Basic Education Curriculum Guide
- To Sustain, Deepen and Focus on Learning to Learn
(Primary 1 - 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSAR
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Contents

List of Abbreviations

AE	**Arts Education**
BCA	**Basic Competency Assessment**
CDC	**Curriculum Development Council**
CDI	**Curriculum Development Institute**
CEG	**Capacity Enhancement Grant**
CPT	**Collaborative Planning and Teaching**
ED	**Education Department**
EC	**Education Commission**
GS	**General Studies for Primary Schools**
HKSAR	**Hong Kong Special Administrative Region**
IT	**Information Technology**
KG	**Kindergarten**
KLA	**Key Learning Area**
KS1	**Key Stage One**
P1	**Primary One**
PE	**Physical Education**
PSHE	**Personal, Social and Humanities Education**
S1	**Secondary One**
TE	**Technology Education**

Preamble

To meet the challenges of the 21st Century, Hong Kong is in need of versatile talents and school education is a deciding factor in the success of nurturing such talents. Hence, in supporting schools in the implementation of the recommendations made by the Education Commission in *Learning for Life, Learning through Life – Reform Proposals for the Education System in Hong Kong (2000)* and in the Curriculum Development Council (CDC)'s [note] report *Learning to Learn – The Way Forward in Curriculum Development (2001)*, the *Basic Education Curriculum Guide – Building on Strengths (Primary 1 - Secondary 3)* was published by the CDC in 2002 and the curriculum reform was launched in the same year. The direction of the curriculum reform is to provide comprehensive and balanced learning experiences for students. In addition to acquiring knowledge in class, students are expected to develop learning to learn capabilities as well as positive values and attitudes for achieving the educational aims of whole-person development and life-long learning.

Based on the feedback collected, the recommendations in the *Basic Education Curriculum Guide (2002)*, including the learning goals and the curriculum framework have been highly recognised. Today, we are delighted to see primary schools responding to the curriculum reform positively and developing their school-based curriculum steadily. Some of them have even formed cross-school communities to enhance their whole-school curriculum development by strengthening their professional capacity and making effective use of resources, and their efforts and achievements deserve recognition. Looking back on our work in curriculum development for over a decade, we would like to extend our heartfelt gratitude especially to all colleagues in the primary education sector. They have been working tirelessly and demonstrated professionalism and team spirit throughout the reform. They have successfully nurtured students with different potential and laid the foundation for whole-person development.

However, since the curriculum reform started, the world around us has changed rapidly. This is evident in the growing multiplicity of social values, the increasing attention to collaboration and interpersonal skills, the integration of technology into life and study as well as the diversity in students' backgrounds. Through the school curriculum, we hope our younger generations do not only care about their own well-being, but also adopt a global perspective and become contributing members of society, the nation and the world. We have pledged to review the 10-year curriculum

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Note：The Curriculum Development Council is an advisory body giving recommendations to the Hong Kong Special Administration Region Government on matters relating to curriculum development for the school system from kindergarten to Secondary 6. Its membership includes school principals, teachers, parents, employers, scholars, professionals of related sectors, representatives of the Hong Kong Examinations and Assessment Authority and the Education Bureau.

reform, and in conducting the review, we have conducted different types of evaluation studies and surveys, and published *A Mid Term Report on Curriculum Reform to School Heads and Teachers* in 2008. To sustain our curriculum review on the basic education, feedback on the "Learning to Learn" reform has been collected extensively from stakeholders through various channels, and reference has been made to international and local research findings in updating the parts of the *Basic Education Curriculum Guide – Building on Strengths (2002)* related to primary education to address the latest development in society and needs of students.

Building on the practical experiences and fruitful outcomes of the development of the primary school curriculum, **schools are recommended to sustain school-based curriculum development by building on their existing strengths.** The updated version of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)* aims at reiterating the overall aims of the school curriculum and the framework developed by the CDC in 2001 and providing recommendations on the sustainable development of whole-school curriculum planning, the four key tasks, learning and teaching strategies, resources and assessment. It also provides more exemplars on effective learning, teaching and assessment strategies for reflection and reference of curriculum leaders and teachers in primary schools, thereby helping schools to **focus** on learning and teaching effectiveness, **deepen** the positive impact of the curriculum reform as well as **sustain** the quality of learning. The Education Bureau will continue to provide schools with professional development programmes, learning and teaching resources and support services, keeping up with the latest development in the primary school curriculum.

The success of the curriculum reform hinges on the support from different sectors of society and the collaboration of colleagues in primary schools. The updated *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)* has now been uploaded to the EDB website for public access. We encourage schools to adopt the recommendations set out in this guide, where appropriate, with due consideration to school-based needs, situations and strengths. We also encourage schools to continue to improve the curriculum to achieve the aims of education and the school curriculum to nurture the future leaders of society and the nation. Different from past practice, printed copies of this curriculum guide will not be distributed to schools. As curriculum development is a continuous process of improvement, the web version will facilitate timely updates of the content and exemplars, and allow flexibility in use. In this connection, we look forward to receiving your valuable professional views on how to leverage the strengths of schools and address students' needs with a view to pooling wisdom for further improvement of the curriculum.

Comments or suggestions are welcome and can be sent to:
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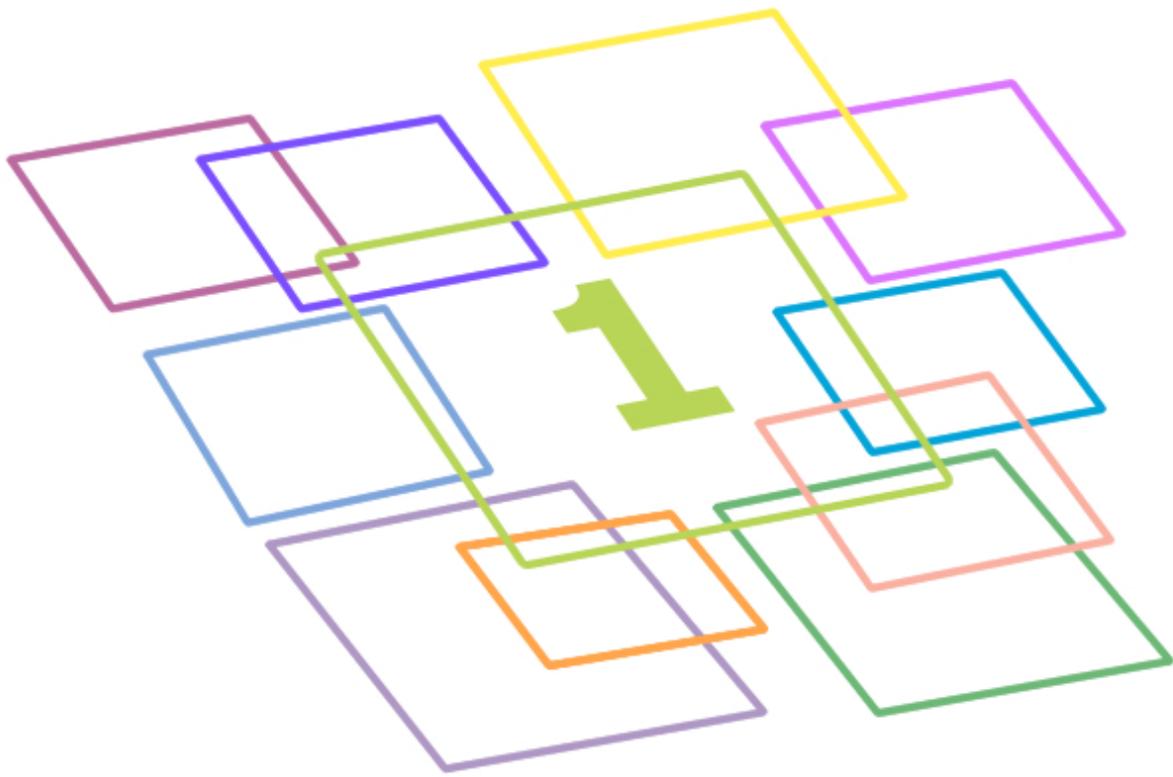
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Direction of Schools' Curriculum Development

Balanced Development, Continuous Enhancement

Contents

Direction of Schools' Curriculum Development – Balanced Development, Continuous Enhancement

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

1 Direction of Schools' Curriculum Development - Balanced Development, Continuous Enhancement

1.1 Background

The *Basic Education Curriculum Guide - Building on Strengths (Primary 1 to Secondary 3)* prepared by the Curriculum Development Council (CDC) was published in 2002. The curriculum reform was fully implemented in primary schools in the same year. Thanks to the concerted efforts of different parties in the education sector, the achievements, strengths and experience gained from the curriculum reform over the past ten years has set the main direction for the sustainable development of the basic education curriculum.

However, since the launch of the curriculum reform, our society has experienced rapid changes. Based on the strengths and experience that schools have accumulated, the Curriculum Development Council has updated and enriched relevant contents and recommendations in the guidelines regarding the sustainable development of the primary school curriculum. The revised *Basic Education Curriculum Guide (Primary 1 - 6)* includes more appropriate examples of learning and teaching for schools and teachers as reference to address the social development and students' needs.

1.2 Purposes of the Chapter

- Reiterate the aims of education and overall aims of the school curriculum set by the CDC
- Explore the changes in Hong Kong, review and recognise the achievements and strengths gained since the curriculum reform
- Reflect on the direction for future development of schools' overall curriculum to deepen or improve the primary school curriculum

1.3 Aims of Education and Overall Aims of the School Curriculum

Aims of Education for the 21st Century

"To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large."

Reform Proposals for the Education System in Hong Kong (EC, 2000)

Overall Aims of the School Curriculum

"The school curriculum should provide all students with essential life-long learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics, according to their individual potential, so that all students can become active, responsible and contributing members of society, the nation and the world.

The school curriculum should help students to learn how to learn through cultivating positive values, attitudes, and a commitment to life-long learning, and through developing generic skills to acquire and construct knowledge. These qualities are essential for whole-person development to cope with challenges of the 21st Century.

A quality curriculum for the 21st Century should therefore set the directions for teaching and learning through a coherent and flexible framework which can be adapted to changes and the different needs of students and schools."

Learning to Learn - The Way Forward in Curriculum Development (CDC, 2001)

1.4 The Changing Society

The *Basic Education Curriculum Guide* has been launched for ten years during which Hong Kong has undergone many changes in the social and cultural, economic, political or environmental conservation aspects. The following changes have brought impacts and challenges to the sustained development of school curriculum.

Social and Cultural Aspect

- Social environment

  - Increasing convergence with the Mainland while becoming more international

  - Increasingly diverse social values

  - Public attention to and insistence on upholding the spirit of the law

  - The demand for leaders and political talents

- Lifestyle

  - Increasing integration of technology into living and learning

  - Concerns about changes in students[1] in health and lifestyle in society

  - Increasingly common use of Putonghua for daily communication

- School environment

  - Backgrounds of students becoming diverse[2]

  - Increase in the number of non-Chinese speaking students, cross-boundary students[3] and newly-arrived children[4] with residential districts more widely distributed than in the past[5]

  - Strengthening of English Language teaching in primary schools as a result of the fine-tuning of the Medium of Instruction (MOI) policy for secondary schools in 2009

  - Students' learning of Chinese Language being affected by slangs and Internet terminology

  - The position of the school-based curriculum being affected by parents' education philosophy, the expectations on their children and their parenting styles, e.g. in contrast to "pleasurable learning", there seems to be more parents believing that it is important to give their children a head start in life.

Economic Aspect

- Economic environment
  - The economy being continuously affected by fluctuations in the global economy
  - The rise in wages significantly lagging behind the rise in commodity and property prices, the economic outlook being uncertain
  - Closer development and integration with the Mainland economy

- Human resources
  - The demand for low-skilled workers having declined sharply, while the demand for professionals and senior management personnel having risen greatly [6]
  - Emergence of new types of work bringing about a greater demand for new skills
  - Increasing emphasis on employees' communication skills, their ability to co-operate with people and handle interpersonal relationships
  - The development of cultural and creative industries[7] and the West Kowloon Cultural District[8] giving rise to the demand for cultural, art and creative talents

Political Aspect

- The public becoming more concerned and involved in politics
- Citizens' political orientations becoming diversified with different views on social issues

Environmental Conservation Aspect

- "Sustainable development" becoming a widely accepted concept
- Increase in an awareness of environmental conservation in various sectors of society

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For Reflection and Action

- With an increasing demand for talents with a creative mind, what educational mode can be adopted to nurture such talents?

- What kind of learning experiences do students need to strengthen to cope with the latest changes in society? How will your school curriculum respond to the changes?

1.5 Summarising the Experience of the Curriculum Reform

1.5.1 Achievements and Progress Made in a Decade of Curriculum Reform

Hong Kong society has always attached great importance to education. Since the implementation of the curriculum reform in 2002,

- the society has high expectations on the quality of education and is very concerned about educational issues;
- School Heads and teachers are committed to promoting the curriculum reform measures and have made substantial contributions to improve the curriculum and learning and teaching strategies;
- parents attach great importance to school education, considering it the means to improve their children's socioeconomic status; and
- the government has invested considerable resources in education.

Based on the above favourable conditions, considerable achievements and good practices have been derived from the ten-year curriculum reform.

1. Achievements

Over the ten-year curriculum reform, Hong Kong students have achieved outstanding results in a number of international studies. There are also reports pointing out the significant improvements in the education system of Hong Kong (see Table 1.1).

