

Cultivate Values for Leaders of Tomorrow,
Create Space to Foster Whole-person Development

Primary Education Curriculum Guide

Abridged
Version

Prepared by
The Curriculum Development Council

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Contents

<i>Primary Education Curriculum Guide</i>	Page No.
Chapter 1 Ongoing Renewal of the School Curriculum – Deepening the Outcomes and Embracing Change to Advance	1-8
Chapter 2 Whole-school Curriculum Planning – Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning within and beyond the Classroom, Whole-school Participation	9-13
Chapter 3 Continuing Professional Development and Learning Organisation	14-18
Chapter 4 Effective Learning and Teaching	19-23
Chapter 5 Assessments for Enhancement in Learning	24-28
Chapter 6 Meaningful Assignments	29-33
Chapter 7 Teachers as Facilitators of Learning Experiences	34-40
Chapter 8 Life-wide Learning	41-45
Chapter 9 Interfaces between Various Key Stages	46-49
Chapter 10 School, Family and Community Connections	50-51

Ongoing Renewal of the School Curriculum — Deepening the Outcomes and Embracing Change to Advance

1.1 Purposes of the Chapter

In line with the development of the school curriculum:

- Review the current situation and reflect on the future development needs of primary education based on the *Basic Education Curriculum Guide (Primary 1 - 6)* in 2014
- Set out updates of the Seven Learning Goals of primary education to address social changes and meet students' needs
- Formulate a blueprint for primary school curriculum renewal, elucidating the Three Major Directions and the Seven Major Renewed Emphases (MRE)

1.2 Background

- With the concerted efforts of the education sector, the “Learning to Learn” curriculum reform has received recognition from local and international academia since its implementation in 2001. In order to ensure that school education keeps pace with the times, the Curriculum Development Council released the *Basic Education Curriculum Guide (Primary 1 - 6)* in 2014, and illustrated with “Learning to Learn 2.0” that curriculum renewal is an ongoing process. Upon the issuance of the *Kindergarten Education Curriculum Guide* and the *Secondary Education Curriculum Guide* by the Curriculum Development Council in 2017, the 15-year school curriculum framework has also been updated, denoting that “Learning to Learn 2.0” has entered the new phase of ongoing curriculum renewal “Learning to Learn 2+”.
- As recommended in The Chief Executive’s 2017 Policy Address, the Task Force on Review of School Curriculum (Task Force) was established in November 2017 to holistically review the primary and secondary curricula. The Task Force submitted a review report titled “Optimise the curriculum for the future, Foster whole-person development and diverse talents”

to the Education Bureau (EDB) in September 2020, setting out six directional recommendations¹, which were accepted by the EDB in December 2020.

- The Task Force's recommendations that are closely related to primary education include: according higher priority to values education (covering national education [including patriotic education, national security education] and life education)², creating space for whole-person development, and strengthening STEAM education.
- The Curriculum Development Council established the Ad Hoc Committee on Primary Education Curriculum Guide (Ad Hoc Committee) in 2020 to update the *Basic Education Curriculum Guide (Primary 1-6)* (2014) in a timely manner, taking into account the *Kindergarten Education Curriculum Guide*, the *Secondary Education Curriculum Guide*, the recommendations of the Task Force and views from the members of the community. The update aims to tie in with social development, learning and teaching as well as students' needs, strengthen the interface between kindergartens and primary schools as well as between primary and secondary schools, and enhance the nurturing of students' virtues and qualities, thereby further enriching their learning experiences.
- The updated guide, titled *Primary Education Curriculum Guide* (PECG), is interconnected and coherent with the two curriculum guides mentioned above. The PECG elucidates the concept of learning time and clearly points out that schools should strengthen national education, patriotic education and national security education to enhance students' sense of belonging towards our country at an early age, help them understand our country's latest developments and national affairs, gain a proper understanding of national history, appreciate Chinese culture and traditional values, develop the sense of national identity, and strengthen their sense of national pride and ownership.

¹ The full report is available on the EDB webpage (https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/taskforce_cur/TF_CurriculumReview_FinalReport_e.pdf)

² As an integral part of the school curriculum, national education and national security education at the primary and secondary levels have incorporated elements and the spirit of patriotic education. They cover contents such as national history, national affairs, Chinese culture, national geography and the Constitution and Basic Law education. These elements have been incorporated into various Key Learning Areas and related subjects at the primary and secondary levels as well as the kindergarten curriculum, and are intertwined with values education and life-wide learning activities, constituting essential learning experiences for students.

- The Curriculum Development Council expects primary schools to continue to **build on their strengths**, deepen the outcomes accomplished, focus on the MRE proposed in this Guide, and sustain “**Learning to Learn 2+**” according to the learning progress of students, fostering students’ whole-person development.

1.3 Deepen the Outcomes and Focus on Learning

- Primary schools have accumulated a lot of valuable experiences in the journey of curriculum development over the years, and achieved many gratifying outcomes in recent years, such as:

• Sustaining whole-school curriculum planning	• Enriched and diversified learning experiences
• Adopting diversified learning and teaching strategies	• Utilising diversified modes of assessment
• Developing STEAM education	• Strengthening the interfaces between key stages
• Cultivating a healthy lifestyle	• Promoting reading
• Promoting values education	• Strengthening teachers’ professional capacity

1.4 Embrace Change and Opportunities to Advance

- In recent years, the rapid development in the technological, social and economic sectors of our country, Hong Kong and the world has brought along many challenges and opportunities to education. School curriculum needs to be adapted and updated flexibly, and keep moving forward to nurture a new generation of talents for our country and society, enabling them to integrate into the overall national development, and leveraging their strengths to sustain the unique advantages of Hong Kong.
- The Ad Hoc Committee has taken into account social development as well as the learning and development needs of students to sum up the following dimensions for consideration in curriculum renewal:

Strengthening values education (covering national education [including patriotic education, national security education] and life education)	Strengthening media and digital literacy
	Broadening the boundaries of learning
	Seizing the opportunity of “resumption of normalcy”
Promoting balanced physical and psychological development of students	Implementing life planning education at the primary level
Catering for learner diversity	Enhancing stakeholders’ support
Implementing a student-centred learning, teaching and assessment cycle	Strengthening the interfaces between various Key Stages
Continuing the promotion of STEAM education	Fostering teachers’ professional capacity and community of practice

1.5 The Updated Seven Learning Goals

- The updated Seven Learning Goals of primary education emphasise the importance of nurturing a sense of belonging towards our country, Chinese culture, values education, active learning, STEAM education, media and digital literacy, a healthy lifestyle, and balanced physical and psychological development.
- Upon completion of primary education, students are expected to achieve the following updated learning goals (see Figure 1.1):



Figure 1.1 The Updated Seven Learning Goals of Primary Education

1.6 Major Directions of the Ongoing Renewal of the Primary School Curriculum

- Regardless of the background and characteristics of schools and students, the **Seven Learning Goals** are the competencies and qualities that every student should possess and demonstrate upon completion of primary education, and also the **overarching aims** for all schools in developing their school curriculum.
- In the next stage, the primary school curriculum could be continually renewed along these **Three Major Directions** – “Cultivating Values”, “Creating Space” and “Student-centred Learning”.
 - ◆ **Cultivating Values**: Nurture a new generation who are virtuous and capable lifelong learners with a sense of responsibility, vision and love for our country, our city and our home.
 - ◆ **Creating Space**: Make good use of the “learning time” and enable students to enjoy boarder learning space by optimising the curriculum, assessments, assignments and life-wide learning.
 - ◆ **Student-centred Learning**: Utilise diversified learning and teaching strategies, support and resources to meet the interests and needs of different students, and encourage them to learn progressively, and in a proactive and self-directed manner.

1.7 Major Renewed Emphases

- The MRE are introduced to provide schools with strategies and action plans.
- All primary schools should focus on the following **Seven MRE** to optimise the whole-school curriculum and develop a distinctive school-based curriculum based on the central curriculum framework, so as to help students achieve the updated Seven Learning Goals (Figure 1.2):

- Strengthening **values education** (covering national education [including patriotic education, national security education] and life education)
- **Making good use of learning time** and creating space to promote balanced physical and psychological development
- Enriching **life-wide learning** experiences and fostering whole-person development
- Better **catering for learner diversity**
- Reinforcing **STEAM education**, and nurturing students' **media and digital literacy**
- Strengthening **cross-curricular learning and reading across the curriculum** to develop students' lifelong learning capabilities
- Enhancing **assessment literacy** for promoting learning and teaching effectiveness

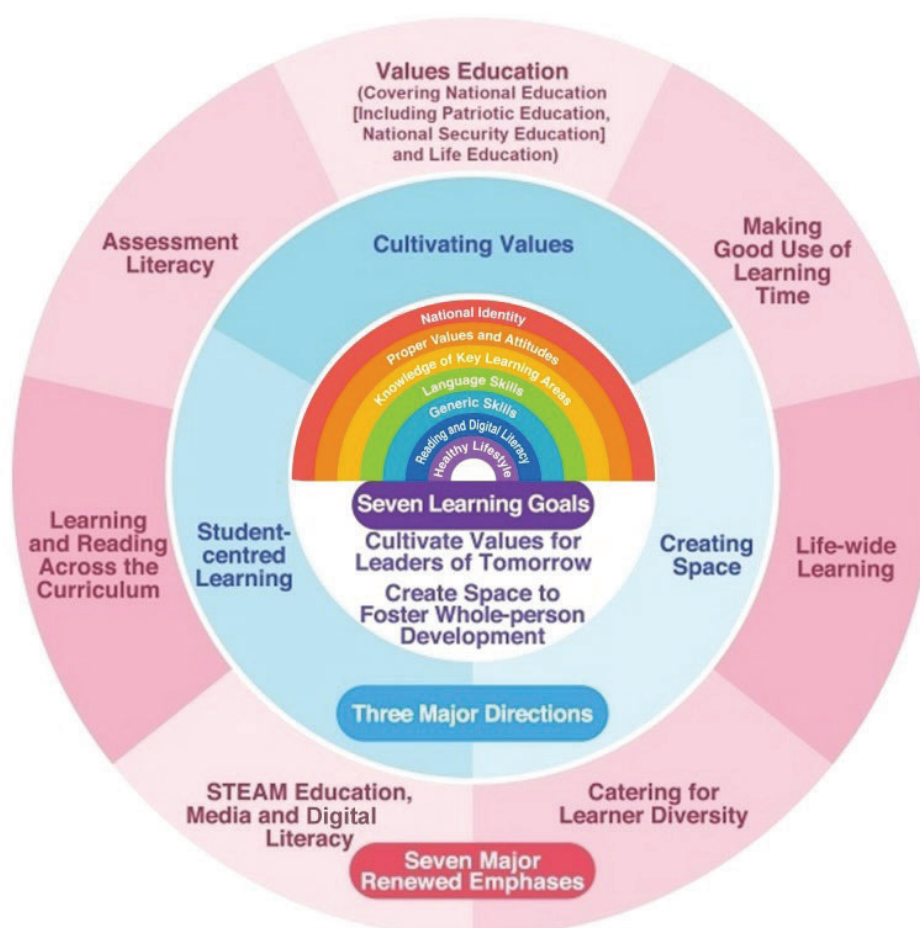


Figure 1.2 The Three Major Directions and the Seven Major Renewed Emphases of the Ongoing Renewal of the Primary School Curriculum

