their own
Values Education

Nurturing in learners the seven priority values and attitudes

• perseverance
• respect for others
• integrity
• national identity
• commitment
• responsibility
• care for others

Nurturing in learners the other essential positive values and attitudes

e.g.
• common good
• justice
• respect for rule of law

Promoting values education in the ELE KLA through activities such as:

selecting texts and viewing materials for discussion on how people face adversities in life positively (e.g. perseverance, commitment, common good)

• organising co-curricular activities to promote good personal qualities and virtues (e.g. integrity, respect for others, justice)

• collaborating with professionals to organise talks, forums and debating activities on social/global issues (e.g. respect for rule of law, care for others, national identity)
STEM Education (including entrepreneurial spirit)

- Enhancing learners’ creativity, innovativeness, entrepreneurship and problem solving skills
- Strengthening learners’ integrative learning and application of skills
- Enhancing learners’ interest in science, technology and mathematics and understanding of the world of work

Promoting STEM education in the ELE KLA through activities such as:

• designing activities and projects to encourage learners to work out innovative solutions to problems or create new ideas
• collaborating with other KLAs to enrich and connect experiences through RaC and life-wide learning activities
• introducing relevant materials about issues and people in the fields of science, technology and mathematics to guide learners to think critically about them
Generic Skills

- Generic skills are grouped to facilitate holistic curriculum planning and a review of learners’ generic skills development over time.
- Integrative use of generic skills is encouraged, e.g. holistic thinking skills, collaborative problem-solving skills.

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal &amp; Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
</tr>
<tr>
<td>Mathematical Skills*</td>
<td>Creativity</td>
<td>Self-learning Skills*</td>
</tr>
<tr>
<td>Information Technology Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
</tr>
</tbody>
</table>

*Numeracy Skills and Study Skills were used in “Learning to Learn: The Way Forward in Curriculum Development” (2001).

Promoting the integrative development and application of generic skills in the ELE KLA through tasks, projects, drama performance and debating competitions on specific themes/topics.
Integrative use of generic skills

Holistic Thinking Skills

Collaborative Problem Solving Skills

Critical Thinking
Creativity
Problem Solving

Collaboration
Communication
Problem Solving
Example (Primary) – Follow Your Dream

Level: Upper primary

Learning Tasks:
• Reading an information book *How to be a Sports Star* and the biographies of famous people
• Creating an e-book about their dream job for display on the school Open Day

Learning Objectives:

Strengthening Literacy Development & Reading across the Curriculum
• Making connection between reading and writing activities

Integrative Use of Generic Skills
• Thinking critically about qualities of famous people and writing creatively

e-Learning & Information Literacy
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Learning Activities:

1. Reading an information book
   - Predicting the content
   - Identifying imperatives used in an advertisement

2. Studying a pamphlet about calorie and energy
   - Designing a one-day menu for an athlete

3. Reading the biographies of famous people
   - Engaging in a jigsaw reading activity to find out important qualities to become a successful person

4. Learning the function and operation of an app for creating an e-book
   - Adding and drawing appropriate images/pictures with captions to illustrate the intended messages

5. Providing students with quality and constructive feedback
   - Learners are provided with quality and constructive feedback on the digital multimodal texts.
   - They display their e-books on the school Open Day.
Managing Resources

Human resources:
- Appoint level coordinators to help with horizontal coordination
- Deploy the NET effectively

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

Management of funds and grants:
- Different grants provided by the government to focus on critical tasks
- Quality Education Fund for projects that promote effective learning
  http://www.qef.org.hk/e_index.html
E-learning English Resources
EDB One-stop Portal

http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html
E-learning English Resources
Primary English E-learning Resources (PEER)

The Primary English E-learning Resources (PEER) Website

Is designed and developed in support of the English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004) (the Curriculum Guide). It aims to provide quality e-learning resources to enrich English learning experiences at the upper primary level. PEER consists of a total of 60 learning units, carefully organised and arranged based on different modules as suggested in the Curriculum Guide. Each learning unit provides activities of about 15-minute duration and is accompanied by detailed teacher’s notes and a worksheet developed by British Council Hong Kong which provide some teaching ideas for the English classroom. All multimedia resources are from the website http://learnenglishkids.britishcouncil.org/en/ developed by the British Council. Teachers are encouraged to integrate the learning units into their school-based English Language curriculum to enhance their teaching and support student learning.

http://peer.edb.hkedcity.net/
E-learning English Resources
Hong Kong Public Libraries Resource

Audio Books

https://www.hkpl.gov.hk/en/e-resources/
PDP 2016-17

• Enriching KS2 Students’ Reading Experiences through the Use of Multimodal Texts
• Using Information Texts in the Primary English Classroom: Developing KS2 Students’ Reading and Writing Skills
• Effective Strategies for Catering for Learner Diversity in the Primary English Classroom
• Effective Strategies for Teaching Grammar in the Primary English Classroom
• Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Reading at Primary Level
• Designing Quality English Language Papers to Enhance Learning, Teaching and Assessment
Roles of Curriculum Leaders

- Formulate **school-based assessment policies** with the English Panel in light of the direction of school development, the school context and students’ needs.

- Initiate curriculum changes, collaborate with the English Panel in developing a **balanced school-based English language curriculum**.

- Cultivate a **reading culture** by setting reading as a key task of the school.

- Create conducive **language learning environment** to promote the learning and use of English Language.

- Provide space and support to support the **professional development** of English teachers.

- Manage resources to facilitate L&T of English.
• Quicker access to information regarding the English Language Education Key Learning Area – training opportunities, references & resources, etc.

Sharing of Good Practices

🌞 LST Leung Kau Kui Primary School (Branch)

🌞 The ELCHK Ma On Shan Lutheran Primary School
Thank You