Table 1.1 Findings of International Studies on Hong Kong Students' Performance and Hong Kong Education System

Study reports	Achievements
Progress in International Reading Literacy Study (PIRLS)	Hong Kong primary four students' reading literacy scores have continued to rise over the past decade. The ranking also rose sharply from fourteenth in 2001 to second place in 2006, and first in 2011.
Trends in International Mathematics and Science Study (TIMSS)	Regarding Maths and Science, the scores of Hong Kong primary four students fell in 2011 when compared to 2007, but still ranked third and ninth respectively. For secondary two students, the scores in these two subjects in 2011 were higher than those in 2007, and ranked fourth and eighth respectively.
International Civic and Citizenship Education Study (ICCS)	The ranking of secondary two/three Hong Kong students in civic education and literacy knowledge in 2009 was among the top five.
Programme for International Student Assessment (PISA)	The ranking of Hong Kong 15-year-old students in the three areas in 2012 was higher than that in the previous assessment in 2009. Hong Kong students ranked third in Mathematics and their ranking in Reading in their native language and Science rose by two places and one place respectively, with both subjects ranking second in the world. The report pointed out that Hong Kong students' performance was less affected by their socioeconomic background, and difference in performance among schools is narrowed[9], reflecting that basic education of Hong Kong was moving towards optimisation and equalisation.
McKinsey & Company's international research report - How the world's most improved school systems keep getting better	The 2010 report pointed out that the school system in Hong Kong has continued to improve, and Hong Kong was among the world's twenty most improved regions and also one of the four regions which has upgraded from "good" to "great"[10].

2. Good Progress

In addition to students' impressive performance in international studies, another achievement of the curriculum reform is the recognition of the direction of curriculum development by school leaders and teachers, as well as the change in teaching philosophy. Schools have accumulated considerable practical experience conducive to further promoting curriculum development. The main

development in curriculum reform in the last decade and the positive impacts based on the data and evidence collected are shown in Table 1.2.

Table 1.2 Schools' Major Progress in the Ten-year Curriculum Reform

Main progress	Positive influences
Change in perception towards curriculum	◆ The school curriculum places emphasis on the balanced development of students' knowledge, skills, values and attitudes, and is centred on students' learning. ◆ Through the implementation of the four key tasks[11] and the prioritised development of the three generic skills[12], students' learning to learn capabilities have been enhanced. ◆ Schools are actively promoting learning across the curriculum and due attention is given to the interface between different key stages of learning.
Fulfilling the aims of school curriculum	◆ Schools generally agree with the aims of the school curriculum, and actively help students to develop life-long learning ability through providing diverse learning experiences for them to achieve whole-person development. ◆ Many schools have developed their own innovative school-based curriculum, learning and teaching strategies as well as measures to support student learning. They have also established a healthy school environment to cater for the needs of students' growth.
Paradigm Shift in learning and teaching	◆ Learning is no longer confined to the classroom. Students have more opportunities to conduct studies and visits and take part in service outside the classroom. ◆ Teachers place more emphasis on providing opportunities for students to participate in learning, reflecting the paradigm shift from teacher-driven to student-centred in learning and teaching. For example, more inquiry and peer learning activities are arranged during lessons.
Change in assessment culture	◆ In addition to summative assessments such as examinations and tests, teachers often make use of formative assessments to inform learning and teaching.
Establishment of curriculum leadership and teaching team culture	◆ The leadership of School Heads/Deputy Heads, whole-school planning by Primary School Curriculum Leaders, coordination of KLA/subject heads and teachers' participation are all conducive to the implementation of the curriculum reform. ◆ Teachers are not fighting alone anymore. The collaborative culture of teachers has been strengthened through regular collaborative lesson planning, peer lesson observation as well as collaboration and professional exchange activities across schools.

1.5.2 Areas for Further Enhancement or Improvement

Although schools have accumulated considerable achievements and experience in implementing the curriculum reform, they can build on their existing strengths to further improve and enhance the following to "sustain, deepen and focus on" the development of the whole-school curriculum.

1   Balancing students' physical and mental development

● Developing a healthy lifestyle in order to enhance students' growth - Schools in general are supportive of the "healthy campus" policy. They can further strengthen the related learning experiences to help students develop a healthy and balanced lifestyle, including adopting a regular working and resting habit, exercising regularly, having a balanced diet, learning self-care, maintaining personal hygiene and good mental health etc.

● Providing space to help develop students' potential - Participating in different courses and activities in spare time can develop students' potential. However, an excess of such courses and activities will reduce students' time for rest and play, and hinder them from developing their personal interests and potential. In addition, if students grow accustomed to passively following someone else's arrangement, their personality and development may also be hampered. Therefore, schools should ensure that students have sufficient time to play, rest and develop their interests.

2   Learning, teaching and assessments that meet the learning needs of students

● Knowledge, skills, values and attitudes should be of equal importance - In addition to pursuing knowledge and developing learning skills, cultivating positive values and attitudes among students is also very important. Schools should avoid developing a curriculum that is biased towards knowledge learning, and increased efforts should be made to develop students' generic skills, values and attitudes to help students achieve a balanced development.

● Developing students' capability to learn independently - While teachers' guidance is important during the learning process, opportunities and space should be provided for students to explore and co-construct knowledge with peers to encourage them to actively participate in developing independent and self-directed learning skills.

● Learning and teaching strategies should meet the learning objectives - Teachers are used to adopting a wide range of learning and teaching strategies. However, they should also set clear and distinct learning objectives and adopt the learning and teaching strategies which enable their students to achieve the learning objectives, so that the "learning, teaching and assessment" process is more focused.

● Using diversified assessment strategies to provide timely and appropriate feedback - Schools are basically very familiar with using tests and examinations to gauge students' learning outcomes at certain stages of learning. However, it should be noted that excessive or over-challenging tests and examinations will increase students' stress resulting in a loss of interest in learning. Apart from summative and formative assessments, schools should strengthen the development of other assessment strategies and use assessment data appropriately to provide timely and appropriate feedback for students and teachers in the learning process.

3 Catering for learner diversity

Each student is an independent and unique individual. Students have their own personalities, interests, learning motivation, abilities, learning styles, and socioeconomic background. Though this has brought many challenges to curriculum planning and learning and teaching, it has also created favourable conditions for promoting collaboration. Teachers can take advantage of the diversity of students and encourage them to collaborate with, interact with and learn from each other. The diversity in students can serve as learning resources to enrich their learning experiences.

For Reflection and Action

Do you agree with the viewpoint below?

No Child Left Behind

Some teachers are tireless in teaching students who are tagged as unmotivated learners. To them, no student should be abandoned. They believe it is unfair to label young students as successes or failures and giving up on them is tantamount to destroying their future.

They believe that every student has their potential and enabling students to develop appropriately is the teacher's responsibility. They always have hope for these students and are waiting patiently for them to wake up and grow, although only few can live up to their expectations and succeed in learning.

These teachers are often the most appreciated and memorable in a student's life. They may not be able to change the fate of these students but they make them feel that there is care for them in school and even in the world they live in. They adhere to the belief of "never giving up on any student". This is worth pondering by every teacher.

4   Facilitating the interface between various stages of learning

Most schools attach great importance to the interface between various stages of learning and are committed to the implementation of school-based adaptation measures. To facilitate the interface between various key stages of learning, schools need to further review and adapt bridging strategies in different aspects such as curriculum content, learning environment, learning mode, rules and regulations as well as the development of self-management skills according to students' learning and developmental needs.

5   Strengthening teachers' professional capabilities and building learning communities

Facing rapid changes in society, teachers can continue to strengthen their professional knowledge and skills through peer collaboration, practices and reflection. They can participate in learning communities within and across schools to enhance their professional standards.

Teachers can use Table 1.3 to review their beliefs and their school's current practices focusing on areas which can be further enhanced or improved.

Table 1.3 Areas for Further Enhancement or Improvement in School

Areas for further enhancement or improvement	My Beliefs	Current Practices
1. **Balancing students' physical and mental development** ● Help students develop a healthy lifestyle to enhance students' growth ● Provide space to help develop students' potential	Example: I agree that moral, intellectual, physique, social and aesthetic aspects are equally important.	Example: My school has responded to the appeal of the Department of Health and added more time for sports and activities in the timetable.
2. **Learning, teaching and assessment that meet the learning needs of students** ● Knowledge, skills, values and attitudes should be of equal importance ● Developing students' capability to learn independently ● Learning and teaching strategies should meet the learning objectives ● Using diversified assessment strategies to provide timely and appropriate feedback		
3. **Catering for learner diversity**		
4. **Facilitating the interface between various key stages of learning**		
5. **Strengthening teachers' professional capacity and building learning communities**		

For Reflection and Action

- What achievements have you and your school made in the last decade? What challenges have you faced?

- How should your school further improve in response to these challenges?

1.6 Positioning of the School Curriculum

1. Education principles

- Sustaining the same education beliefs, such as:

  - All students have the ability to learn

  - All students have the right to obtain a wide range of learning experience that matches their personal interests and abilities to achieve whole-person development

  - Life-long learning to promote sustainable development of individuals

- Carefully considering the four education views which influence curriculum development - When developing the school curriculum, a school is usually influenced by the following four education views[15]:

  - Social and economic efficiency[16]

  - Child-centredness[17]

  - Academic rationalism[18]

  - Social reconstructionism[19]

These four views have their own hypothesis, orientations, views and values. Schools should carefully consider their positions in curriculum development and areas that are worth adopting and avoid being confined to a particular education view.

2. Building on Hong Kong's characteristics and advantages

- Hong Kong's unique situation

  - While Hong Kong is deeply influenced by traditional Chinese culture and values, it also benefits from historical development as a place where Chinese and western cultures meet. In addition, Hong Kong is an international city while at the same time it has close ties with the Mainland.

  - The school curriculum should be based on this unique situation to benefit from the strengths of Chinese and western cultures. While it is essential to have a traditional Chinese spirit of education which is people-oriented, with moral education as a priority and emphasis on the pursuit of knowledge, it is also important to accept western values and attitudes such as open-mindedness, the courage for pioneering and seeking to acquire a broad vision of the world, so that students can be proficient in both Chinese and western ways and bring the power of cultural integration into full play.

- Social pluralism and diversity of students

  - Hong Kong is populated by people from all over the world. They live, work and study here, bringing different cultural characteristics, views and an international perspective to Hong Kong. Compared with some other Asian countries, Hong Kong is more free and open and there is gender equality. Such differences result in diversity in our society. Diversity is a favourable condition for enhancing creativity[20]. Teachers can make the best of this condition to nurture students' creativity and positive attitudes, such as seeking to possess a broad perspective, the ability to accommodate divergent views and find common ground, open-mindedness and inclusiveness, tolerance, appreciation, respect and acceptance of other people.

  - Most schools in Hong Kong have diverse student populations, with students coming from different social classes and backgrounds. Their different personalities, interests, abilities, learning styles, socioeconomic and cultural backgrounds etc., have brought diverse knowledge, perspectives and experience for learning. These are not only valuable learning and teaching resources, but also fertile ground for the development of students' creativity.

  - If schools can make good use of the social pluralism and diversity of students, learning will be enriched. It is also beneficial to students who will be living in a more diverse and mobile society in the future.

3. Looking ahead fifty years

A school curriculum should meet the various needs of students. It should also help students lay a good foundation for their future learning, work and life. However, as society is changing rapidly, there is no knowing what the future society will be like and it is almost impossible to predict the demands of the future society on our students. Therefore, it is important that the school curriculum is able to cultivate students' learning to learn capabilities so that they can fit in well in a rapidly changing society.

1.7 The Seven Learning Goals

Taking into consideration the changes in the society as well as the experience gained in the curriculum reform at the school and KLA levels in the past ten years, the learning goals of primary schools should focus on further promoting the whole-person development of students, which includes enhancing students' proficiency in English and Chinese (including Putonghua), strengthening their self- directed learning skills, developing their potential, as well as helping them to adopt a healthy lifestyle. The following are the revised learning goals which students are expected to achieve upon completion of primary education:

1. Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values;

2. Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen;

3. Develop an interest in reading extensively and cultivate a habit of reading;

4. Actively communicate with others in English and Chinese (including Putonghua);

5. Develop independent learning skills, especially self-management skills and collaboration skills;

6. Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools; and

7. Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities.

Figure 1.1 The Seven Learning Goals
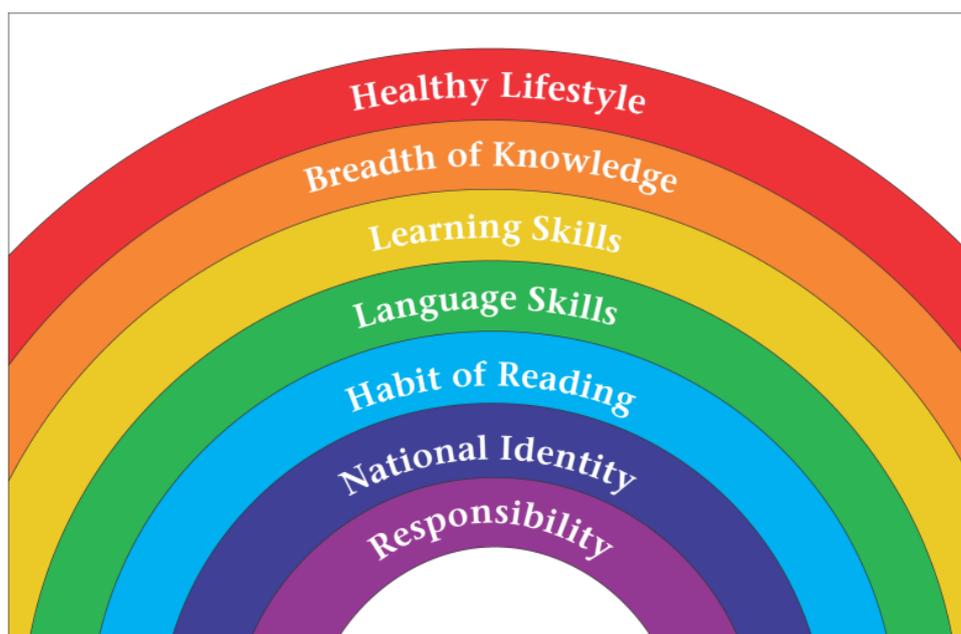
1.8 Guiding Principles

The adaptation of the central curriculum and the school-based curriculum should be based on the following eight guiding principles:

Guiding principles	Reflection on my school's implementation condition
1. The overarching principle of curriculum development is to support students to learn how to learn.	
2. All students have the ability to learn and should be provided with the essential learning experiences in order to achieve whole-person development.	Example: I agree that "Everyone has a talent." I put emphasis on students' intellectual development and moral and civic education, but place little emphasis on sports and arts, aesthetic and physical development.
3. A learner-focused approach should be used in curriculum development in order to make decisions on students' growth and learning in their best interests. Diversified learning, teaching and assessment strategies should be used to suit the different personalities, needs and interests of students.	
4. Development strategies should be built on the strengths of students, teachers, schools and the wider community of Hong Kong.	
5. A school-based curriculum should take into consideration the balance of different views and concerns, and be accompanied by appropriate learning, teaching and assessment strategies.	
6. Schools can design their school-based curriculum flexibly to cater for the needs of their students, as long as it satisfies the requirements of the central curriculum.	
7. Curriculum development is a process of continuous improvement to help students to learn better.	
8. Positive thinking, perseverance, celebration of small successes and embracing differences are essential factors to ensure the sustainable development and improvement of the curriculum.	