1.8 Holistic Learning Experiences for Students

- Schools should align with the aims of education in promoting students' development in the five domains of “ethics, intellect, physique, social skills and aesthetics”, provide them with rich and diversified learning experiences both within and beyond the classroom, and emphasise the interface of learning and teaching strategies across different key stages, so as to enable students to gain **holistic** and **progressive** learning experiences.
- This Guide is divided into ten chapters, content of each chapter is summarised as follows:

Chapter 1 Ongoing Renewal of the School Curriculum — Deepening the Outcomes and Embracing Change to Advance	Set out the updated Seven Learning Goals of primary education, the Three Major Directions and the Seven Major Renewed Emphases of the ongoing renewal of the primary curriculum and provide relevant recommendations.
Chapter 2 Whole-school Curriculum Planning — Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning Within and Beyond the Classroom, Whole-school Participation	Elucidate the guiding principles in whole-school curriculum planning and the concept of learning time, and provide recommendations and examples of making good use of learning time and flexible timetabling in schools.
Chapter 3 Continuing Professional Development and Learning Organisation	Elucidate the importance of teachers possessing proper values and virtues, and the need to align continuing professional development at schools with the Major Renewed Emphases of the curriculum, as well as provide recommendations and examples for schools to sustain the community of practice and further develop into a learning organisation.
Chapter 4 Effective Learning and Teaching	Discuss how to enhance students' learning motivation, flexibly apply effective learning and teaching strategies, and develop students' self-directed learning capabilities, and explore ways to cater for learner diversity, including students with special educational needs and gifted students.
Chapter 5 Assessments for Enhancement in Learning	Provide recommendations and examples on how to enhance the assessment literacy of various stakeholders and optimise the school assessment policy, so as to create space for whole-person development.

Chapter 6 Meaningful Assignments	Elucidate meaningful assignments and how to optimise the school assignment policy so as to create space, and provide recommendations and examples for promoting change in the modes of assignments.
Chapter 7 Teachers as Facilitators of Learning Experiences	Elucidate the need for teachers to reflect on the multiple roles they play in the whole learning process of students in light of the continuous development of society and education, and explain that teachers are facilitators of students' learning experiences who use their professional knowledge to design and flexibly arrange diversified learning experiences, and promote balanced physical and psychological development of students, so as to achieve the Seven Learning Goals of primary education.
Chapter 8 Life-wide Learning	Elucidate the guiding principles, implementation modes and reflective strategies of life-wide learning, and provide recommendations and examples for schools to make good use of resources to organise diversified life-wide learning activities and to promote whole-person development of students.
Chapter 9 Interfaces between Various Key Stages	Provide recommendations and examples on how schools enhance their school-based approach of comprehensive collaboration to help students adapt to the transition from the kindergarten to primary level and from Primary 6 to the secondary level.
Chapter 10 School, Family and Community Connections	List different modes of home-school co-operation and community connections, as well as to provide recommendations and examples on how to optimise home-school co-operation and community connections to support student learning.

- Schools should take into account their vision and mission, school context, as well as the development and learning needs of their students to optimise whole-school curriculum planning in accordance with the recommendations provided in different chapters of the PECTG, provide students with **diversified, appropriate and meaningful** learning experiences within and beyond the classroom on an ongoing basis, and broaden their learning scope and horizons, so as to foster lifelong learning and whole-person development.

The abridged version only contains the key points of the chapters. For details, please refer to the full text of the corresponding chapters of the *Primary Education Curriculum Guide* for a more comprehensive understanding of the contents.

Whole-school Curriculum Planning — Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning Within and Beyond the Classroom, Whole-school Participation

2.1 Purposes of the Chapter

- Elucidate the importance of whole-school curriculum planning and its guiding principles
- Reiterate the need for schools to strengthen the connections across the MRE in order to optimise whole-school curriculum planning for helping students achieve the Seven Learning Goals
- Elucidate the concept of learning time, and recommend good use of learning time and flexible timetabling for schools to create space for the whole-person development of students

2.2 The Importance of Whole-school Curriculum Planning

- The Task Force on Review of School Curriculum recommends **further enhancing whole-school curriculum planning and making flexible use of learning time for schools to create space and provide more diversified and rich learning experiences in order to facilitate students' balanced development in the five domains of ethics, intellect, physique, social skills and aesthetics.**

2.3 Optimise Whole-school Curriculum Planning

- Provide **a broad and balanced whole-school curriculum** in accordance with the curriculum framework of the Curriculum Development Council to help students achieve the Seven Learning Goals. *[For details, see Chapter 1: Ongoing Renewal of the School Curriculum – Deepening the Outcomes and Embracing Change to Advance]*
- Take into account the school context, students' needs and the latest education trends to adopt

appropriate learning, teaching and assessment strategies, with a view to **achieving the learning goals**.

- Provide students with **rich and diversified learning experiences**, and guide them to plan their learning and manage their own learning progress, so as to enhance their self-directed learning capabilities, their sense of ownership and responsibility in their learning.
- Learning should not be confined to the school or the classroom. Make good use of learning time and diversified learning and teaching resources in whole-school curriculum planning.
- Optimise whole-school curriculum planning by conducting a contextual analysis beforehand, using the following analysis tools, or other tools for planning as appropriate:



Figure 2.1 Situational Analysis of the School



Figure 2.2 “Keep, Improve, Start, Stop” Analysis

- Integrate the MRE into whole-school curriculum planning through the approaches of “**organic integration**”, “**natural connection**”, “**diversified strategies**”, “**mutual coordination**”, “**learning within and beyond the classroom**” and “**whole-school participation**”.
- Design **diversified and meaningful cross-curricular learning experiences** and make effective use of learning time, including the “**flexible lesson time**”, or adopt different approaches in co-curricular lessons to make room for flexible and interesting learning modes.
- All teachers act as **designers, facilitators and leaders of students’ learning experiences**, enabling them to develop their individual interests and potentials, and achieve balanced physical and psychological development.

2.4 Make Good Use of Learning Time

- Students' learning time includes:
 - ◆ **Lesson time** (time when students have lessons with teachers, but the venue is not confined to the classroom)
 - ◆ **School time other than lesson time** (recess, lunch, time after class, open days, examination days)
 - ◆ **Time spent outside school, including holidays** [While schools can teach students how to make good use of their holidays for self-directed learning, e.g. reading, participation in physical activities, online learning, visits (including local ones and those in the Mainland and overseas), they should also create space for students to utilise the break to have sufficient rest or develop personal interests of their own choice].
- If students are given flexibility and autonomy to learn according to their interests during learning time (including lesson time and space after class), learning effectiveness would be more evident.

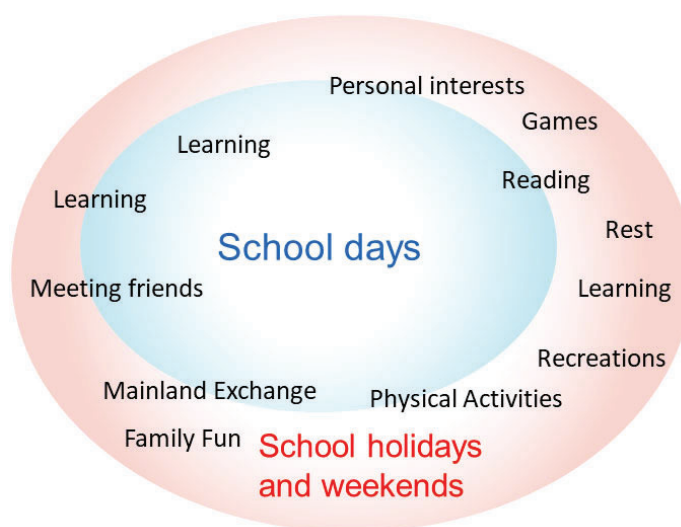


Figure 2.3 Concept of Learning Time

- Schools should carefully review and optimise relevant arrangements (e.g. school calendar and timetable) to **meet the needs of whole-person development** for achieving the objectives of the whole-day schooling policy.
- Teachers can strategically guide students to extend learning experiences which are diversified and beneficial to their physical and psychological well-being at weekends and holidays, enabling them to **learn to plan for themselves and manage their own time**, develop a healthy lifestyle, and broaden their horizons and mind.

- Teachers can also **design inspiring and interesting learning tasks** to enable students to enjoy their leisure time during the holidays, and stay motivated to continue their learning after the holidays.

	Primary 1-3 (Key Stage 1)	Primary 4-6 (Key Stage 2)
Number of school days per school year for primary schools	190 days or 887 ¹ hours	
Lesson time per school year for primary schools (Examination time not included)	172 days or 792 hours	

Table 2.1 School days and Lesson Time for Whole-day Primary Schools

- In response to the announcement in *The Chief Executive's 2023 Policy Address* that Primary Humanities and Primary Science should be introduced in all primary schools in Hong Kong from the 2025/26 school year, and not less than 7% of the total lesson time is allocated for each of the two subjects, the Ad Hoc Committee, after taking different views into consideration, acknowledged the need to adjust the percentage of flexible lesson time. Hence, the allocation percentage of flexible lesson time was updated to 22%. All subject panels and functional committees should work closely together with mutual coordination to arrange lesson time flexibly to address and tie in with the MRE of the curriculum.

Key Learning Area / Subject		Percentage of Lesson Time Allocation
Chinese Language Education		Not less than 23%
English Language Education		Not less than 16%
Mathematics Education		Not less than 11%
General Studies for Primary Schools Not less than 11%	Primary Humanities	Not less than 7%
	Primary Science	Not less than 7%
Arts Education		Not less than 9%
Physical Education		Not less than 5%
Flexible lesson time*		Not more than 22%
Total lesson time over 6 years		4752 hours (792 hours x 6) (100%)

Table 2.2 Time allocation for each KLA/subject in primary schools

¹ Based on averages over years

*** Recommended examples for use of the flexible lesson time:**

- ◆ Strengthening values education (covering national education [including patriotic education, national security education] and life education) through life-wide learning activities, e.g. Mainland exchange activities
- ◆ Activities related to life planning education or Healthy School, e.g. anti-drug talks
- ◆ Cross-curricular learning or reading across the curriculum activities, e.g. museum visits
- ◆ Activities related to STEAM education, and media and digital literacy, e.g. science project learning
- Schools should optimise their curriculum planning and adopt flexible timetabling, with reasonable allocation of classroom learning, life-wide learning, assessments, recess, lunchtime, tutorial periods, and take into consideration students' need for personal space after school.
- Based on the experience gained from the half-day face-to-face class arrangements during the pandemic, schools can revisit the planning of students' learning time in the afternoon, and arrange tutorial periods in the afternoon for students to finish some of their assignments under teachers' guidance, thereby catering for learner diversity as well as students' need for balanced physical and psychological development.
- Schools should make curriculum adaptations according to the levels and needs of students, reduce the overlapping of curriculum contents, and improve the assessment and assignment policies, for example, by cancelling tests and examinations in the first school term of Primary 1, introducing fun dictation, reducing the number of days for tests and examinations, and making flexible use of learning time in order to encourage students to develop an active and healthy lifestyle.

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Continuing Professional Development and Learning Organisation

3.1 Purposes of the Chapter

- Elucidate the importance of teachers possessing proper values and virtues
- Elucidate that continuing professional development in schools should be aligned with the MRE of the curriculum
- Suggest continuing community of practice at school and further developing the school into a learning organisation

3.2 Professionalism and Continuing Professional Development of Teachers

- Students learn from the words and deeds of teachers, which bring a profound impact on students' development. Teachers' possession of **virtues, proper and proactive values, conduct as well as attitudes** is of paramount importance for creating a conducive learning environment, implementing an appropriate curriculum and developing students' character and qualities.
- Teachers need to **demonstrate proper values, virtues and professional conduct**, serve as a role model, enhance their professional capacity continually and play an active role as facilitators of students' learning experiences, so as to help them learn how to learn, and achieve whole-person development and lifelong learning.
- The EDB released the *Guidelines on Teachers' Professional Conduct* in 2022, clearly stipulating the professional conduct and norms of behaviour required of teachers. Eight codes of professional conduct for teachers are complied, with examples of the “dos” and “don'ts” for each code provided for teachers' reference.
- Teachers should actively participate in the National Education Programme Series of teacher training and the Mainland study tours to enrich their knowledge of our country's history, culture, national affairs, the Constitution, the Basic Law and national security, so as to enhance the nurturing of students' virtues and sense of belonging to our country and the nation, and enable

them to become a new generation with commitment, high quality and a patriotic spirit.

- Teachers are the key to achieving the aims of the school curriculum. The “T-Standard +” describes the professional roles of school principals and teachers, and the professional performance expected of them, including professional competencies, professional conduct and values, and the spirit of self-reflection and improvement towards self-enhancement.

3.3 Whole-school Curriculum Planning and Continuing Professional Development

- Schools’ professional development programmes have to be timely adjusted in accordance with the directions of curriculum development, such as enhancing the professional capacity of school leaders in curriculum planning, and further strengthening teachers’ professional development in other areas including values education, STEAM education, assessment literacy, design of assignments and life planning education, so as to help schools plan the curriculum more strategically.
- As the leader of the school, the principal should have a good understanding of the MRE of the curriculum [For details, please refer to Chapter 1: Ongoing Renewal of the School Curriculum – Deepening the Outcomes and Embracing Change to Advance], and be capable of setting a clear direction for development and planning the curriculum in close alignment with the MRE.
- The middle management also play a key role in the school. They should be able to contribute their expertise, effectively coordinate manpower and resources, and closely collaborate with team members to achieve the school’s development goals.
- Apart from the need to enhance their professional leadership, the principal and middle management should facilitate teachers’ grasp of the rationales and latest trends in curriculum development, and also strive to promote the professional growth of the teaching team and its inheritance.
- In planning teachers’ professional development activities, schools should focus on the latest MRE of the curriculum, thoroughly consider and plan the modes of professional development and specific arrangements for teachers at different levels, and foster an open and reflective learning culture.

3.4 Different Modes of Professional Development

- Schools should **provide sufficient opportunities** for teachers to attend the training courses or professional development programmes organised by the EDB, so that they can keep abreast of the major emphases of curriculum development as well as innovative learning, teaching and assessment strategies. Schools should also refer to the EDB’s framework for teachers’ professional development to cater for the needs of different teachers.
- Cultivating a collaborative culture is an effective strategy to enhance teachers’ professional knowledge, improve student learning and drive continuous improvement in schools.
- Effective professional development should enable teachers to adopt a common language, participate proactively, and perceive lesson observation and evaluation as team learning. Together, through teaching or assessment in practice, observation, self-reflection and transfer of learning, they can further enhance the quality of learning and teaching.
- Teachers should engage themselves in **self-reflection and analysis** after participating in different modes of professional development activities to enhance their personal professional growth.

3.5 Continuing Development of Community of Practice at School

- The development of a school into a learning organisation is an ongoing process. “**Community of Practice**” (CoP), formed by teachers, is the **foundation and the primary pathway to realising a learning organisation** (see Figure 3.1). In a CoP, every member is a learner. Through learning from and supporting one another, sharing of experiences and applying what they have learnt in practice, teachers can inspire one another to learn together and pursue professional growth, thereby enhancing the capacity of the teaching team as a whole.

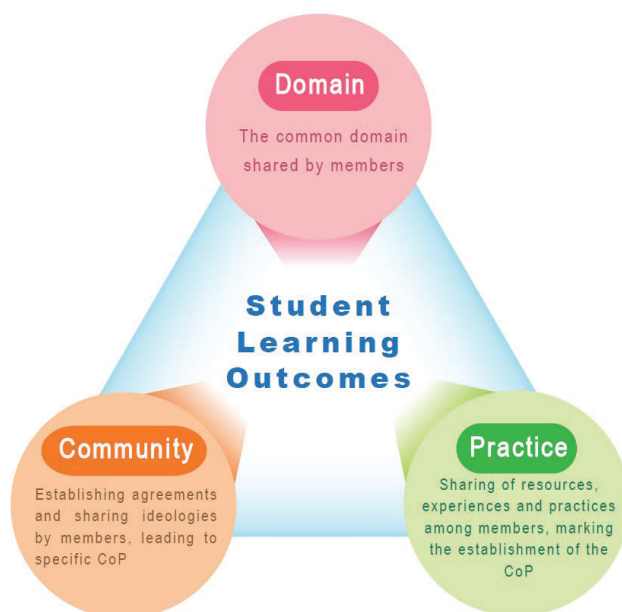


Figure 3.1: Communities of Practice (CoP)

- For continuing development of Community of Practice, schools may consider the following measures (see Figure 3.2):



Figure 3.2 Measures for Schools' Consideration in Continuing Development of CoP

- School leaders need to have insights and a good understanding of the new trends in education as well as the new knowledge required of teachers. They need to review the competencies of the teaching team in a timely manner, and encourage teachers to become collaborative and reflective learners who continue to enhance the quality of student learning through reflection on their teaching and active practice. At the same time, school leaders also need to create space for teachers to cater for their physical and psychological well-being.

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Effective Learning and Teaching

4.1 Purposes of the Chapter

- Explore ways to enhance students' learning motivation and flexible use of teaching strategies to facilitate effective learning and teaching
- Suggest strengthening students' self-directed learning capabilities by schools to meet future needs
- Discuss how to cater for learner diversity, including students with special educational needs and gifted students

4.2 Facilitating Effective Learning and Teaching

- The role of the teacher is no longer confined to imparting knowledge. Instead, it is **centred on student learning**, equipping students for future opportunities and challenges through the provision of appropriate learning experiences, activities and learning resources.
- Teachers also bear the responsibility of nurturing students, **caring for their physical and psychological well-being and their need for balanced development**, cultivating their proper values and proactive learning attitudes, as well as working together with parents, colleagues, and professionals to provide timely support in different aspects.



Figure 4.1 The Multiple Roles/Tasks of the Teacher

- Teachers should stimulate students' learning motivation and create an atmosphere for student-led learning. Learning motivation is the driving force that inspires students to engage and persist in learning. **Enabling students to gain a sense of achievement in learning helps enhance their intrinsic motivation** and sustain their interest in learning.
- Teachers should try out and **flexibly use different learning and teaching strategies**, e.g. enquiry learning, experiential learning, in accordance with the learning content and context, and conduct debriefing of lessons/activities in a timely manner to help students clearly grasp the key learning points.
- Schools, teachers and parents need to **build up a culture of resilience in collaboration**, creating an environment that supports and encourages the development of students' adaptability, **strengthens their resilience, and promotes their physical and psychological well-being**, thereby achieving whole-person development.
- Appropriate use of information technology by teachers can reduce the constraints of time and space, enrich the learning of students and strengthen their interaction with one another outside the classroom. Making good use of e-learning can also cater for the learning needs of different students, and enhance learning effectiveness.
- Schools need to **make good use of the innovative thinking and flexibility brought by blended learning, to appropriately arrange students' learning space**. They should timely integrate teaching resources, learning management systems as well as e-assignments and assessment tools from different online and offline platforms to **strengthen the strategies of both face-to-face lessons and e-learning, allowing them to work in tandem and complement one another**.
- Self-directed learning consists of five elements – goal setting, self-planning, self-monitoring, self-evaluation and self-improvement (see Figure 4.2 below). **Flexible learning strategies and proactive learning attitudes** are essential qualities for students to become a self-directed learner.