1.9 The School Curriculum

1.9.1 Five Essential Learning Experiences

The term "Curriculum" is defined as the total learning experiences students gain from school. All students should be entitled to the following five essential learning experiences for whole-person development:

- Moral and Civic Education

- Intellectual Development

- Community Service

- Physical and Aesthetic Development

- Career-related Experiences[21]

1.9.2 Curriculum Framework

The Curriculum Framework comprises three interconnected components:
(1) **Key Learning Areas**, (2) **Generic Skills** (3) **Values and Attitudes**. This open curriculum framework allows schools to organise and offer learning experiences at different paces, adjust the breadth and depth of learning content, and adopt flexibly a range of learning strategies and modes to maximise learning and teaching effectiveness.

Figure 1.2 The Three Main Components of the Curriculum Framework
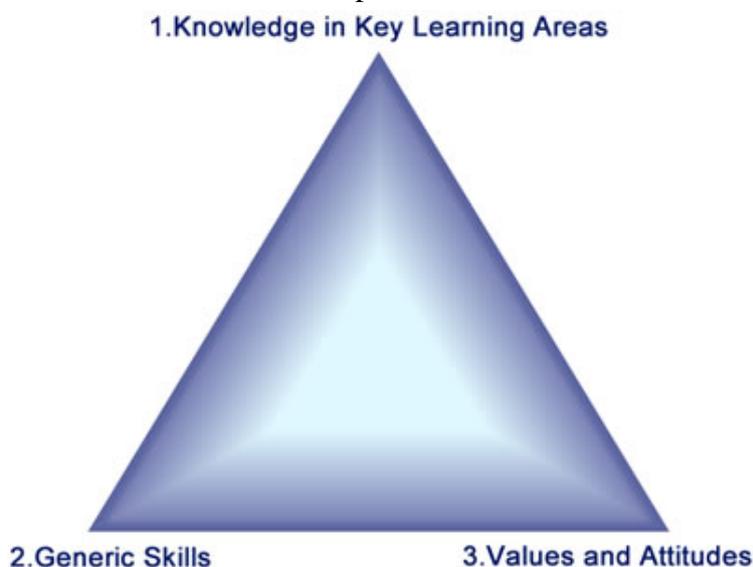
1. The Eight Key Learning Areas (KLAs):

- Chinese Language Education

- English Language Education

- Mathematics Education

- Personal, Social and Humanities Education

- Science Education

- Technology Education

General Studies for Primary Schools

- Arts Education

- Physical Education

2. The Nine Generic Skills

Generic skills are fundamental to learning. They are developed through learning and teaching in the context of different KLAs or subjects and are transferable from one learning situation to another. The nine generic skills are:

- Collaboration Skills

- Communication Skills

- Creativity

- Critical Thinking Skills

- Information Technology Skills

- Numeracy Skills

- Problem-solving Skills

- Self-management Skills

- Study Skills

3. Values and Attitudes

Values are explicit or implicit belief systems developed by students that guide their conduct and decision making, while attitudes are personal dispositions required for doing particular tasks well. Please refer to Appendix I for "A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum".

> In making use of the above-mentioned Curriculum Framework to plan and organise the school curriculum, schools should ensure that Chinese history and culture is included as an essential element of learning and Chinese is used as the medium of instruction in the learning and teaching of Chinese history and culture.

Figure 1.3 Overview of the Hong Kong School Curriculum

1.10 Recommendations for the Development of School Curriculum

Over the past decade, schools have set their own focuses and pace in accordance with their own contexts in the development of the curriculum and their progress of development varies. Before mapping out the next phase of curriculum development, schools should review comprehensively the effectiveness of curriculum implementation so as to set the direction for school-based development and formulate related strategies. Efforts should be sustained for areas that have achieved results and focus should be placed on improving those areas which have not shown ideal progress. When setting the future direction of development, schools may refer to the following recommendations:

1. Create room for students to achieve a balanced physical and mental development

- Primary school is an important period for the development of children's potential. While improving students' intellectual performance, due attention should also be given to their development in the domains of ethics, physique, social skills and aesthetics, for a balanced physical and mental development.

- Strengthen values education through the school curriculum to help students to improve their power of judgement, so that when they encounter value conflicts on an individual or society level, they will be able to uphold positive values and attitudes and make appropriate judgements and distinguish right from wrong.

- Considering the changes in contemporary lifestyle, physical fitness is important for the healthy growth of students. Therefore, starting from primary school, students need to have space to develop a balanced and healthy lifestyle.

2. Develop students' capabilities to learn independently

- Independent learning capabilities include the nine generic skills and other skills such as the ability to reflect on one's learning. Since the launch of the curriculum reform, schools have given priority to the development of three generic skills, namely, communication skills, creativity and critical thinking skills, and the impact is becoming apparent.

- In order to prepare students for studying in secondary school, primary schools should focus on developing students' self-management skills and collaboration skills while continuing to promote the development of their communication skills, creativity and critical thinking skills.

Self-management skills and collaboration skills

Self-management skills and collaboration skills are important elements of self-directed learning. Strengthening students' self-discipline and self-management skills can enhance their self-esteem, confidence and independent thinking skills and hence, enabling them to accept challenges and pursue excellence, bringing positive impact on their developmental growth and learning. Schools should therefore, make deliberate efforts to cultivate in students self-discipline and self-management habits, e.g. planning their own learning activities and setting priorities, managing their time, concentrating on completing important tasks, and adjusting their schedule or time allocation according to actual situations. Students should also learn to conduct self-review and reflection, and be responsible for their own learning, words and deeds.

Some scholars point out that collaboration with others is the key to enhance creativity, leadership and entrepreneurship[22]. The school curriculum should therefore, provide more opportunities for students to interact and collaborate with their peers so that they can learn how to participate in activities, communicate, share and contribute. In the learning process, students may be prompted to adopt an open attitude and accept diverse views, learn to respect, appreciate, support and care for others.

3. Further strengthen whole-school curriculum planning to cater for students' various learning needs

While schools are able to make holistic considerations and are performing well in areas such as setting curriculum objectives, designing the school-based curriculum, developing implementation strategies and carrying out curriculum evaluation, they can enhance whole- school curriculum planning in the following aspects to cater for learner diversity:

- Ensuring that the curriculum content includes the balanced development of knowledge, skills, values and attitudes

- Strengthening the curriculum monitoring and assessment strategies to provide feedback on curriculum planning and implementation. This also facilitates the smooth interface between different key stages of learning

- Providing appropriate curriculum content and adopting suitable learning, teaching and assessment strategies to cater for students with different backgrounds, abilities and needs in the face of new learning needs brought about by the changes in society

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e-Planning

With technology becoming closely linked with students' life, making use of information technology for interactive learning (such as using electronic textbooks) in schools can enhance interaction, connectivity, flexibility, collaboration, and extensibility in learning. However, while information technology for interactive learning can help students learn, it cannot replace the roles of teachers and peers in student learning.

If schools have decided to implement information technology for interactive learning, planning for the following is necessary – the pedagogy to accompany the implementation of information technology for interactive learning, sustained professional development of teachers, development of e-learning resources, hardware and technical support etc.

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4. Enhance assessment literacy to improve learning and teaching effectiveness

Assessment is an important part of learning and is indispensable in the improvement of learning and teaching. Schools have expended efforts in the development of different modes of assessment. The following are areas in which schools can strengthen the development of assessment:

- Schools should make effective use of "assessment of learning" and "assessment for learning" to understand student learning. They should also obtain timely and appropriate feedback on learning and teaching through analysing assessment data.

- Schools can further develop "assessment as learning" to help students develop a responsible attitude for their own learning, enable them to monitor their learning progress and reflect on their learning performance.

- Schools should avoid using students' scores as the sole indicator of students' and teachers' efforts as this encourages putting undue emphasis on scores.

5. Further enhance the professional development of teachers to develop curriculum leadership among middle managers and establish learning communities

Teachers have acquired professional knowledge and skills related to curriculum, learning and teaching. Schools can further enhance teachers' professional knowledge and skills through the following:

- Encouraging teachers to become reflective practitioners;

- Strengthening teachers' awareness for professional development;

- Enhancing the collaborative culture among teachers;

- Promoting the development of curriculum leadership among middle managers;

- Establishing learning communities in schools; and

- Arranging more extensive exchange programmes with other schools for sharing learning and teaching experience.

6. Strengthen the connection between the four key tasks to enhance the effectiveness of cross-subject learning and teaching

- Over the past decade, schools have used the four key tasks as the entry point to promote student learning in the curriculum reform, the common practice being connecting individual key tasks with particular subjects or projects.

- Schools can further enhance the connection between the four key tasks to enhance the effectiveness of learning and teaching.

Please refer to Table 1.4 to map out the future direction of your school by planning tasks for "Focusing on development", "Deepening development" and "Sustaining development" addressing the six recommendations mentioned above.

Table 1.4 Table for Mapping out the Future Direction of Your School

Based on the above recommendations, I will map out the future direction of my school in the following ways: (School-based projects can be added)	
Focusing on development	
Deepening development	
Sustaining development	

For Reflection and Action

- To what extent do you agree with the direction for the development of the school curriculum presented above?

- How will the above direction be progressively implemented in your school's curriculum development?

1.11 Setting Goals and Direction for School Curriculum Development

1.11.1 Achieving the Seven Learning Goals

1. Select tasks listed in 1.10 and select items in accordance with your school context for "focusing", "deepening", and "sustaining" development (Table 1.4). For example, continue using the four key tasks as the entry point or strategy to achieve the learning aims and learning targets of the eight Key Learning Areas.

2. Develop students' generic skills and cultivate their values and attitudes

- Integrate the prioritised generic skills into the learning and teaching of key learning areas/subjects to enhance students' independent learning capabilities for acquiring and constructing knowledge. In addition, in order to meet the developmental needs of primary school students, schools may first focus on developing students' self-management skills and collaboration skills.

- Building on their strengths and experiences, schools can continue to make "perseverance", "respecting others", "responsibility", "national identity" and "commitment" as the priority values to be nurtured. In addition, they can also include the values of "integrity" and "love" to meet the developmental needs of students and social changes, and to further enrich the content of this domain. Through the implementation of moral and civic education (one of the four key tasks), cross-subject or project-based learning activities and appropriate learning and teaching strategies, students will be able to identify the values embedded in different life events and issues, uphold those values and make appropriate judgements. Please refer to Appendix I for suggestions on "A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum".

3. Help students to develop a healthy lifestyle to ensure a balanced development in growth and learning.

4. In accordance with the above three recommendations, schools can develop their overall curriculum plan (e.g. a three-year school plan) by making reference to this Guide, the Curriculum Guides for different KLAs as well as the General Studies for Primary Schools Curriculum Guide.

1.11.2 Further Focusing and Deepening Curriculum Development

1. Continue to review the effectiveness of the development of the school curriculum with the use of data and feedback obtained from different channels (e.g. reports of students' performance and curriculum evaluation) and devise enhancement or improvement plans on specific areas.

2. Continue to adopt an open curriculum framework following the recommendations of the curriculum guides and develop a school-based curriculum that is in line with the schools' mission and culture, and meets students' developmental and learning needs.

3. Continue to enhance learning and teaching and further strengthen students' independent learning capabilities to facilitate life-long learning.

1.12 Strategies to Support Curriculum Reform in Schools

The Education Bureau will continue to provide support to schools in the development of their school curriculum through measures listed below. It will also seek to join forces with the community to achieve the goals of "focusing, deepening and sustaining" development.

- Providing curriculum frameworks and support to schools, including curriculum guides, teacher and principal training programmes, school-based support and other support measures

- Providing professional feedback to schools through school inspections and visits to help schools to continue to improve curriculum planning, implementation and evaluation

- Trying out different learning and teaching resources and strategies with schools through collaborative projects, reviewing their effectiveness and promoting successful examples and experience

- Encouraging schools to organise and participate in professional exchange networks to share practical experience in implementing the curriculum reform, and promoting good curriculum measures or teaching strategies

For Reflection & Action

Criticism on a New Teacher

A new General Studies teacher was very enthusiastic about teaching. . As he taught General Studies to all classes in Primary 3, he was responsible for preparing and setting examination papers. In class, students were engaged in learning and they read a lot of books related to the subject. However, the teacher was criticised for the students' performance in the examination. Students' scores and passing rates in General Studies in the recent examination were lower than those of the same subject in past examinations and other subjects in this examination. The teacher was considered incompetent by the School Head and other teachers. The teacher faced a lot of pressure and was puzzled about what had gone wrong.