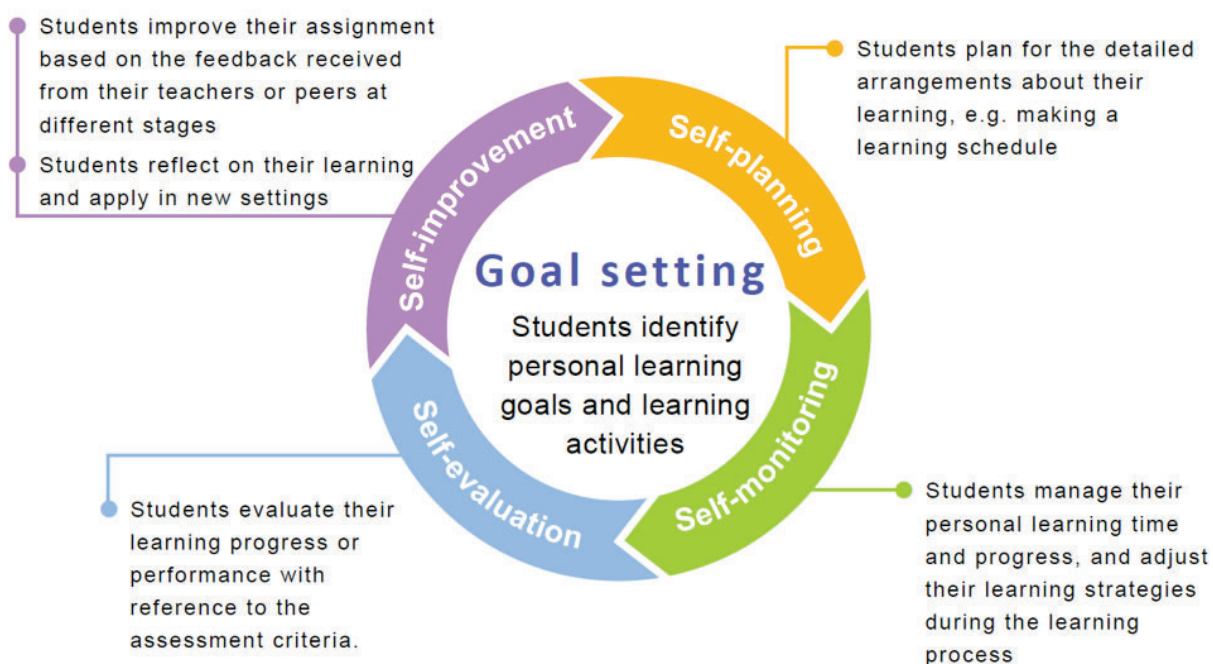


Figure 4.2 Elements of Self-directed Learning

4.3 Catering for Learner Diversity

- Every student has the potential to develop in a single or multiple areas. Schools should **allow students to exhibit and develop their multiple intelligences through different learning pathways**.
- Catering for learner diversity does not imply minimising differences in the performance of students, but rather **making pedagogical adaptations to meet the needs of different students, so that each student can learn to the best of their ability**, experience the joy of school life and find their learning meaningful.
- Even for the same content, **teaching strategies should be diversified, differentiated and broadly selective** to cater for students of different characteristics and needs. Space and opportunities should also be provided in a timely manner for students to make corrections and self-improve.
- School policies and curriculum design that meet the learning and developmental needs of students help different students fully unleash their potential and personalities, thus providing them with opportunities to improve learning in different ways and at their own pace, and also to experience a sense of achievement in learning.

4.4 Catering for Students with Special Educational Needs

- Each of the students with Special Educational Needs (SEN) **differs in abilities, conditions for the learning environment and adaptation**. Schools should adopt appropriate learning and teaching strategies and support measures based on their specific contexts, **setting appropriate expectations for their academic, social and affective development**.
- Schools should systematically arrange training for teachers to help them acquire professional competence in catering for students with SEN, enhancing the effectiveness of implementing integrated education in schools.
- Implementing integrated education with a **whole-school approach** can effectively support the students with SEN in terms of their diverse learning, behavioural, social and emotional development needs.
- Curriculum adaptation is to duly adjust the content, approach, pace and expected learning outcomes according to individual abilities and needs of students.
- Teachers should enhance classroom teaching strategies and adopt diversified modes of assessments.
- Schools should develop learning support policies and measures systematically. The 3-Tier Intervention Model is shown in Figure 4.3.

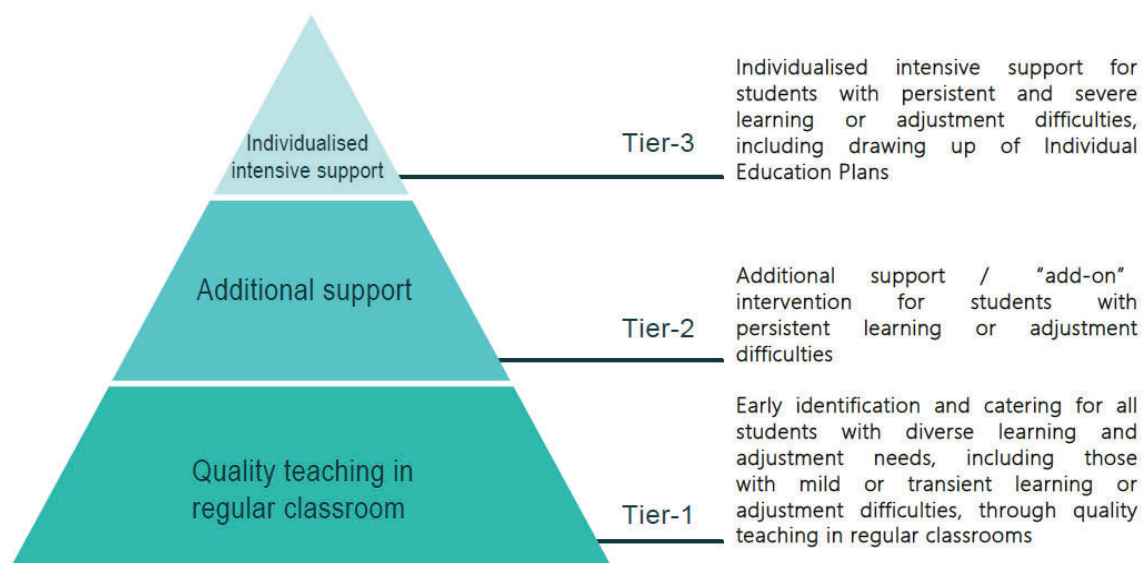


Figure 4.3 The 3-Tier Intervention Model

4.5 Gifted Education

- Schools should nurture gifted students who possess different talents, and explore their talents in different areas.
- Schools are encouraged to adopt the “Three-tier Implementation Model” (see Figure 4.4) in planning and implementing the school-based gifted programmes.

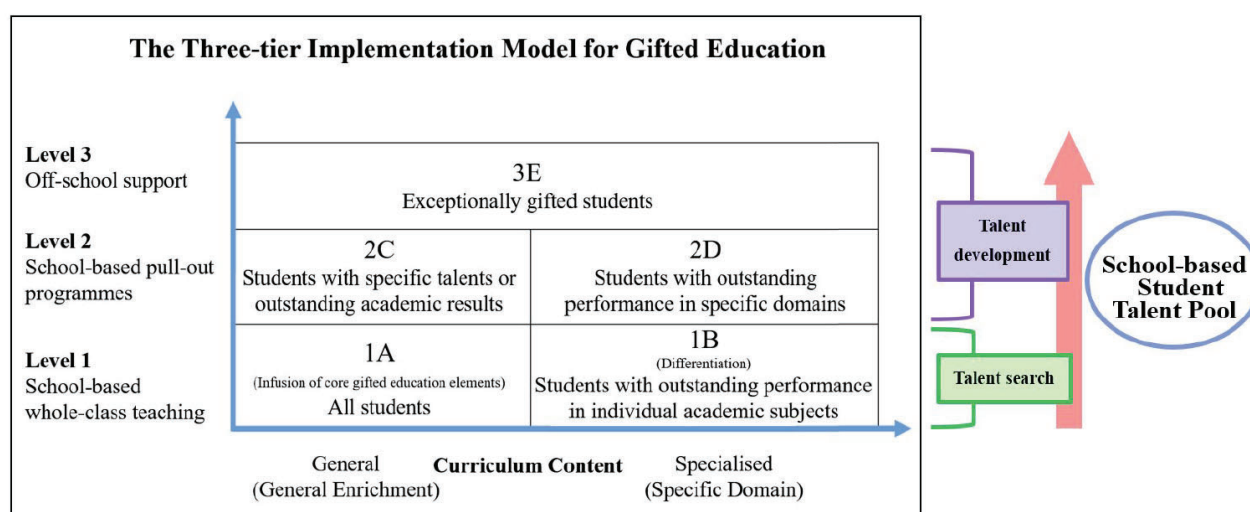


Figure 4.4 The Three-tier Implementation Model for Gifted Education

- Every school and every teacher should have the responsibility to promote gifted education. Teachers can **flexibly adopt a single or a combination of differentiated instructions** in teaching according to different learning objectives, teaching content, as well as the learning styles, abilities, interests and needs of students.
- As the potential of some gifted students may be masked by different factors, **collaboration is required among the student, the family and the school** for analysing the causes of their underachievement and formulating support programmes according to their needs.

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Assessments for Enhancement in Learning

5.1 Purposes of the Chapter

- Elucidate the purpose of assessments and how schools can help students progress towards “Learning to Learn” through assessments
- Elucidate how to facilitate students’ self-directed learning by enhancing stakeholders’ assessment literacy
- Provide recommendations on how schools can optimise the school assessment policy to create space for various stakeholders and foster students’ whole-person development

5.2 Assessment and “Learning to Learn”

- Assessment is an integral part of the curriculum, learning and teaching and assessment cycle (as shown in Figure 5.1).

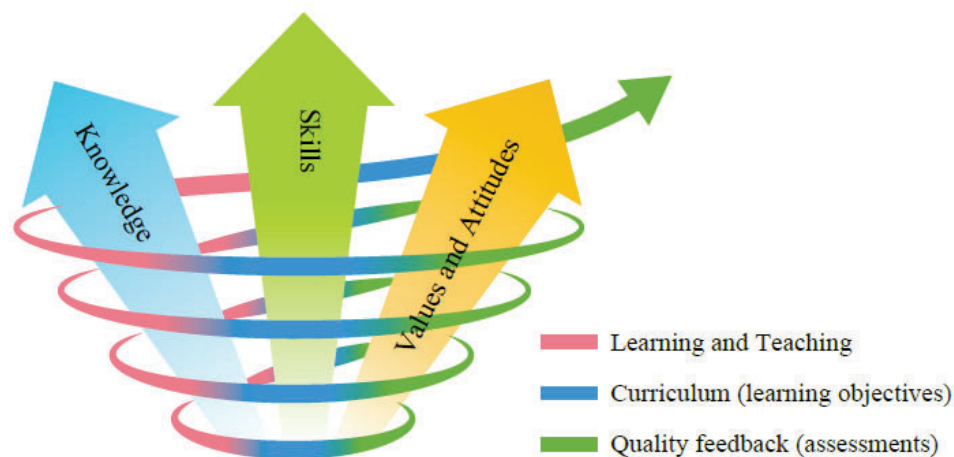


Figure 5.1 Curriculum, Learning and Teaching and Assessment Cycle

- Through assessing and collecting students’ learning outcomes during the learning process as evidence of learning, examine students’ performance and provide timely and quality feedback to students, help them understand their own learning progress, adjust their learning strategies, and improve or extend their learning, thereby achieving “assessments for enhancement in learning”.

- By integrating and analysing assessment data, **schools and teachers** grasp the actual learning needs and difficulties of students, then optimise the school curriculum and learning and teaching strategies, so as to help students achieve balanced development in knowledge, skills, values and attitudes.
- **Parents** can also understand their children's learning progress through assessments and appropriately utilise teachers' feedback and suggestions to take corresponding actions.
- **The ultimate goal of assessment must be to facilitate students' effective learning**, stimulate their motivation and curiosity for learning, develop their self-directed learning capabilities and habits in a progressive manner, and strengthen the foundation for "Learning to Learn", preparing them for lifelong learning.