Which of the following reasons do you think is the main cause of the above problem?

1. Although the teacher was enthusiastic about teaching, he was not a capable teacher.

2. Other teachers had a misconception about the relationship between test scores and learning. Their assessment literacy needs to be enhanced.

3. The teacher was incompetent in setting questions and marking papers. He needs improvement in this area.

4. The students were not truly interested in General Studies and did not prepare well for the examination.

Choose one option only. Your answer is ...

Hint: What assumptions were made in comparing the scores for General Studies and the scores for other subjects in the recent examination and in comparing the scores for General Studies in the recent examination and the scores for the subject in past examinations? What are the implications of the scores?

Remarks

[1] According to a study conducted in the 2010/11 school year, 4.1% students (with a roughly equal distribution of boys and girls) have hypertension symptoms. The Department of Health also pointed out that from the 2001/02 to 2010/11 school years, the percentage of overweight students increased from 17.6% (male: 20.9%; female: 14.1%) to 21.4% (male: 26%; female: 16.4%). The prevalence of obesity among primary students greatly increases their risk for diabetes, hypertension, heart disease and other chronic diseases. The situation cannot be ignored.

[2] Students' background is becoming diverse. In the past, students were mainly born and raised in Hong Kong. There are now gradually more non-Chinese speaking students (including South Asian children, children of returnees from overseas, etc.), cross-boundary students (students living in the Mainland), as well as students with one or both parents who are not Hong Kong residents (they may not live with their parents).

[3] Statistics show that the number of cross-boundary students in primary schools has been on the rise over the past five years. In the 2012/13 school year, there were 6,749 cross-boundary primary school children, an increase of approximately 27.9% compared to 5,276 cross-boundary primary school children in the 2011/12 school year. Most cross-boundary students attend schools in the New Territories.

[4] According to statistics, 35,700 babies were born in Hong Kong in 2011 to parents both of whom are not Hong Kong permanent residents. It is a 57-fold increase when compared to the 620 babies born in 2001.

[5] Statistics show that from October 2010 to September 2011, among the newly-arrived children from the Mainland who enrolled in ordinary local primary schools for the first time, nearly half of them lived in the New Territories, over 30% of them lived in Kowloon, and around 10% lived on Hong Kong Island. The vast majority of the newly-arrived primary school students study in schools near their homes.

[6] Saavedra, A. R. & Opfer, V. D. (2012). *Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences.* Retrieved from
http://www.opsba.org/index.php?q=system/files/RANDPaper.pdf

[7] Cultural and creative industries generally refer to an industry group which taps on individual creativity, skills, talents and intellectual capital and applies them in the modern world where images, sounds, texts and symbols have a prominent role to play by combining them with art, culture, creativity, technology and business. The cultural and creative industry sector consists of

advertising, entertainment services, architecture, works of art, antiques and crafts, cultural education and libraries, archives and museums services, design, movies, videos and music, performing arts, publishing, software, computer games and interactive media, television and radio.

[8] West Kowloon Cultural District (WKCD) is a major government infrastructure project proposed in the 2007 Policy Address. It includes 15 performing venues, a square of at least three hectares, an "M+" Museum which focuses on 20th to 21st century visual culture, as well as an exhibition centre which is established to promote cultural arts and creative industries. WKCD will bring many employment opportunities related to arts and culture, design and publishing, advertising and marketing, as well as creative industries. The Government estimates that about 9,980 jobs will be created after the facilities of the first phase of the project become operational, and more than 21,500 jobs will be created in the 30th year. The facilities of WKCD will be completed in phases by 2015.

[9] PISA 2012 report pointed out that there was a significant reduction in the difference among schools when compared to the last report. The number had decreased from the original 4806 to 3924 (a difference of 882), implying that the acceptance level of schools had risen.

[10] The remaining three regions were Ontario in Canada, Singapore and South Korea (McKinsey & Company, 2010).

[11] The four key tasks are Moral and Civic Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning.

[12] The three prioritised generic skills to be developed are communication skills, critical thinking skills and creativity.

[13] The PISA 2009 report regarded the students who attained the two highest levels of achievement (i.e. the fifth and sixth levels) as the most outstanding students and could be construed as "top students".

[14] In the PISA 2009 reading literacy study, the percentages of "top students" in the four top-ranking regions were Shanghai 19.4%, Finland 14.5%, South Korea 12.9% and Hong Kong 12.4%. (Source: http://www.fed.cuhk.edu.hk/ ~ hkpisa/events/2009/outputs2009_c.htm)

[15] Morris, Paul. (1996). *The Hong Kong school curriculum: development, issues and policies.* Catherine Chan and Wan Pui Kwok, trans. Hong Kong: Hong Kong University Press.

[16] From the view of social and economic efficiency, schools should empower students to work and live in the society. Based on this, the curriculum should serve the needs of society.

[17] A child-centred approach focuses on children's individual needs and development. Based on this, the primary concern of the curriculum is to attend to children's personal needs.

[18] Academic rationalism emphasises the importance of inspiring students with academic knowledge, or enhancing students' thinking and problem-solving skills through academic subjects. Based on this, the curriculum should focus on developing students' intellectual and rational abilities as well as facilitating knowledge transfer between generations.

[19] Social re-constructionism expects schools to improve future society, and students are responsible for re-creating and renewing the society. Based on this, the curriculum should focus on the acquisition of knowledge in certain aspects, skills and attitudes that can facilitate the construction of a new world where everybody cares about one another, the environment and distribution of wealth.

[20] Barber, M., Donnelly, K. & Rizvi, S. (2012). *Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education.* London: Institute for Public Policy Research. Retrieved from
http://www.ippr.org/publication/55/9543/oceans-of-
innovation-the-atlantic-the-pacific-global-leadership-and-the-future-of-education

[21] Please refer to Chapter 6 of this Guide for more information on career-related experiences.

[22] Barber, M., Donnelly, K. & Rizvi, S. (2012). *Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education.* London: Institute for Public Policy Research. Retrieved from
http://www.ippr.org/publication/55/9543/oceans-of-
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Appendix

A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum

Core Values: Personal	Sustaining Values: Personal	Core Values: Social	Sustaining Values: Social	Attitudes

❖ sanctity of life
❖ truth
❖ aesthetics
❖ honesty
❖ human dignity
❖ rationality
❖ creativity
❖ courage
❖ liberty
❖ affectivity
❖ individuality
	❖ self-esteem
	❖ self-reflection
	❖ self-discipline
	❖ self-cultivation
	❖ principled morality
	❖ self-determination
	❖ openness
	❖ independence
	❖ enterprise
	❖ integrity
	❖ simplicity
	❖ sensitivity
	❖ modesty
	❖ perseverance
		❖ equality
		❖ kindness
		❖ benevolence
		❖ love
		❖ freedom
		❖ common good
		❖ mutuality
		❖ justice
		❖ trust
		❖ interdependence
		❖ sustainability
		❖ betterment of human kind
		❖ national identity
			❖ plurality
			❖ due process of law
			❖ democracy
			❖ freedom and liberty
			❖ common will
			❖ patriotism
			❖ tolerance
			❖ equal opportunities
			❖ culture and civilisation heritage
			❖ human rights and responsibilities
			❖ rationality
			❖ sense of belonging
			❖ solidarity
				❖ optimistic
				❖ participatory
				❖ critical
				❖ creative
				❖ appreciative
				❖ empathetic
				❖ caring and concerned
				❖ positive
				❖ confident
				❖ cooperative
				❖ responsible
				❖ adaptable to changes
				❖ open-minded
				❖ with a respect for
				  ▶ self
				  ▶ others
				  ▶ life
				  ▶ quality and excellence
				  ▶ evidence
				  ▶ fair play
				  ▶ rule of law
				  ▶ different ways of life, beliefs and opinions
				  ▶ the environment
				❖ with a desire to learn
				❖ diligent
				❖ committed to core and sustaining values

Core values refer to those universal values which are emphasised across societies. They represent the common concerns of human societies, the basic qualities for human existence, the common elements in human civilisation and the common characteristics of human nature.

Sustaining values refer to other values which are also important at an instrumental level, and are regarded as important or helpful for sustaining the core values.

Reference Notes

PISA 2009 report pointed out that Hong Kong students rely too much on memorisation and neglect other learning strategies such as regulatory and metacognitive strategies. This finding is worth reflecting by School Heads and teachers.

Reference Notes

PISA 2009 report pointed out that there was still a wide gap in students' performance in Hong Kong schools, indicating that teachers need to provide more support and resources to cater for learner diversity. The PISA study on reading literacy in 2009 also found that the percentage of Hong Kong's "top students"13 was lower than that of Shanghai, Finland and South Korea14 which, together with Hong Kong, were the four top-ranking regions. Although PISA 2012 report showed that the number of "top students" in Maths in Hong Kong had increased [students with Maths skills at Level 5 or above had increased from 30.7% (2003) to 33.7% (2012)] and other international surveys and studies such as PIRLS 2011 and TIMSS 2011 also had the same findings, there is still room for further improvement. The findings reflected that besides catering for the needs of the less able students, schools must strive to stretch the more able students in order to maintain the competitive edge of Hong Kong students.

Reference Notes

Over the past decade, teachers have made impressive efforts and contributions in enhancing the effectiveness of learning and teaching. Apart from achieving a paradigm shift in teaching, they have also catered for students' developmental and learning needs through implementing the curriculum. The experience gained from their reflective practice can enhance the effectiveness of learning and teaching as well as strengthen their professional knowledge and skills.

Reference Notes

The five domains to be accorded equal importance

- Schools should help students to attain all-round and balanced development in the five domains of ethics, intellect, physique, social skills and aesthetic aspects.

- When developing students in the five domains, schools should vary their teaching according to students' different potentials. They should avoid placing undue emphasis on particular aspects of their potentials while neglecting others.

- Schools should have realistic expectations on their students and provide a caring and supportive environment so that students can enjoy learning and growing up.

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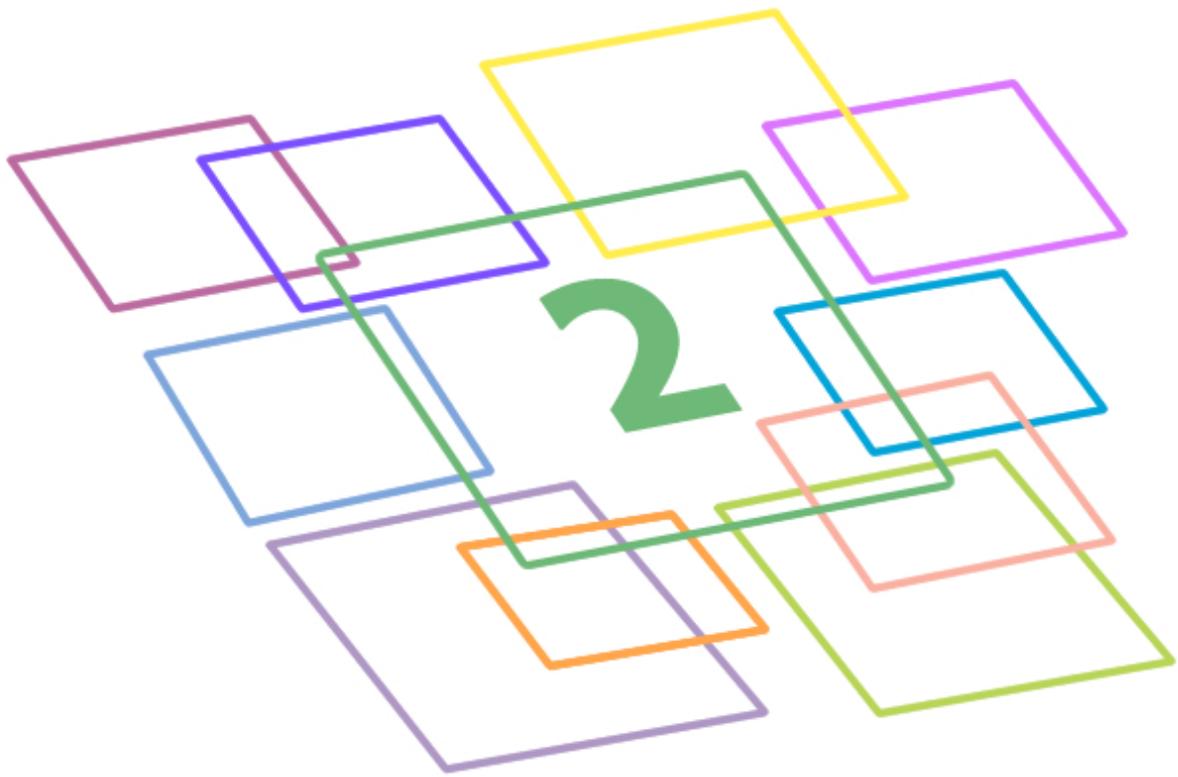
Whole-school Curriculum Planning

Curriculum Planning and Effective Use of Resources

Contents

Whole-school Curriculum Planning – Curriculum Planning and Effective Use of Resources

This is one of the chapters of the *Basic Education Curriculum Guide: To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

2 Whole-school Curriculum Planning – Curriculum Planning and Effective Use of Resources

2.1 Background

Looking back on the history of curriculum development in Hong Kong, schools have responded positively to the curriculum reform in the past ten years. By making reference to the central curriculum and school mission, schools have generally developed the school-based curriculum taking into consideration students' characteristics, teachers' expertise and strengths of the schools. The establishment of the post of Primary School Curriculum Leaders in the school year of 2002/03 has played an important role in whole-school curriculum planning and development.

2.2 Purposes of the Chapter

- Explain the importance of whole-school curriculum planning

- Help schools reflect upon their strengths and areas for further improvement or with reference to school mission and direction of curriculum development in order to enhance the whole-school curriculum

- Introduce the five stages of whole-school curriculum planning to explain the curriculum planning cycle with special focus on curriculum planning and use of resources

- Emphasise that schools should conduct whole-school curriculum planning by following the suggestions in this chapter to ensure that students acquire appropriate learning experiences during the six-year primary school education

2.3 The Importance of Whole-school Curriculum Planning

The importance of whole-school curriculum planning and relevant references are listed below:

The Importance of Whole-school Curriculum Planning	Relevant References
Through planning the curriculum of each KLA, develop students' knowledge and skills as well as cultivate their values and attitudes to enable them to acquire broad and balanced learning experiences, and to develop multiple potential.	Curriculum Guide of each KLA
Add appropriate learning elements in response to social changes to ensure that student learning is keeping up with the times.	Chapter 1 "Direction of Schools' Curriculum Development – Balanced Development, Continuous Enhancement" of this Guide
Enable learning, teaching and assessment to be better connected and coordinated.	Chapter 3 "Four Key Tasks", Chapter 4 "Effective Learning and Teaching", Chapter 5 "Assessment", Chapter 6 "Life-wide Learning" and Chapter 8 "Meaningful Homework" of this Guide
Plan, deploy and utilise existing learning and teaching resources more effectively while exploiting other beneficial resources including community resources and partnership with parents to meet new learning and teaching needs.	Chapter 7 "Quality Learning and Teaching Resources and School Library Development", Chapter 11 "The School-Family-Community Web" of this Guide
Enable student learning to be connected smoothly across different key stages.	Chapter 9 "Interface at Various Levels of Schooling" of this Guide
Provide opportunities for professional dialogue and exchange between School Heads and teachers. Such process helps to identify teachers' professional development needs in curriculum implementation.	Chapter 10 "Continuing Professional Development of Teachers" of this Guide

For Reflection and Action

- Who should participate in whole-school curriculum planning? Why?
- When should whole-school curriculum planning start?
- What is the relationship between whole-school curriculum planning, curriculum implementation and curriculum evaluation?

2.4 Five Stages of Whole-school Curriculum Planning

Whole-school curriculum planning is very important to curriculum implementation and the continuous development of curriculum. It includes the five stages below[1]:

Stage 1: Context Analysis

Stage 2: Curriculum Planning and Effective Use of Resources

Stage 3: Curriculum Implementation

Stage 4: Continuous Monitoring

Stage 5: Review and Evaluation

The planning process is not necessarily conducted in a linear direction. Depending on the circumstances and needs of each stage of the planning process, schools may sometimes revert to different stages to make adjustment to planning and resources deployment, which may include conducting the context analysis again. This part mainly provides explanation for "Stage 2: Curriculum Planning and Effective Use of Resources". For the other four stages, only brief explanation will be provided.

Diagram 2.1   Five Stages of Whole-school Curriculum Planning
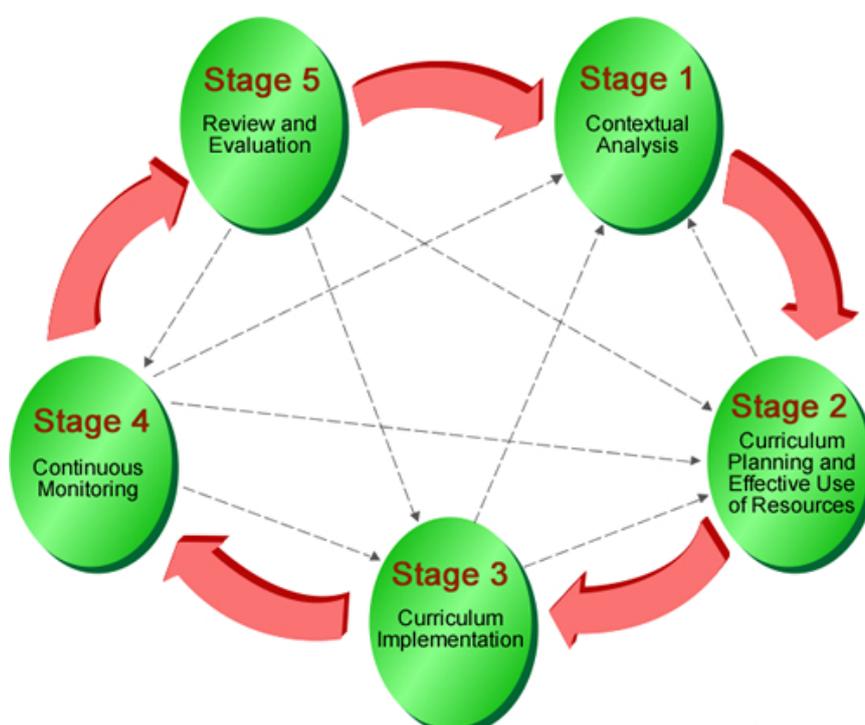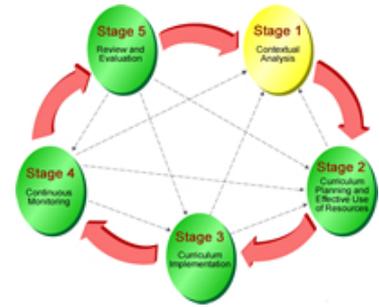
2.4.1 Stage 1- Contextual Analysis

1. The strengths acquired from curriculum planning by primary schools and the areas for further enhancement or improvement

● Strengths acquired

◆ Curriculum leaders at various levels including the School Heads/Deputy Heads, Primary School Curriculum Leaders and KLA/Subject Leaders, and teacher teams bring enormous benefits to whole-school curriculum planning.

◆ Starting from the 2002/03 school year, all schools have been given the post of Primary School Curriculum Leader, previously known as Primary School Master/Mistress (Curriculum Development) or PSM(CD). With effect from the school year 2007/08, the PSM(CD) post has been turned into a permanent post and included in the approved teaching staff establishment. The Primary School Curriculum Leader assists the School Heads/Deputy Heads to effectively guide the whole-school curriculum planning and implementation. They lead the teachers in the school to develop a flexible whole-school curriculum plan based on the school context and students' needs.

◆ Schools regularly review important issues and make use of curriculum planning, development, organisation and implementation to provide opportunities for students to learn and follow up in the classroom.

● Areas for further enhancement and improvement

◆ In the allocation of lesson time, particular subjects may be over-emphasised affecting the implementation of a balanced curriculum.

◆ In planning for the seven learning goals, there is room for enhancement in the learning of the two goals of "Understand their national identity and be concerned about society, the nation as well as the world, and fulfil their role as a responsible citizen" and "Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance of the pluralistic values".

Basic Education Curriculum Guide (Primary 1-6)

◆ In planning and organising cross-curricular learning involving different KLAs or subjects, teachers face problems such as the extra time needed for planning, discussion and coordination.

◆ The diversity of students presents teachers with more challenges and demands more time in curriculum planning.

For Reflection and Action

How do the existing strengths and the areas identified for further enhancement and improvement of your school affect your approach to whole-school curriculum planning?

2. School Context Analysis

The aim of school context analysis is to help schools set the direction, priorities and major concerns for curriculum planning through analysing the current situations, the experience, and the emergent needs of schools as well as the implications of the changing society for the development of school-based curriculum.

For Reflection and Action

What are the strengths of your school? What are the areas for further enhancement and improvement?

Items	Strengths Acquired	Areas for Further Enhancement and Improvement
Curriculum		
Learning		
Teaching		
Assessment		
Learning and teaching resources		
Teacher collaboration		
Teacher professional development		
Professional development of school curriculum leaders at various levels		
School as a learning community		
School ethos		
Communication, association and collaboration with parents		
Communication, association and collaboration with different organisations in society		
Others		
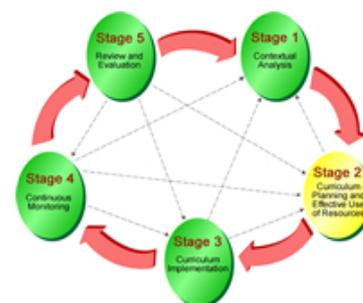
2.4.2 Stage 2: Curriculum Planning and Effective Use of Resources

2.4.2.1 Curriculum Planning

- Whole-school curriculum planning and the learning goals, direction for future development and existing strengths all complementing each other - Each school is unique in its history, experience in curriculum development, learning and teaching, students' characteristics, teachers' expertise, leadership style, school culture and community context. A school makes changes according to its own pace for development and reflects in its curriculum the unique school-based features. In conducting curriculum planning, a school should flexibly utilise resources, which include human resources, time resources and curriculum resources, with reference to their learning goals, strengths and school conditions as well as their major concerns. Through planning the short-term goals and the strategic steps for school-based curriculum development, every member implements the priority leaning goals set for the school together.

- Whole-school curriculum planning and school culture - Strategically create a school culture that centres on care, helpfulness and good interpersonal relationship. It contributes to a cheerful and safe learning environment while raising learning motivation and nurturing positive values and attitudes, which is an indispensable part of whole-school curriculum planning.

- Guiding principles of whole-school curriculum planning - Schools should:

  - review the changes of the social context, its own strengths as well as areas for enhancement or improvement before setting priority for learning goals and targets for curriculum development (as mentioned in Chapter 1);

  - provide a broader, more balanced and more appropriate curriculum for students;

  - provide the five essential learning experiences during primary education;

  - adopt the suggestions on time allocation in this chapter (refer to section 2.4.2.2);

  - make adjustments to school-based curriculum on the basis of needs and with reference to the central curriculum to ensure that in both Key Stages 1 and 2, schools can:

- provide an appropriate curriculum based on students' developmental and learning needs to ensure a smooth interface and progression in curriculum, learning and teaching across key stages;

- help students learn from different perspectives, integrate knowledge of different KLAs/subjects through cross-curricular learning and apply them in daily lives; strengthen collaboration between KLAs to avoid unnecessary repetitions of learning arrangements;

- emphasise the importance of leisure, rest, recreation and sports for student development;

- use appropriate learning, teaching and assessment strategies to achieve the learning goals; and

- broaden the learning experiences and capacity of students.

- deploy resources flexibly to achieve the curriculum development and goals set by schools;

- build on strengths to strive for excellence; and

- adjust the goals and strategies according to strengths accumulated in different areas, for example, curriculum development, learning and teaching, assessment, teacher professional development.

2.4.2.2 Resources for Curriculum Planning

The resources which can be used for whole-school curriculum planning include human resources, time resources and curriculum resources.

1. Human Resources

- Co-constructing knowledge and building consensus – The human resources in support of curriculum implementation include the School Heads/Deputy Heads, Primary School Curriculum Leaders, KLA/Subject Leaders, teachers, teacher-librarians etc. Their participation can help to pull wisdom and establish consensus, improve transparency in school's decision-making, strengthen sense of belonging to the school, enhance collaboration across management levels and facilitate implementation of strategic arrangements.

- Fulfilling potential through matching the right people to the right jobs – When planning the curriculum, schools should make appropriate arrangement according to the strengths and weaknesses of teachers. This allows teachers to stretch their potential and enhance their professional capacity by providing opportunities for teacher professional development. Moreover, through encouraging collaboration, exchange of views and co-construction of

knowledge among teachers, the school-based learning community can be developed and school-based curriculum development can be promoted.

For Reflection and Action

What are the roles of the different members in planning the whole-school curriculum?

Members	Contributions
School Head/Deputy Head	
Primary School Curriculum Leader	
KLA/Subject Leader	
Teachers	For example: Teachers have good frontline experience in curriculum implementation. Their knowledge, belief and experience can inform better curriculum planning.
Teacher-librarian	
Others	

2. Time Resources

● Suggested Time Allocation, Calendar Planning and Timetabling

◆ Appropriate allocation of school time - School-based curriculum is defined as the learning experiences students engage in at school. These experiences can take place during or outside lesson time including regular lesson, lunch, recess or even after school time. Schools should devise a comprehensive plan for the allocation of school time to enrich students' learning experiences. For example, formal lesson time provides students with comprehensive learning experiences in different KLAs; lunch and after-school hours provide opportunities for students to develop their interpersonal skills through interacting with peers and teachers as well as to develop their cultural interests and leadership qualities through activities.