5.3 Key Emphases for Ongoing Development of Assessments

- Schools should actively **enhance the assessment literacy** of various stakeholders and make good use of assessment to enhance the effectiveness of learning and teaching.
- Teacher Level
 - ◆ Understand that assessments are used for review students' learning progress and assisting them in improving their learning.
 - ◆ Understand the curriculum content, relevant learning goals and focuses to design or select appropriate assessment activities accordingly.
 - ◆ Flexibly adopt diversified modes of assessment and provide students with quality and positive feedback.
- Student Level
 - ◆ Understand that the purpose of assessment is to enable them to recognise their own learning progress and improve their learning.
 - ◆ Actively participate in assessment activities and make good use of the feedback from teachers and parents to reflect on learning, and continue to enhance self-directed learning capabilities.

- Parent Level
 - ◆ Encourage their children to participate in assessments with a positive attitude.
 - ◆ Do not blindly demand their children to pursue scores or grades.
 - ◆ Value their children’s learning interests and aspirations, and create space for them.

Connecting “Assessment for Learning” and “Assessment as Learning”

- In “Assessment for Learning”, teachers analyse students’ assessment data and provide feedback, the whole assessment process is teacher-led.
- In “Assessment as Learning”, students are expected to actively engage in the assessments during the learning process, the whole assessment process is more student-led.
- There are various interconnected and complementary aspects between the two modes of assessment, schools can organically integrate the two modes of assessment in design of comprehensive learning activities.
- e-Assessments enable teachers to analyse students’ strengths, weaknesses and difficulties in learning more easily, and allow them to provide timely feedback to students during their learning process, enhancing the effectiveness of the learning and teaching and assessment cycle as well as student learning.
- To effectively utilise e-assessments to promote “Assessment as Learning”, it is important for teachers to understand the advantages of IT tools and make good use of them.
- Teachers should design the student-centred learning task as a whole, incorporating e-assessment elements according to the learning objectives and expected learning outcomes (e.g. including ‘learning cues’ to ask students to review their own answers or work, and make digital records and reflections on their thoughts and outcomes at different stages).

5.4 Formulating and Optimising School Assessment Policy

- When formulating an assessment policy, reference can be made to Figure 5.2 “A Framework of School Assessment Practices” and Figure 5.3 “Flow Chart of School Assessment Policy Planning”.

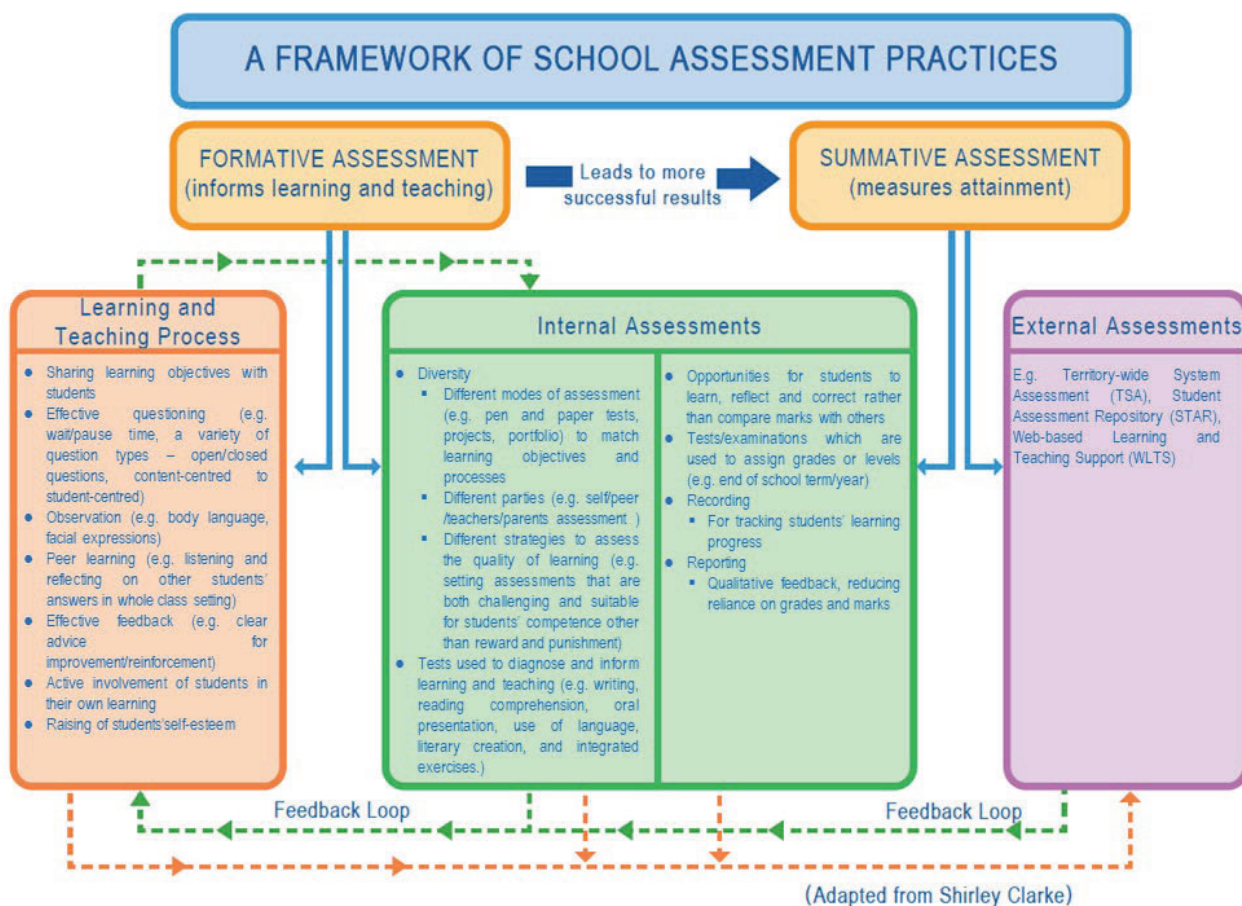


Figure 5.2 A Conceptual Framework of School Assessment Practices

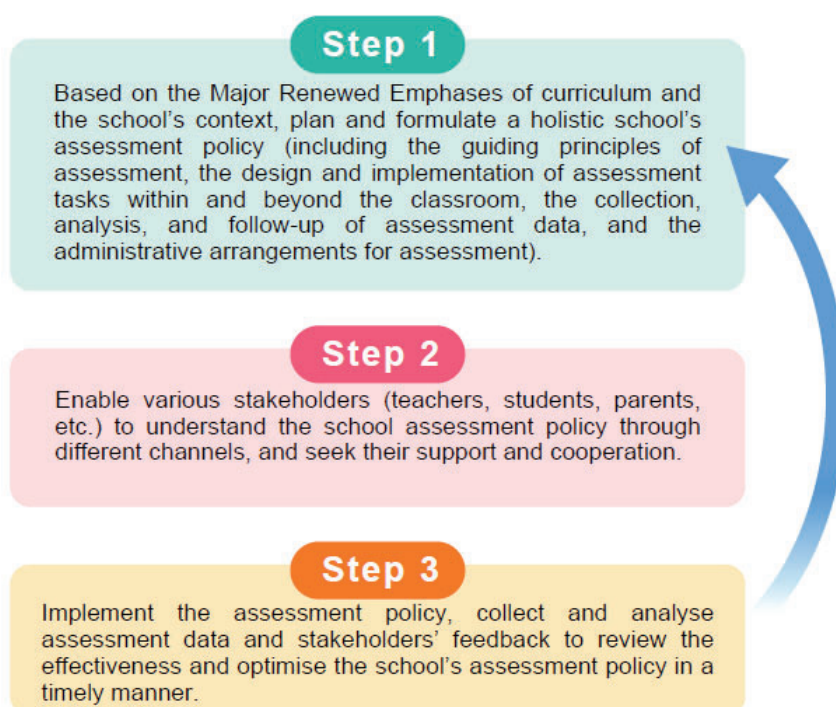


Figure 5.3 Flowchart of School Assessment Policy Planning

- When planning the school assessment policy, schools should take into account the MRE of the curriculum, the school context, students' abilities and needs, etc., and formulate an appropriate assessment policy to achieve “assessments for enhancement in learning”.
- After formulating an appropriate assessment policy, schools must upload the policy to the school webpage for information of the public and stakeholders, and collect views from stakeholders regularly (at least once per school year) and analyse together with other assessment data, in order to review the implementation and effectiveness for ongoing refinements and optimisation of the school assessment policy.
- Formulate a mechanism to coordinate among subject panels the time arrangement of assessments for different year levels, and avoid arranging tests and examinations immediately after long holidays, so as to create space for students to build up a healthy lifestyle and achieve balanced physical and psychological development.
- Formulate a mechanism specifically for evaluating the modes, amount and frequency of assessments, to review the frequency, content or scopes, and time arrangement of tests, examinations and dictations of each level, explore different modes of assessment to replace traditional written assessments, reduce the number of dictations, tests and examinations or cancel 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, thereby removing barriers for teachers whilst creating space for whole-person development of students.

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Meaningful Assignments

6.1 Purposes of the Chapter

- Elucidate the impact of assignments in promoting student learning
- Elucidate the principles of designing meaningful assignments and suggest ways to balance the quality and quantity of assignments, and to provide effective guidance and feedback to students' assignments
- Suggest how schools can formulate an appropriate school assignment policy to create space for the whole-person development of students
- Elucidate the role of parents in assignments

6.2 The Role of Assignments in the Learning, Teaching and Assessment Cycle

- Throughout the learning journey of students, teachers design different learning tasks for them to achieve the expected learning outcomes in a progressive manner. These learning tasks **include different forms of assignments to complete in class under teachers' guidance**. The tasks that students complete on their own before and after the lessons, generally known as homework at the primary level, are also classified as assignments.
- The various assignments that teachers arrange for students are an indispensable and essential component of students' learning experiences.
- Through completing different forms of assignments, students can **deepen their understanding of the topics, construct knowledge, consolidate what they have learned in class and stimulate their thinking**.
- **It is the purpose and quality rather than the quantity of assignments that matters**. There is also no solid correlation between quantity of assignments and academic performance. Schools and teachers should make good use of meaningful assignments and implement an appropriate school assignment policy (including homework policy), and **avoid mechanical drills**.

6.3 Designing Meaningful Assignments

- In close alignment with the learning objectives and other learning activities, teachers can arrange assignments within and beyond the classroom based on the concept of students' overall learning time [Please refer to Chapter 2: Whole-school Curriculum Planning – Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning Within and Beyond the Classroom, Whole-school Participation], thereby enhancing student learning effectiveness through assignments.
- When designing meaningful assignments, the following guiding principles should be taken into account:

1. Clear objectives	6. Promotion of thinking and collaboration
2. Diversified modes	7. Relevance to daily life and “learning by doing”
3. Flexibility	8. Appropriate contexts for assignment
4. Interesting and challenging	9. Use of appropriate learning and teaching resources
5. Promotion of reading	10. Adjustment in learning pace

6.4 A Balance of Quality and Quantity of Assignments

- The quality of assignments is more important than the quantity, and homework should never be excessive.
- Arrange diversified, and meaningful homework of appropriate quantity and give students sufficient time and space.