Diagram 2.2 Components of Learning Time
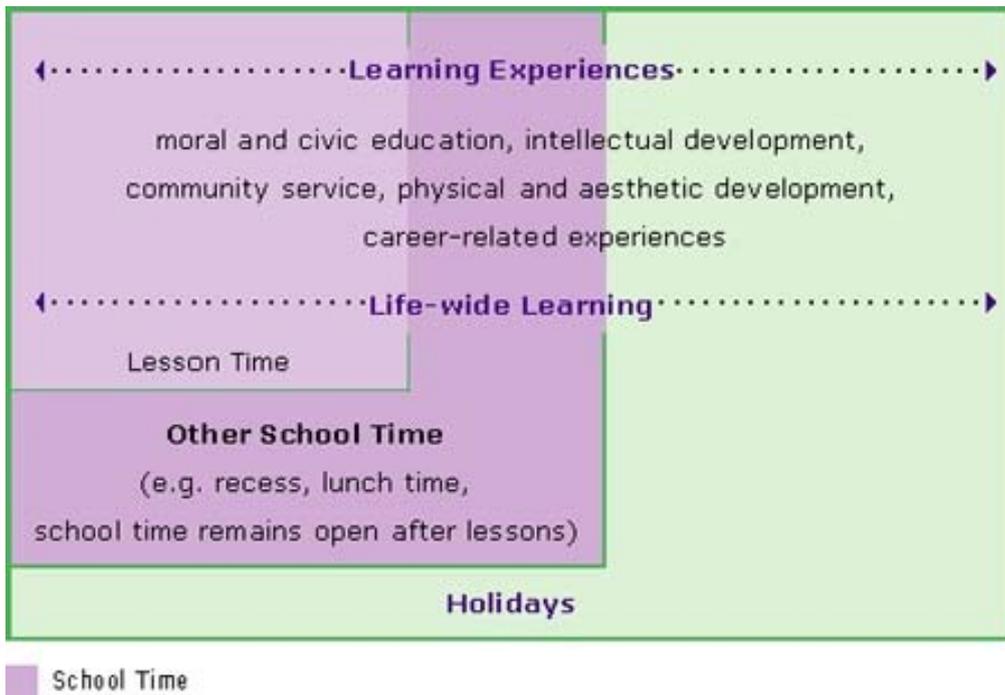
School Time

The learning time of students includes:

> Lesson time (time when there is close contact with teachers, normally in the classroom, but not necessarily so);

> School time other than lesson time (such as recess, lunch, after-school time, open days, examination days); and

> Holidays.

◆ Primary schools should ensure that all students have the following number of school days (excluding school holidays and teacher development days) or the amount of lesson time (in terms of days and hours) per year as shown in Table 1.1.

Table 1.1 School days and lesson time for primary schools in Hong Kong

	P1-P3 (KS1)	P4-P6 (KS2)
Length of a school year for primary schools	190 days or 887* hours (whole-day) 776* hours (bi-sessional)	
Lesson time per school year for primary schools (school days or lesson hours per year) @	172 days or 792 hours	

* Based on averages over years

@ Examination time not included

◆ Suggested Time Allocation

➤ Schools should allocate the lesson time as shown in Table 1.2 (% of total lesson time/number of hours of lesson time over 3 years) for each KLA/subject, and make use of flexible time according to the needs of their students and the school context.

Table 1.2 Time Allocation for Each KLA/Subject in Primary Schools

KLA/Subject		Lesson Time (over 3 years)	
		P1-P3 (KS1)	P4-P6 (KS2)
Chinese Language Education		594-713 hours (25-30%)	
English Language Education		404-499 hours (17-21%)	
Mathematics Education		285-356 hours (12-15%)	
Science Education	General Studies for Primary Schools	285-356 hours (12-15%)	
Personal, Social and Humanities Education			
Technology Education			
Arts Education		238-356 hours (10-15%)	
Physical Education		119-190 hours (5-8%)	
Sub-total for the lower range of lesson hours over 3 years		1925 hours (81%)	
Flexibility		A flexibility of 19% (about 451 hours over 3 years)	
		Provided for: • Moral and Civic Education/ Guidance to complement values education across KLAs • Additional common reading time • School Assembly/Class teacher period to complement values education across KLAs • Remedial or enhancement studies in KLAs or across KLAs • Broadening other learning experiences such as community service, co-curricular activities and aesthetic and physical activities to complement life-wide learning *The deployment of flexible time may vary from term to term (e.g. life skills education in the 1st term of the school year, remedial programme of Chinese Language in the 2nd term of the school year, enhancement programme of English Language throughout the school year)*	
Total lesson time over 3 years		2376 hours (792 hours x 3) (100%)	

➤ With reference to the recommended time allocation for each KLA, schools could consider counting the lesson time over the three years of a Key Stage (KS) [KS1 (P1-3) and KS2 (P4-6)]. In other words, there is flexibility for schools to vary the percentage of time allocated to individual KLAs in different years, especially for Chinese and English languages in early primary school years, as long as students are provided with the total lesson time recommended. Examination days, however, should not be counted as lesson time.

➤ Moral and Civic Education is one of the Four Key Tasks. In order to provide students with comprehensive learning experiences through which they develop positive values and attitudes, schools should adopt life events of different aspects as learning scenarios. Examples include events related to the individual, family, community, the nation and the world. Discussions and sharing with students can be held. Diversified learning modes such as classroom learning (e.g. General Studies) and real-life experiences (e.g. visits, community services) can be employed to create a favourable school climate.

➤ Schools should allocate reading time to promote the "Reading to Learn" culture through adopting some of the following practices:

- Incorporating reading into language lessons;

Cross-References

Chapter 3,
Section 3.4 and
Chapter 4,
Section 4.4
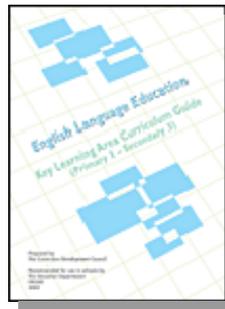
Chapter 3,
Section 3.4 and
Chapter 4,
Section 4.2.1

- Providing Library lessons;

- Implementing reading as a regular whole-school activity during school days, e.g. morning reading, lunch-time reading.

➤ Lesson time should be allocated for the study of Chinese history and culture, which contributes positively to the development of national identity among students. This may be reflected in:

- KLA lesson time, specifically through General Studies for Primary Schools and Chinese Language Education;

- Special lesson time arranged for cross-KLA projects, e.g. studying the development of Chinese architecture through collaboration between the General Studies and Chinese Language Panels;

- School assembly time or class teacher periods for Moral and Civic Education learning activities, e.g. organising talks or presentations on important events in Chinese history and/or on national heroes/heroines.

➤ With the introduction of the "Chinese Language Curriculum Second Language Learning Framework" in June 2014, schools can refer to the respective website (http://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang.html) (Chinese version only) for the related guidelines and suggestions to make appropriate arrangements such as flexible grouping and time allocation for the teaching of Chinese Language to non-Chinese speaking students.

For Reflection and Action

⬤ How can schools ensure that students have sufficient learning time during the school days? How can you make the best use of school days so that students can get the learning opportunities they deserve?

⬤ What do you think about "filling up all students' time with learning"? How can we ensure that students have sufficient rest and leisure time?

⬤ Some School Heads suggest that stakeholders should work together and create room for students to develop independent learning skills. What can schools do to address this issue?

◆ School Calendar Planning and Timetabling - The educational aims should be followed when planning the school calendar and timetable and students' developmental needs in personal growth and learning should always be given the top priority. Schools have to make arrangement for the learning, teaching and assessment of the curriculum of each

KLA, project learning, co-curricular activities, life-wide learning opportunities, interface programmes at the beginning or end of term (e.g. induction programmes for teachers and students) and staff development days. For details, please refer to the Education Bureau Circular No. 7/2005, the "School Holiday List and Student Learning Time" and the "Guidelines on Drawing up the School Calendar".

The "Education Bureau Circular No, 7/2005" can be downloaded from the EDB website at:

http://www.edb.gov.hk/tc/curriculum-development/resource-support/guidelines-sch-calendar/index.html

For Reflection and Action

In relation to the school mission:

- How can the school mission, learning goals, future direction and targets in curriculum development be reflected in the planning of school calendar and timetabling?

In relation to students and teachers

- How can we cater for students' diversified needs, e.g. development of social skills, leisure and rest, development of learning abilities, and make arrangements for the transition across Key Stages?

- Under what circumstances can the lesson or learning time be extended?

- How can we create room for teachers' professional development?

In relation to resources:

- How can the school environment and facilities be fully utilised to make better timetabling arrangements?

- How can the teaching staff be better deployed in devising an effective timetable?

- What contributions can teacher-librarians make?

● How can we make good use of parent support in conducting school activities?

● How can we explore opportunities for cooperation with different organisations?

● How can the community resources be utilised to facilitate student learning?

In relation to curriculum planning:

● How can we develop a broad and balanced curriculum to cater for the diverse needs of students?

● How many periods should be allocated per day/week/cycle?

● How can the lesson time allocated meet the needs of different KLAs?

● How can cross-KLA collaboration be promoted?

● How can the school-based curriculum, school calendar and timetable be arranged to support the organisation of co-curricular activities or life-wide learning activities?

● Is the number of Physical Education lessons and time for exercise sufficient?

● More Effective Use of Learning Time

  ◆ Creating space for students – Schools should consider the following factors to facilitate more effective use of learning time:

  ➤ Adapting the curriculum by making reference to the KLA/Subject Curriculum Guides, Supplementary Guide to the Chinese Language Curriculum for NCS Students, Chinese Language Curriculum Second Language Learning Framework, assessment tools and related materials.

  ➤ Adopting the recommendations in the KLA Curriculum Guides to reduce overlapping content to create space for life-wide learning, project learning, library lessons, morning reading, etc.

Cross-References

- Connecting knowledge, skills, values and attitudes through the KLA curriculum frameworks

- Adopting different modes of curriculum planning

- Taking Four Key Tasks as entry points for cross-curricular learning activities

- Reducing the time spent by students on pre-test and pre-examination assessments and post-test and post-examination correction of answer scripts

- Encouraging active learning by students, reducing direct instruction and increasing classroom interactions

- Organising cultural and aesthetic activities in lunch time and before or after school for whole-person development

- Exercising flexibility in timetabling arrangements to extend and enrich students' learning experiences - Priorities need to be set based on the benefits to students and in consideration of the following methods:

  - Arranging more double periods, longer periods of 45-55 minutes or a combination of long and short periods throughout the year or in different terms to enable teachers to provide a wide range of learning experiences to meet different learning needs and objectives

  - Making flexible use of lesson time to facilitate arrangements for grouping students of the same year level, reading and collaborative learning, thematic study and project

learning

➤ Arranging block time for large group teaching, whole-school activities or life-wide learning

➤ Apart from regular lessons, part of the lessons can be set for individual enquiry, small-group learning, facilitated learning (in small groups), etc. to meet students' diversified learning needs and develop student's different abilities, such as independent learning skills, through different learning modes and activities

➤ Allotting longer or more class teacher periods to provide Moral and Civic Education and to help students consolidate learning

➤ Readjusting the timetable in each term to cater for a fair weighting of subjects as well as the learning needs of students

➤ Using Saturdays flexibly for conducting co-curricular activities to broaden students' learning experiences

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For Reflection and Action

● How can learning and teaching effectiveness be enhanced through strategic arrangements of single periods, double periods or long/short periods in the timetable?

● How can teachers develop students' generic skills in the teaching of curriculum content?

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3. Curriculum Resources

● Records of curriculum planning - Curriculum planning is an important part of the decision-making process in which ideas in curriculum planning, such as the priority of the curriculum targets, strategic arrangements, support measures, are documented. The advantages are illustrated below:

◆ The records of curriculum planning provide the School Heads and teachers with a clear picture of the curriculum targets and the direction for curriculum implementation. They also allow new teachers to have a better understanding of the school-based curriculum so that they can fit into the work environment better and faster.

- In the process of documentation, the School Heads and teachers can make clarifications and put forward evidence for concepts and queries, which makes the curriculum planning more comprehensive and specific.

- Records of curriculum planning serve as important reference materials, which help teachers to review, reflect, update and/or bridge the gap between curriculum planning and implementation. They also provide important resources for schools to conduct a holistic curriculum planning in the following year.

For Reflection and Action

Try to use the table below to record the considerations and decisions for your school's holistic curriculum planning.

1 Contextual analysis				
2 Curriculum planning and use of resources	School's concerns	Concern 1	Concern 2	Concern 3
	Targets			
	Strategies			
	Tasks			
	Support measures[2]			
	Subjects/Colleagues in-charge			
	Allocation of resources			
	Professional development of teachers			
Curriculum implementation[3]				
Continuous monitoring[4]				
Review and evaluation[5]				

- EDB One-stop Portal for Learning & Teaching Resources - The resources housed under this platform include:-

    - KLA/Subject Curriculum Guides

    - Learning and teaching resources

    - Assessment tasks for reference

    - Teachers' professional development information

> *"EDB One-stop Portal for Learning & Teaching Resources"*
> *http://www.hkedcity.net/edbosp/*

- The websites of individual KLAs developed by the Curriculum Development Institute are available at:

> *"Curriculum Development – Learning to Learn"*
> *http://www.edb.gov.hk/tc/curriculum-development/index.html*

- School Library – The school library provides an enormous collection of diversified curriculum resources for curriculum planning.
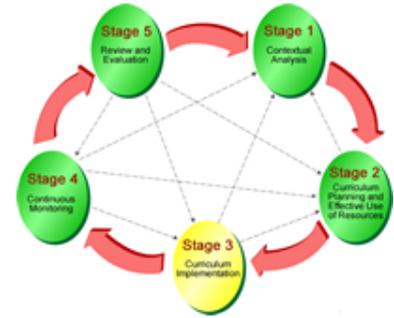
2.4.3   Stage 3: Curriculum Implementation

At this stage, attention is drawn to the implementation of the curriculum, e.g. whether the expected learning outcomes are achieved and have brought about positive impact on students' growth and learning; whether there are discrepancies between the curriculum plans and their implementation, etc. Teachers may make adjustment to the plans or devise new strategies to achieve the curriculum targets.

For Reflection and Action

- What have your students learnt? What strategies, support measures or resources are used to support student learning?

- Has your school made any modifications or adjustments to the curriculum plans in the process of curriculum implementation? Why? What adjustments have been made?

- Have the students or teachers of your school encountered any difficulties? What are they? What are the solutions?
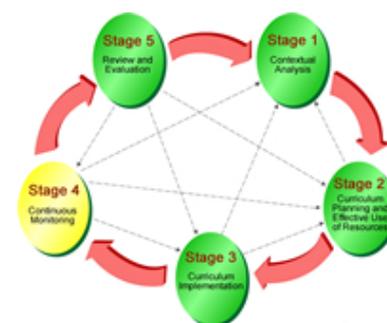
2.4.4   Stage 4: Continuous Monitoring

Schools continuously monitor the implementation of the curriculum so as to ensure learning effectiveness. Schools can take into consideration the methods illustrated below:

- Establishing a curriculum development committee, which may include the School Heads/Deputy Heads, Primary School Curriculum Leaders, KLA/Subject Panel Heads, teachers, etc., to monitor the curriculum implementation and devise appropriate follow-up plans

- Facilitating understanding of the curriculum implementation through lesson observation, observing students' daily performance, reviewing assessment data obtained from students' work and collecting feedback from teachers, students and parents regularly

- Collecting data which can illustrate how students' learning and health are enhanced as well as areas for improvement

- Using data collection tools including lesson observation, daily observation, reviewing students' work, students' learning journals and assessment data, interviews, teachers' reflections and panel meetings, etc.

- Devising support measures for enhancement and improvement of student learning as appropriate, e.g. noting down the changes made to the curriculum plans and learning activities for review and follow-up

- Reviewing the needs of teachers and students regularly and providing appropriate support
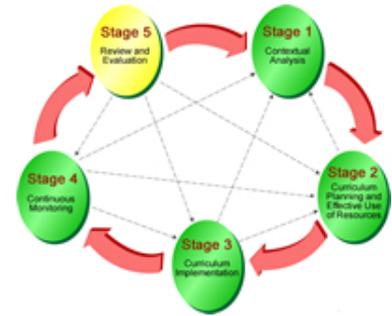
2.4.5   Stage 5: Review and Evaluation

At this stage, schools review and reflect on the effectiveness of their work in support of curriculum implementation. Schools make use of the data collected, e.g. assessment data and feedback from different stakeholders, to assess students' strengths, weaknesses and needs in order to review the level of achievement such as devising the success criteria and proposing improvement and follow-up plans as appropriate. Accurate evaluation and assessment can provide data that inform the next cycle of curriculum planning and help schools to make adjustments to the strategies between cycles so as to facilitate continuous curriculum development.

Curriculum Planning and Effective Use of Resources - Exemplars for Primary Schools

Schools may refer to the following table and exemplars for some of the possible ways to attain different purposes in whole-school curriculum planning.

Purpose	Current Situation	Possible Way Out	Examples
To create time and space for a wide range of learning activities to address individual learning needs	❖ A fixed time allocation of 35 minutes per period, which restricts the arrangement for a range of learning experiences ❖ Individual learning needs of students are not addressed ❖ Schools' facilities are not fully utilised	❖ To extend the length of the lessons based on learning needs such as arranging double/triple periods, or blocking a whole day/ whole week for thematic activities ❖ To integrate independent sessions of Life Education and Moral and Civic Education or use weekly assemblies and class teacher periods to help students develop positive values and attitudes ❖ To block a particular session for remedial measures of a particular subject, especially in reading ❖ To allocate a counseling/ homework guidance session every day ❖ To arrange weekly remedial teaching programmes for the academically less able students ❖ To open the special rooms for students during lunch time and after school	Refer to Exemplars 1 to 4
To create space for enhancing teachers' professionalism	❖ Insufficient time and space for teachers' professional development	❖ To specify a time slot for teachers' professional development including collaborative lesson preparation or teacher development programmes in alternate weeks	Refer to Exemplars 1, 3 and 4

Primary School Exemplar 1

❖ Some longer lessons are planned.

❖ Life education, a remedial session and a teacher development programme are incorporated into the timetable.

❖ A class period is arranged every day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30 am	Morning Assembly/Reading				
8:30-9:10 am	English Language	Putonghua	English Language	English Language	English Language
9:10-9:40 am	Mathematics	Physical Education	Chinese Language		Computer Studies
9:40-9:45 am	Recess				
9:45-10:15 am	Chinese Language	English Language	Chinese Language	Music	Chinese Language
10:15-10:45 am			Mathematics	Physical Education	
10:45-11:10 am	Recess				
11:10-11:40 am	Music	General Studies	Visual Arts	Chinese Language	Music
11:40-12:10 pm	General Studies			General Studies	Mathematics
12:10-12:40 pm		Chinese Language		Mathematics	
12:40-1:40 pm	Lunch				
1:40-2:10 pm	**Assembly/ Life Education**	Chinese Language	Library	Chinese Language	**Remedial**
2:10-2:40 pm		Mathematics		Putonghua	
2:40- 2:45 pm	Break		Interest Groups	Break	Teacher Development Programme
2:45-3:05 pm	Class Period	Class Period		Class Period	

Rationale:

❖ Double or triple lessons ensure sufficient time for the achievement of a number of learning objectives in different subjects through diversified learning activities.

❖ Morning reading sessions are arranged to develop students' interests and habit in reading.

❖ The class periods allow students to do their assignments under teachers' guidance where appropriate.

❖ Interest groups are arranged regularly to develop students' interests. The school can invite parents to participate in the activities or to conduct some interest groups for students, e.g. Chinese Club, Chess Club and Photography Club. When students join the interest groups, they can learn how to organise activities and co-operate with others.

❖ Life education is incorporated as a core subject to facilitate whole-person development.

❖ The fixed time slot for the teacher development programme allows teachers to share their views and understand students' needs. Collaborative lesson preparation enhances teachers' professional development.

The school also schedules a week for conducting theme-based learning. An example of the programme for the Integrated Week is as follows:

Programme of the Integrated Week

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30 am	Morning Assembly (Publicity)				
8:30-9:10 am	A Beginning and an End (1)	Fun with Fish	Surfing the Musical World (Hall)	Fantasy Land (1)	Dance for a Beautiful Life (playground)
9:10-9:40 am	Fun with Ink			Healthy Kids (Hall)	
9:40-10:15 am			Appreciating the Beauty of the Victoria Harbour (outside school)		
10:15-10:45 am					
10:45-11:10 am	Recess				Recess
11:10-11:40 am	Devoted to 'Bugs' (Hall)	A Passage to the Beauty of Life			Joy of Reading
11:40-12:10 pm				Recess	A Beginning and an End (2)
12:10-12:40 pm				Fantasy Land (2)	Conclusion
12:40-01:40 pm	Lunch				
01:40-02:10 pm	Making Your own Musical Instrument	Searching the Beautiful Melody	Creating Your Rainbow	Fantasy Land (3)	Staff Development Day/Holiday for Students
02:10-02:40 pm					
02:40- 02:45 pm	Class period	Class period	Class period	Class period	

❖ The objective of the Integrated Week is to provide opportunities for students to learn in an integrated way through daily activities.

❖ Students develop their generic skills through participating in various activities under different learning environments.

Primary School Exemplar 2

❖ Schools can make flexible arrangements to the timetable, e.g. arranging longer periods on Friday to provide room for conducting learner-centred activities, connecting learning and teaching, and promoting learner engagement.

❖ Lesson time is flexibly arranged as there is more time in a whole-day school.

❖ The time on Friday afternoon is blocked for General Studies (GS) lessons for all levels or for conducting co-curricular activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
8:00-8:15	Morning Assembly / Class Teacher Period					8:00-8:15
8:15-8:50	Chinese Language	Chinese Language	English Language	English Language	Assembly	8:15-9:15
8:50-9:25	English Language	Chinese Language	Mathematics	Chinese Language	Mathematics	9:15-10:05
9:25-10:00	English Language	English Language	Computer Studies	Mathematics		
10:00-10:15	Recess				Recess	10:05-10:20
10:15-10:50	Mathematics	Mathematics	Chinese Language	Physical Education	English Language	10:20-11:10
10:50-11:25	Chinese Language	Mathematics	Chinese Language	Chinese Language		
11:25-12:00	Physical Education	Music	Music	Chinese Language	Chinese Language	11:10-12:00
12:00-12:45	Lunch				Lunch	12:00-12:45
12:45-13:20	Library	Putonghua	Visual Arts	Putonghua	General Studies	12:45-13:35
13:20-13:55	General Studies	General Studies	Visual Arts	RK		
13:55-14:10	Recess				Recess	13:35-13:45
14:10-14:45	Integrated Lesson				Activities	13:45-14:45

Rationale:

❖ Double periods on Friday facilitate the arrangement of a range of learning experiences. Relevant whole-school activities like seminars, visits, inter-class competitions and opportunities for life-wide learning are arranged during the block periods of General Studies.

❖ The integrated lesson, e.g. tutorial sessions, enhancement lessons for particular subjects and training for different school teams, can cater for the diverse learning needs of students. Teachers may also make arrangements for skills-training sessions such as information technology, information search, report writing, reading, research and study, presentation, choral speaking and life skills to help students master some generic skills.

Primary School Exemplar 3

❖ The school arranges leisure and cultural activities at lunch time from Monday to Thursday.

❖ Staff development is conducted on alternate Friday afternoons when there is no formal class teaching for the students.

❖ A guidance session is arranged every day to cater for students who need extra help in academic work. The Intensive Remedial Teaching Programme (IRTP) is also arranged at the same time and students with special learning needs have a chance to learn with other students. It is carried out in normal lessons through co-teaching. With two teachers teaching the same class, students' needs can be better catered for and the "labelling effect" can be avoided.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:35 am	Class period				
8:35- 9:15 am	English Language	English Language	English Language	English Language	English Language
9:15- 9:55 am	English Language	General Studies	Physical Education	English Language	Chinese Language
9:55- 10:30 am	Mathematics	General Studies	Mathematics	Chinese Language	Mathematics
10:30- 11:00 am	Recess				
11:00- 11:35 am	Chinese Language	Putonghua	Mathematics	Mathematics	Mathematics
11:35- 12:10 pm	Chinese Language	Music	Visual Arts	Mathematics	General Studies
12:10- 12:45 pm	Physical Education	Mathematics	English Language	Music	General Studies
12:45- 1:15 pm	Lunch Leisure and Cultural Activities in School				
1:15- 1:55 pm					
1:55- 2:30 pm	Visual Arts	Library	Chinese Language	Chinese Composition	Moral Education / Staff Development
2:30- 3:05 pm	Visual Arts	Chinese Language	Chinese Language	Chinese Composition	Putonghua / Staff Development
3:05- 3:40 pm	Remedial (Eng)	Remedial (Chi)	Remedial (Chi)	Remedial (Eng)	English Language/ Staff Development

Rationale

- ❖ The school lays emphasis on creating a caring learning environment and enhancing students' self-esteem and self-discipline.

- ❖ To develop among students a sense of belonging, the school facilities are fully utilised:

  - ▶ Students read in the library and also use the computers for electronic games or Internet surfing.

  - ▶ Different kinds of music and visual arts activities are conducted in the Visual Arts Room and the Music Room. Students also practise playing the musical instruments or finish their assignments.

  - ▶ Short videos of news or cartoons related to Moral and Civic Education are played in the classrooms.

- ❖ Students are allowed to use different school facilities with care to develop their self-discipline.

- ❖ Time is arranged for teacher development, such as collaborative lesson preparation, sharing of experiences, conducting and attending seminars.

- ❖ Activities related to Moral and Civic Education or extended leisure and cultural activities are arranged for students on alternate Fridays.

Primary School Exemplar 4

❖ The school arranges the learning time for subjects at different levels flexibly.

❖ The school exercises flexibility in allocating learning time from Monday to Saturday.

❖ A skill training lesson is allocated to help students to acquire generic skills such as information technology, information search, report writing, reading, research and study, presentation, choral speaking and life skills.

❖ Interest Groups are arranged for KS2 students.

❖ Co-curricular activities are conducted on Saturdays in long weeks.

Time Allocation for Chinese Language and English Language - Primary 1 to Primary 6

Key Learning Area	Subject	Teaching Hours in Key Stage 1/2						Total Teaching Hours over 6 years
		P1	P2	P3	P4	P5	P6	
Chinese Language Education	Chinese Language	169	169	169	146	146	146	1080
	Putonghua	22.5	22.5	22.5	22.5	22.5	22.5	
English Language Education	English Language	146	146	146	169	169	169	945

Class Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-8:45 am	Assembly	English Language	General Studies	Mathematics	Chinese Language	Skills Training
8:45-9:30 am	Chinese Language	Library	English Language	English Language	English Language	Chinese Language
9:30-9:45 am	Recess					
9:45-10:30 am	Physical Education	Chinese Language	Music	Chinese Language	Visual Arts	English Language
10:30-11:15 am	English Language	Music	Putonghua	Skill Training	Visual Arts	Mathematics
11:15-11:25 am	Recess					
11:25-12:10 pm	General Studies	Physical Education	Chinese Language	General Studies	Mathematics	Co-curricular Activities 11:30 - 12:45 or 2:00 -5:00
12:10- 12:55 pm	Chinese Language	Mathematics	Mathematics	Chinese Language	English Language	
1:40-1:45 pm	Interest Groups/Intensive Remedial Teaching Programme					
1:45-3:30 pm	Collaborative Lesson Preparation (each teacher has to attend at least 3 sessions per week)					

Rationale:

❖ The school allocates more time to Chinese Language in KS1 and English Language in KS2. This helps students to develop reading skills in Chinese Language at an early stage of schooling and facilitates reading to learn. The KS2 students meet the Native-speaking English Teacher one period per week. They learn to communicate in English in an authentic situation to become more competent when attending interviews and make a better transition to secondary schooling.

❖ A 45-minute period makes learning and teaching more coherent as learner-centered activities can be conducted. Students are more attentive in the lesson.

❖ An Intensive Remedial Teaching Programme is carried out in normal lessons every day in the form of collaborative teaching. With two teachers teaching the same class, students' needs can be better catered for and the "labelling effect" can be avoided.