- Schools should formulate a mechanism for ongoing optimisation of the quality of assignments, seek to **reduce assignments with repetitive content**, and also **reduce the quantity of assignments as appropriate on the whole**.

6.5 Guidance and Feedback on Assignments for Students

- When arranging assignments, teachers should provide sufficient guidance and instructions to scaffold students' learning, ensuring that they are clear about teachers' expectations and **how to complete their assignments**.
- Schools should provide different kinds of support to cater for the needs of students.
- Provide **specific and constructive** feedback to students in a timely manner. Apart from scores and grades, teachers can give further comments to provide students with specific and clear feedback.
- Give **specific** feedback and avoid giving comments that are too general or harsh.
- **Encourage and praise** students more, and recognise their efforts in learning. *[For details on marking of assignments, please refer to Appendix 3 “Appropriate Marking” of Chapter 5]*
- Feedback from multiple sources helps to promote “Assessment as Learning”, enabling students to make improvements continuously and strive for excellence not only in their assignments but also throughout their learning experiences.

[For details on feedback, peer and self-assessments, please refer to Section 5.3.2 Deepening and Linking “Assessment for Learning” and “Assessment as Learning” and Appendix 4 “Quality Feedback” of Chapter 5]

6.6 Formulating and Improving an Appropriate School Assignment Policy

- Schools should **regularly review** the school assignment (including homework) policy and **make holistic adjustments** to the arrangements and modes of assignments according to the needs of students and curriculum development.

- Schools should take the initiative to create space for students to facilitate their whole-person development. Considerations must be given to a balance of quality and quantity of homework.
- Make use of the holidays to enhance self-directed learning by assigning appropriate self-learning tasks in lieu of traditional written assignments and supplementary exercises, and seek to reduce assignments for students to have sufficient rest or develop personal interests in holidays.
- Schools should arrange their timetables flexibly according to the school context and students' needs, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance. For school days without scheduled tutorial sessions, schools should exercise discretion to reduce assignments, thereby creating space for students to enjoy their leisure time and promote their balanced physical and psychological development.
- Schools should formulate a school-based mechanism to coordinate duly among subjects to ensure a reasonable distribution of homework in different classes.
- Schools should explain the homework policy and the arrangements to parents and students in detail, and upload the policy to the school webpage to help them understand the purpose of homework. Schools must also maintain ample communication with stakeholders through different channels on a regular basis (at least once per school year) and collect their views on the school homework policy, so as to review and optimise the school assessment and assignment policies.
- If individual students have learning difficulties, schools should maintain good communication with the parents and make flexible arrangements for assignments.
- Setting rigid and “one-size-fits-all” indicators regarding homework for schools is hardly conducive to effective learning for students with diverse learning needs. Schools and teachers should formulate and implement an appropriate school-based assignment policy and exercise professional judgment based on their school contexts and students' learning needs.

6.7 The Role of Parents in Assignments

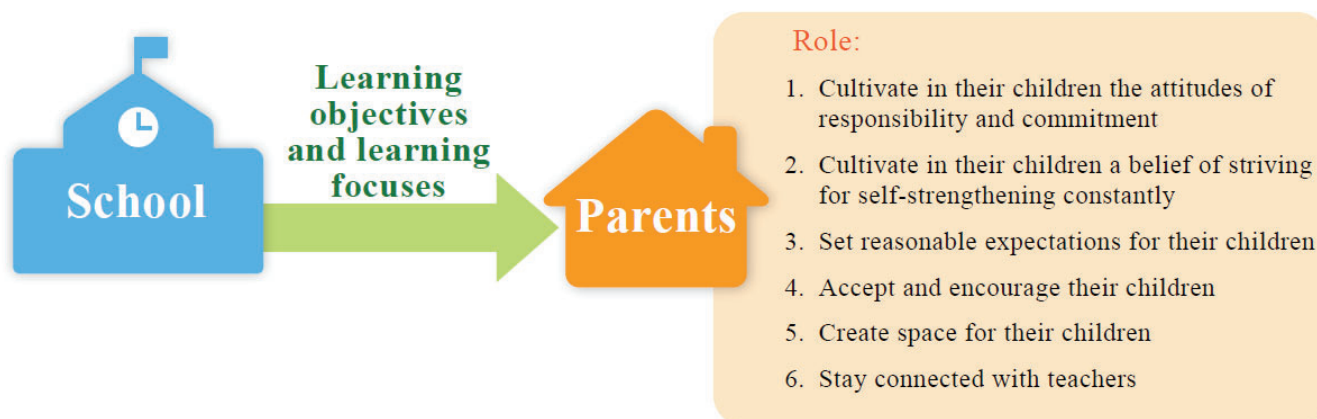


Figure 6.1 The Role of Parents in Assignments

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Teachers as Facilitators of Learning Experiences

7.1 Purposes of the Chapter

- Elucidate the need for teachers to reflect on the multiple roles they play in students' whole learning process in light of the continuous development of our society and education
- Elucidate that teachers are facilitators of students' learning experiences who use their professional knowledge to design and flexibly arrange diversified learning experiences, promote balanced physical and psychological development of students to achieve the Seven Learning Goals of primary education

7.2 The Multiple Roles of Teachers in Students' Learning Experiences

- To help students cope with the ever-changing needs of society, the role of teachers is **no longer confined to imparting knowledge**, but should centre on student learning and **provide appropriate and diversified learning experiences** to cater for learner diversity.
- Teachers take up multiple roles of various dimensions at students' different learning stages, and the most important role is being **a facilitator of students' learning experiences**.
- Teachers have always been professional and good role models for students to learn from. Apart from having a comprehensive understanding of the latest curriculum development, curriculum aims and learning objectives, use of learning modes and learning resources, and integrated use of various strategies (e.g. good use of learning time, application of “organic integration” and “natural connection” in the curriculum and teaching) in design of learning tasks *[For details, please refer to Chapter 1: Ongoing Renewal of the School Curriculum — Deepening the Outcomes and Embracing Change to Advance, and Chapter 2: Whole-school Curriculum Planning — Organic Integration, Natural Connection, Diversified Strategies, Mutual Coordination, Learning Within and Beyond the Classroom, Whole-school Participation]*, they also need to learn continuously to enhance their professional compacity *[For details, please refer to Chapter 3: Continuing Professional Development and Learning Organisation]*.

- When designing and arranging holistic learning experiences for students, teachers can give more consideration to the three aspects of “time” (students’ learning time), “space” (learning context and learning resources) and most importantly, “people” (the interrelationship and interaction between teachers and students), to integrate consciously the content and emphases of the whole-school curriculum and use their professional knowledge flexibly to design diversified learning activities, and fulfil their role as facilitators of students’ learning experiences.

7.3 Creating Diversified and Enriching Learning Experiences for Students

- The interaction between teachers and students throughout the learning process is crucial.
- Teachers need to possess an adaptive mindset to flexibly respond to the rapid changes in society and the interests and needs of contemporary students, and, from the perspective of student-centred learning, exercise their professional judgement to organically integrate and naturally connect the curriculum content and the planning, design and implementation modes of learning activities, so that the Seven Learning Goals can be integrated throughout students’ learning experiences.

7.3.1 Focus on Connecting Curriculum Objectives and Student Learning

- Teachers need to be flexible in playing different roles and adopting different strategies to facilitate student learning throughout their learning process, taking into account the characteristics and needs of different students.
- Teachers need to possess a flexible mindset to adapt learning and teaching, understand the emphases of the curriculum and adopt diversified strategies. They should, with student-centred learning as the central axis, help students achieve the expected learning objectives through different learning experiences, acting as facilitators of their learning experiences.
- Teachers need to act as facilitators of student learning so that they can derive satisfaction from different meaningful learning experiences, thus enhancing their self-efficacy in learning [For details, please refer to “Enhancing self-efficacy” in Section 4.2.2 of Chapter 4].

- Making good use of learning time can provide space for teachers to plan in advance, arranging pre-lesson preparation or post-lesson extended or follow-up learning tasks for students of different abilities [For details, please refer to Section 7.3.2 “Flexible Use of Learning Time to Arrange Students’ Learning Experiences” of Chapter 7].
- If teachers can give students learning tasks that are rewarding yet challenging, allowing them to experience a state of deep concentration, and even attain ‘flow’ (see Figure 7.1), this will not only enable students to experience a sense of success, but also unlock their potential, giving them the courage and competency to meet future challenges.

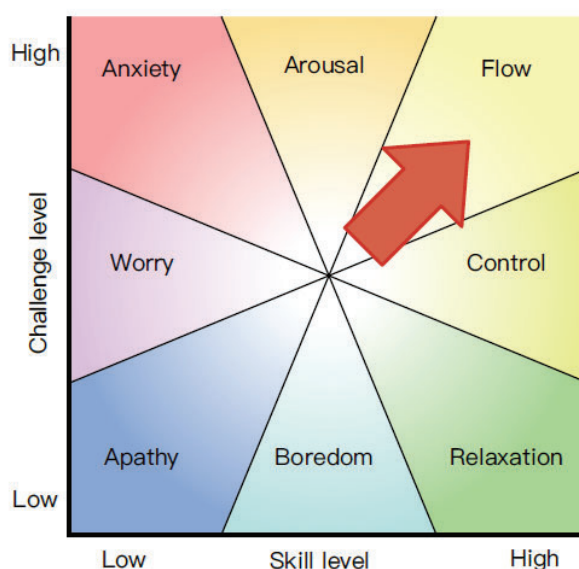


Figure 7.1 State of “Flow”

7.3.2 Flexible Use of Learning Time to Arrange Students’ Learning Experiences

- In the dynamic educational environment, whilst teachers need to discard the mindset that “students can learn in the classroom only” and “teachers are solely responsible for all student learning”, they also need to uphold the belief that students, with appropriate guidance, can develop the attitude, ability and habit of “learning anytime, anywhere”. By flexible use of learning and teaching strategies in planning students’ learning time within and beyond the classroom along with “leaving space” as appropriate for students, teachers can give students opportunities to gain learning experiences beyond the learning framework designed for them.

- The concept of planning and making good use of learning time is not confined to school leaders. Any teachers can raise such awareness and learn how to utilise the released learning and teaching space progressively, and sensibly integrate the “time” (students’ learning time), “space” (learning contexts and learning resources) and “people” (the interrelationship and interaction between teachers and students) relevant to student learning.
- Primary school students learn exactly from the school heads and teachers. It is crucial for them to uphold the rationale of “Cultivating Values” in serving as role models for students, especially in promoting values education.
- Teachers need to anticipate students’ learning difficulties throughout the learning process, allocate learning tasks appropriately, and arrange for learning content that students can handle on their own or with scaffolding provided by teachers beyond the classroom.
- Teachers can also “leave space” in the design of learning tasks according to students’ abilities and needs, so that students can use their learning time to extend their learning at their own pace. Autonomy in the learning tasks is thus shifted to students for developing their self-directed learning attitudes and abilities.
- From curriculum planning to classroom teaching, all teachers need to keep in mind the rationale of “organic integration and natural connection”, go beyond the boundaries of subject learning, use their professional knowledge to make flexible adaptations, and facilitate “learning within and beyond the classroom” of students through “diversified strategies and mutual coordination”.
- In order to make effective use of learning time to enhance learning and teaching effectiveness, teachers can organically integrate the learning contents of different subjects into a kind of cross-curricular learning, and design diversified and meaningful cross-curricular learning experiences for students through “joint participation”.

7.3.3 Making Good Use of Resources to Broaden Students’ Learning Experiences

- Quality learning and teaching resources can help students construct knowledge, develop skills, and cultivate proper values, attitudes and behaviour, also enhance their interest in learning and meet their diversified learning needs, thus motivating them to extend their learning beyond the classroom and creating meaningful learning experiences.

- After selecting different learning and teaching resources, teachers need to integrate and make adaptation according to students' abilities, interests and needs, and also adopt diversified teaching strategies to help students achieve the learning objectives (see Figure 7.2).



Figure 7.2 Good Use of Learning and Teaching Resources

- By understanding and monitoring the content and quality of the learning materials selected or developed by teachers, school leaders at different levels can establish a review mechanism to evaluate and update the school-based learning resources in a timely manner.
- Teachers need to use their professional knowledge to select and use appropriate reading resources, such as diversified, cross-curricular, cross-media and cross-textual reading materials, to organise learning activities for helping students to make connections across their learning experiences in different subjects effectively, deepen what they have learned, and broaden their scope of reading, thereby enhancing students' reading literacy and their ability to comprehend, apply, evaluate and reflect on different reading materials.
- Through collaborative lesson planning or collaboration in class, teachers and teacher-librarians can apply the concept of learning time and the strategies of “organic integration, natural connection, diversified strategies, mutual coordination, learning within and beyond the classroom, whole-school participation” in planning for whole-school reading activities, thus working together to create diversified, meaningful and holistic reading experiences for students, promote students' interest in reading, deepen the reading culture on campus and also enhance the effectiveness of learning and teaching.

- Teachers need to **select appropriate online resources in a professional manner** to align with curriculum aims and objectives, and meet different needs of students for enhancing learning effectiveness.
- Before using e-learning resources, teachers must determine whether the related materials are suitable and able to promote meaningful learning experiences for students and help them achieve the learning objectives.
- There is an imminent need for schools and teachers to **cultivate students' media and digital literacy** so that they can use information and digital technology effectively and ethically, and become responsible citizens and lifelong learners.
- Teachers should organically integrate and naturally connect relevant contents and activities in their daily teaching to help students discriminate information; search, evaluate, extract, organise and express information; create new ideas; cope with changes in the digital world, and reject unethical use of media, information and digital technology (e.g. infringement of intellectual property rights), also protect themselves from negative or harmful online activities, so as to lead a healthy digital life.

7.3.4 Advice for Curriculum Leaders and Teachers

- School heads, deputy heads and curriculum leaders are required to lead different staff members in whole-school curriculum planning and review the effectiveness of different school policies. They are expected to value the learning experiences of students at different stages of the learning process, and evaluate whether the arrangements for learning and teaching embody the school's vision and help students achieve the Seven Learning Goals of primary education.
- Middle managers (e.g. subject panel heads, coordinators in different areas, such as extra-curricular activities coordinators, information technology coordinators, special educational needs coordinators) need to assist the school leaders from a conceptual perspective, in planning and implementing the school curriculum and overall learning and teaching arrangements, leading teachers in different ways to plan and organise diversified learning activities, providing guidance, support and encouragement, and helping teachers perform their role as facilitators of students' learning experiences.

- Teachers are immediate learning partners and role models for their students. Apart from learning from the interaction with teachers in the classroom, students' time spent with teachers beyond the classroom also have a profound impact on their growth and learning. Teachers are advised to timely review their effectiveness as facilitators of students' learning experiences.

7.4 Teachers Remain Irreplaceable at All Times

- Teachers can put more efforts in building up a good relationship with students, and better understand students' needs from their perspectives, thus fulfilling the role in “preaching”, “teaching” and “explaining”. Teachers can serve not only as facilitators of student learning, but also companions and supporters in cultivating joyful and healthy development of students.

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Life-wide Learning

8.1 Purposes of the Chapter

- Elucidate the importance of life-wide learning and its relationship with curriculum
- Elucidate the guiding principles, implementation modes and reflective strategies of life-wide learning
- Provide recommendations for schools on making good use of resources to organise diversified life-wide learning activities and promote whole-person development of students
- Elucidate the points to note for life-wide learning

8.2 The Importance of Life-wide Learning

- Life-wide learning emphasises the first-hand experiences students acquire in real contexts, enabling them to achieve learning objectives that are more difficult to achieve through classroom learning alone.
- Life-wide learning creates opportunities for deep learning of students, helping them connect knowledge across Key Learning Areas/subjects, integrate new knowledge with prior knowledge, as well as **understand and apply what they have learned through experience, participation and “learning by doing”**.
- The knowledge constructed, skills acquired, and proper values and attitudes nurtured through experiential learning can help students develop lifelong learning capabilities and achieve the aims of whole-person development so as to face the opportunities and challenges in their growth. Life-wide learning takes a variety of forms, and it is closely related to the curricula of different Key Learning Areas and complementary to classroom learning.



Figure 8.1 Extending, Enriching and Enabling Student Learning across KLAs through Life-wide Learning

- Through life-wide learning opportunities in different contexts, students can acquire different essential learning experiences.

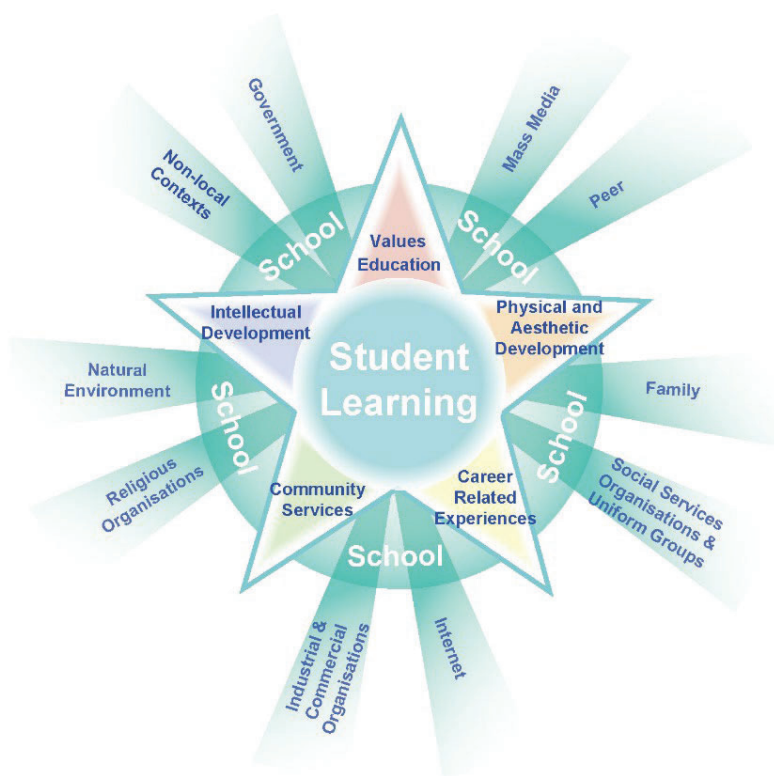


Figure 8.2 Different Contexts for Life-wide Learning

8.3 Examples of Key Emphases for Life-wide Learning at Primary Level

Key Stage 1 (Primary 1 - 3)	Key Stage 2 (Primary 4 - 6)
Enrich or extend classroom learning with life-wide learning in different Key Learning Areas, Primary Humanities and Primary Science, to enhance the sense of national identity and STEAM education, etc.	Life-wide learning activities not only enrich or extend classroom learning in different Key Learning Areas, Primary Humanities and Primary Science, but also broaden other learning experiences
Promote students' life skills and help them develop healthy living habits	Provide opportunities for students' physical and aesthetic development to realise their potential, and cultivate proper values and attitudes as well as a sense of national identity
Provide more opportunities and positions for students to serve others so as to cultivate their sense of responsibility and belonging	Utilise community resources and e-learning media to provide a broader range of learning opportunities for students
Career-related learning experiences are best acquired through classroom or school activities	Organic integration of life planning education enables students to understand themselves, and progressively recognise the relationship between the workplace and their personal qualities and skills

8.4 Holistic Planning for Life-wide Learning

- Schools can implement life-wide learning programmes in accordance with the seven guiding principles as shown in Figure 8.3.



Figure 8.3 Guiding Principles for Life-wide Learning

- Schools can create space by making good use of time within and beyond the classroom and also outside school (including holidays) to engage students in life-wide learning activities, and infuse life-wide learning into students' learning experiences through different modes so as to facilitate their whole-person development.
- Students make reflections under teachers' guidance can help transfer their experiences to learning.
- Schools should make [flexible use of the grants, in conjunction with](#) resources from the EDB and other applicable resources to organise meaningful life-wide learning activities for students.

8.5 Other Important Notes

- When arranging activities, teachers should make reference to the guidelines or information provided by the EDB and relevant government departments, such as the *Guidelines on Outdoor Activities*, the *Guidelines on Study Tours Outside Hong Kong*, weather information and health information. It is necessary to ensure that the activities are safe for students and the expected learning objectives can be achieved.
- Schools should remind parents to consider not only their children’s abilities, interests and needs when arranging activities for them, but also “leave space” necessary for their growth.

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Interfaces between Various Key Stages

9.1 Purposes of the Chapter

- Provide suggestions for schools to enhance the school-based approach of comprehensive collaboration to facilitate students' adaptation to the interfaces between various Key Stages
- Elucidate the specific measures that can further help students in their smooth transition from kindergarten to Primary One and from Primary Six to Secondary One
- Provide suggestions on how schools can collaborate with parents to help students adapt to the new learning environment in a short time

9.2 Importance of the Interface

- Appropriate bridging measures can help students with diverse backgrounds, learning and developmental needs to build up a positive self-image, cultivate positive learning attitudes and habits, develop the capabilities for independent learning and coping with changes, and also promote their physical and psychological well-being and **whole-person development**.
- Stakeholders should respect and understand the **learning diversity** of students, adapt to their pace of learning and development when teaching and providing guidance, and set **reasonable expectations** for them.

9.3 Holistic Planning and Involvement of Stakeholders

- Primary schools should **maintain close communication** with kindergartens and secondary schools, and formulate support measures more tailored to students' needs.
- Give due consideration to the developmental and learning needs of students as well as the role of parents.

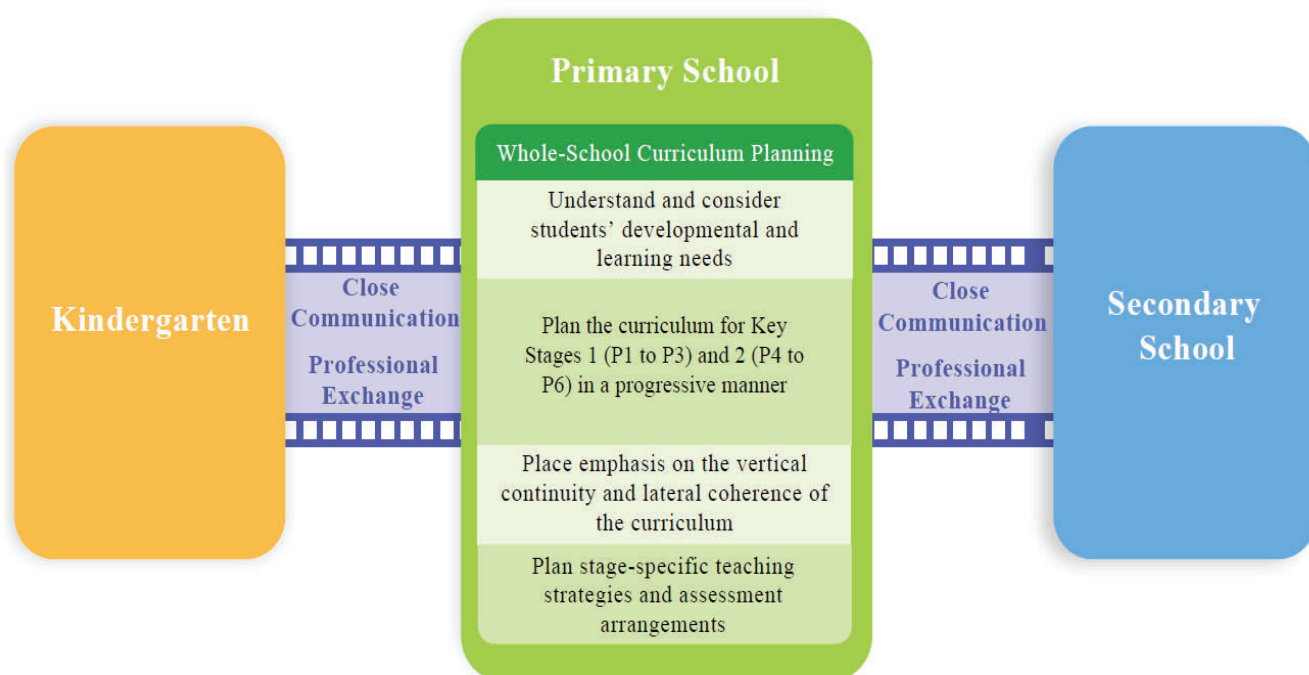


Figure 9.1 Holistic Planning and Involvement of Stakeholders

9.4 Recommended Actions to Support Students' Adaptation to Interfaces between Various Key Stages

● Kindergarten to Primary One:

- ◆ New students entering primary schools may feel anxious due to the change in learning environment and learning mode. Kindergartens can allow young children to **understand primary school life gradually**, while primary schools should adopt a welcoming and accepting attitude to help Primary One students **proactively** learn about the new environment and learning requirements.
- ◆ In the **first school term of Primary One**, **tests and examinations should be replaced by diversified modes of assessment**. In addition, in accordance with the school context and student needs, the frequency, content and scope for dictations, tests and examinations for Primary One students should be **deferred, reduced or cancelled**, and replaced by **flexible and interesting** assessment modes.

● **Primary Six to Secondary One:**

- ◆ Schools need to **create space** for students to learn about themselves and develop their personal interests, and assist them in the preliminary planning of their personal goals.
- ◆ Enhance students' self-management and resilience, as well as develop their proper and values, attitudes and behaviour, to **cope with unpredictable challenges in the future**.

● **Measures for the interface between kindergarten and primary education include:**

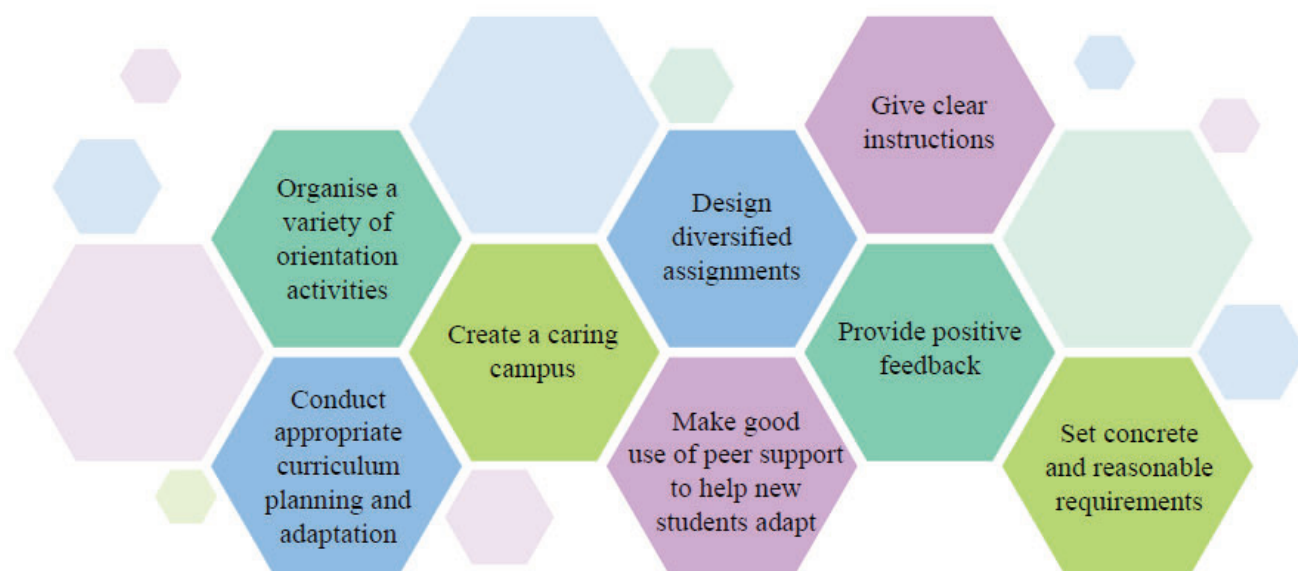


Figure 9.2 Measures for the Interface between Kindergarten and Primary Education

[For details about arrangements for assessments and assignments, please refer to Chapter 5: Assessments for Enhancement in Learning and Chapter 6: Meaningful Assignments]

● **Measures for the interface between primary and secondary education include:**

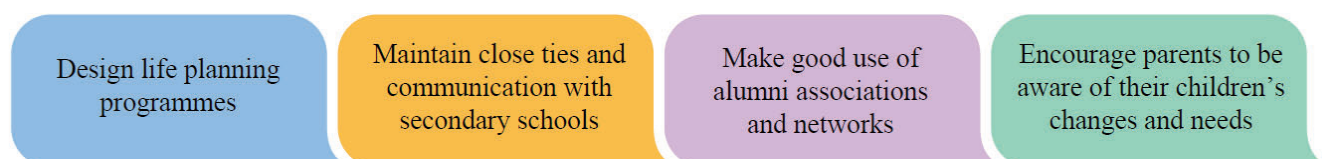


Figure 9.3 Measures for the Interface between Primary and Secondary Education

9.5 Promoting Home-School Co-operation

- Building home-school partnership and maintaining close communication and collaboration can help students adapt to the new key stage.
- Schools should encourage parents to face future challenges with their children particularly by providing appropriate psychological and emotional support which can cater for their children's needs in learning and growth more effectively.
- Guide and remind parents to focus on the whole-person development of their children, with particular attention to cultivating their proper values, attitudes and behaviour, self-directed learning capabilities, as well as promoting their balanced physical and psychological development for meeting the challenges in the new key stage.
- Each child is unique and follows their own pathway and pace of development. Parents' expectations for their children must be reasonable and realistic, and they should give their children appropriate and sufficient space for development.
- Parents should work together with schools to create space for their children's learning and growth.

The abridged version only contains the key points of the chapters. For details, please refer to the full text of the corresponding chapters of the *Primary Education Curriculum Guide* for a more comprehensive understanding of the contents.

School, Family and Community Connections

10.1 Purposes of the Chapter

- Reiterate the importance of collaboration among schools, families and community in enhancing students' whole-person development
- How to optimise home-school co-operation and community connections to support student learning
- Elucidate the factors for schools to consider in planning and implementation of relevant activities
- List different modes of home-school co-operation and community connections and provide examples

10.2 The Importance of Collaboration among Schools, Families and Community

- Schools, families and the community can work together to enhance students' whole-person development and cultivate a culture of home-school co-operation.
- Schools should **make good use of community resources** to facilitate students' life-wide learning.

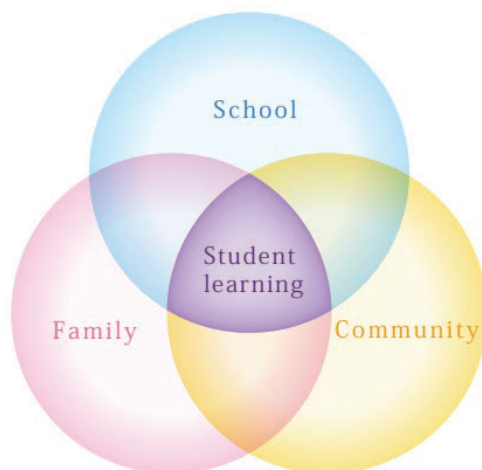


Figure 10.1 Collaboration of Family, School and Community

10.3 Home-School Co-operation and Community Connections

- Parents are role models for their children and play a crucial role in cultivating proper values and a proactive attitude of students.
- Schools should further optimise the modes of home-school co-operation, strengthen the home-school connection and communication, and proactively maintain ties with the community to bring in different community resources to support student learning.
- Schools can further strengthen the role of Parent-Teacher Association (PTA) and enhance the capacity of the members, enabling PTA to organise diversified activities for home-school co-operation and parent education.

10.4 Planning and Practice

- Schools should provide training for teachers to strengthen their roles in home-school co-operation and enhance their related competencies, further creating more space for students and promoting their balanced development.

The abridged version only contains the key points of the chapters. For details, please refer to the full text of the corresponding chapters of the *Primary Education Curriculum Guide* for a more comprehensive understanding of the contents.



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