❖ The KS2 students can learn to organise activities and collaborate with others when participating in interest groups such as Chinese Club, Bridge Club and Photography Club.

Remarks

1   Reference for 5 Stages of whole-school curriculum planning:
http://www.education.vic.gov.au/school/teachers/support/Pages/guide.aspx

2   For example, tutorial classes, community service partnership programmes.

3   At the stage of curriculum implementation, the subject panels or colleagues in-charge need to regularly review the extent as to how the curriculum is implemented. Areas for review cover student learning, the use of strategies, the implementation of curriculum plans, the effectiveness of support measures, the difficulties and/or solutions, and the adjustments made. For details, please refer to section 2.4.3 of this Chapter.

4   The curriculum development committee monitors curriculum implementation and devises follow-up plans as appropriate. Evidence demonstrating enhancement of student's learning abilities, and areas for improvement is collected. For details, please refer to section 2.4.4 of this Chapter.

5   At the review and evaluation stage, schools make good use of the data collected, which include the assessment data and comments of different stakeholders, to understand students' needs, their strengths and weaknesses in learning. Schools can then have a better understanding about whether the success criteria are met and devise improvement plans as appropriate. For details, please refer to section 2.4.5 of this Chapter.

Reference Notes

- Students experience the transition from childhood to early adolescence when they progress from Key Stage 1 to Key Stage 2. They experience different developmental changes in terms of intelligence, character and social skills. Therefore, schools should ensure a smooth transition across levels and Key Stages to help students build a solid foundation for their future study and facilitate healthy growth.

- Schools should follow the educational principles and avoid overloading students, regardless of parents' request for a more packed and demanding curriculum with content far beyond students' learning ability.

References

The following references are by no means exhaustive and listed for reference only.

Publications

Education Bureau of the Government of Hong Kong Special Administrative Region. *Inspection Annual Report 2009/10 for Quality Assurance for Schools, Education Bureau of the Government of Hong Kong Special Administrative Region*. Source:
<http://www.edb.gov.hk/attachment/tc/sch-admin/sch-quality-assurance/reports/insp-annual-reports/qa_annual_report0910_c.pdf>

Websites

EDB: Guidelines on Drawing up the School Calendar
<http://www.edb.gov.hk/tc/curriculum-development/resource-support/guidelines-sch-calendar/index.html>

EDB: One-stop Portal for Learning & Teaching Resources
<http://www.hkedcity.net/edbosp/>

EDB: Curriculum Development
<http://www.edb.gov.hk/tc/curriculum-development/index.html>

Department of Education and Early Childhood Development, Victoria.
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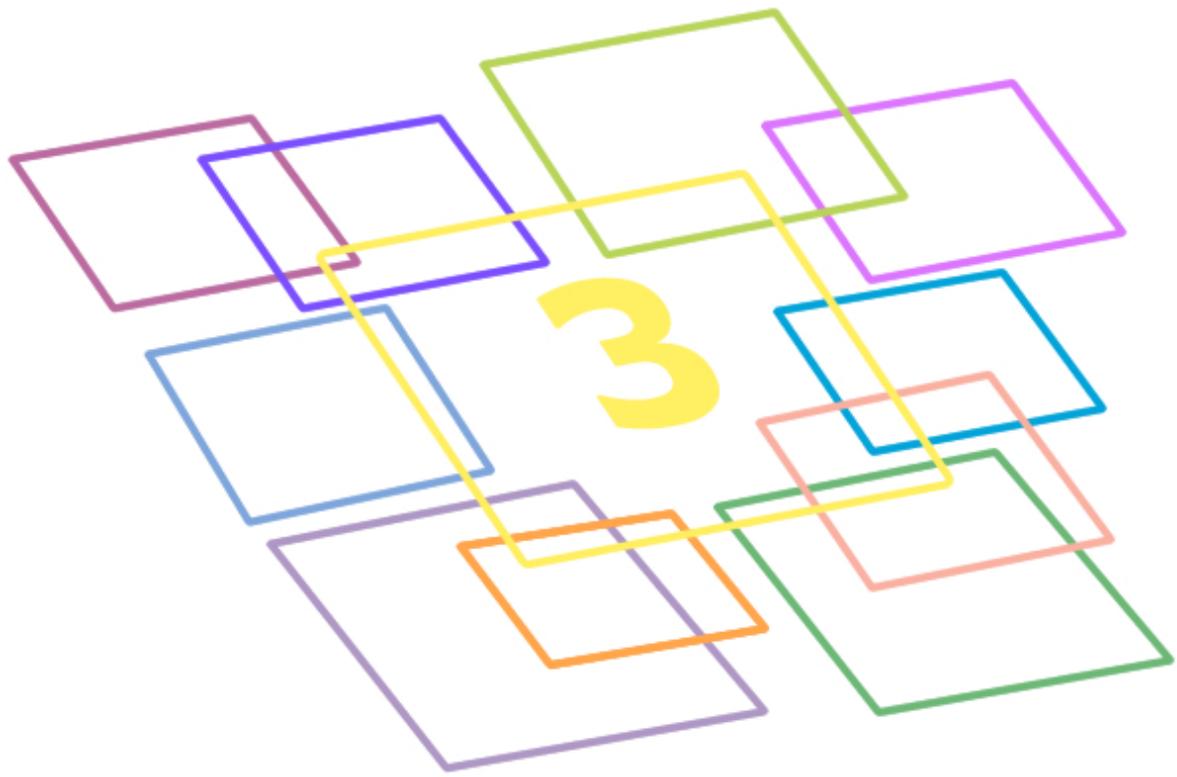
Four Key Tasks – Achieving Learning to Learn

Overview

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for
     Interactive Learning

3 Overview

Review on Progress of the Four Key Tasks

Background

In 2001, the Curriculum Development Council suggested in its report *Learning to Learn - The Way Forward in Curriculum Development* that the Four Key Tasks, including Moral and Civic Education, Reading to Learn, Project Learning, and Information Technology for Interactive Learning, be implemented in various Key Learning Areas (KLAs) and across KLAs, so as to help students develop independent learning capabilities.

Achievements and Strengths

Since the launch of the Four Key Tasks, schools have been able to incorporate them into their curriculum, treating each of them as an independent learning and teaching strategy, or connecting them and integrating cross-curricular learning into various KLAs/subjects to develop students' generic skills and independent learning capabilities. Schools have achieved the following in the implementation of the Four Key Tasks:

- Moral and Civic Education (MCE) - Schools mainly implement MCE by infusing relevant elements into class teaching, and making use of different learning time-slots and the school-based curriculum. Schools also broaden students' learning experiences and foster their whole-person development through life-wide learning.

- Reading to Learn - A whole-school approach is commonly adopted, often encompassing the organisation of diversified reading activities and award schemes, as well as enhancing the teaching of reading strategies. Most schools are able to deploy their teacher-librarians well to promote reading and enlist parents' support. Thus, a good reading culture has been nurtured in schools. Students' reading performance has also remarkably improved.

- Project Learning - The majority of schools implement Project Learning by adopting subject-specific or cross-subject themes, or through the subject of General Studies, with the integration of reading and information technology. These aim to enrich students' learning

experiences as well as to develop their multi-perspective thinking and generic skills.

🔴 Information Technology for Interactive Learning - Schools generally have adequate IT hardware, network access in classrooms, as well as intranet, on-line learning platforms and discussion platforms. Teaching approaches are increasingly diversified, which contributes considerably to promoting teacher-student and student-student interactions as well as students' self-learning.

This reflects that schools have actively taken forward the curriculum reform and accumulated considerable successful experiences in the process of implementing the Four Key Tasks. Nowadays, schools place much emphasis on providing students with appropriate learning experiences, helping them develop generic skills, in particular communication skills, critical thinking skills and creativity. Positive results have been achieved in strengthening teachers' mastery of learning and teaching strategies, enhancing students' learning interest and skills as well as inculcating proper attitudes in them. There has been a paradigm shift in learning and teaching. Schools are recommended to build on past experience, consider the stage of curriculum reform and make good use of assessment to strengthen the holistic planning of the curriculum. Schools can focus and deepen the development of the Four Key Tasks through setting "learning to learn" as the target to sustain the development of students' independent learning capabilities.

The Way Forward

🔴 Moral and Civic Education: Teachers can streamline their implementation strategies and continue to provide students with an open, authentic and reflective learning experience to help them develop independent and critical thinking skills, collaboration skills, and positive values and attitudes.

🔴 Reading to Learn: Schools should build on their existing strengths and continue to set "Reading to Learn" as a sustainable key task to further enhance students' reading interests, engagement and depth of processing. Reading across the curriculum should also be promoted to help students make connection with their prior knowledge, life and learning experiences, and develop self-learning habit and capabilities. In addition, schools should also teach their students to make good use of the electronic media for reading to strengthen learning effectiveness.

🔴 Project Learning: Schools can streamline the planning of project learning by strengthening the vertical development of project learning skills and also its connection with various subjects and other Key Tasks. Schools can also put more emphasis on the exploratory aspect of project learning, provide more opportunities for students to learn how to look at things

from different perspectives and further enhance their critical thinking skills, creativity, higher-order thinking skills, collaboration skills and self-management skills.

● Information Technology for Interactive Learning: To keep pace with the schools' development progress, a clear policy can be formulated to integrate information technology into the learning and teaching activities of various subjects, and make use of online learning platforms to promote effective interactive learning. This allows teachers and students to co-construct knowledge, thus promoting self-directed learning.

Fig 3.1   The Way Forward
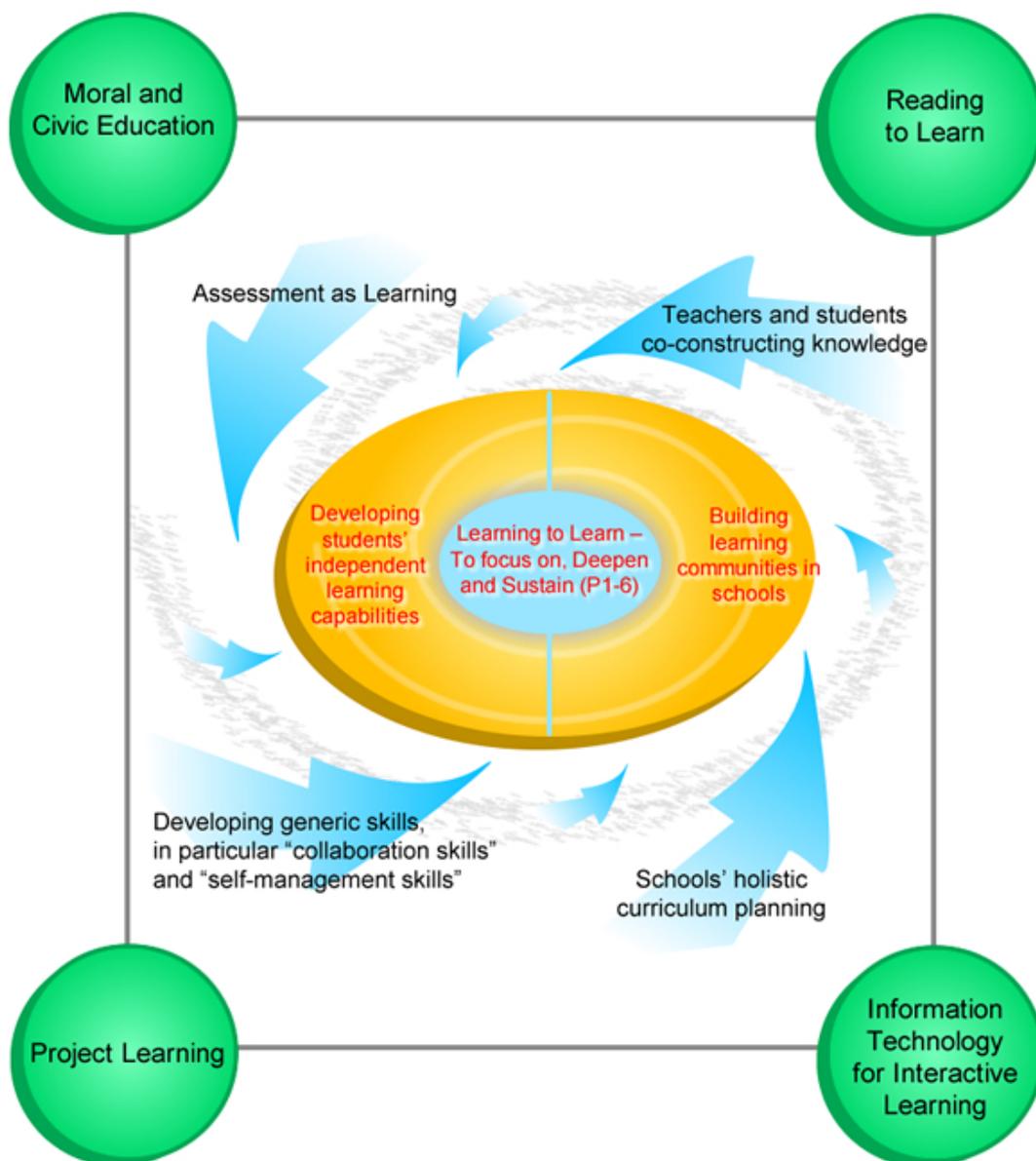
Developing students into life-long learners is an important direction of curriculum reform, and the reform in itself is a long process of continuous development. In order to keep pace with the times, schools should further develop a student-centred curriculum based on existing strengths, so as to enhance students' learning to learn capabilities to facilitate life-long learning. Apart from continuing to enhance teachers' professional knowledge, schools should also evaluate the effectiveness of their work by using data and evidence. To enable schools to develop into learning communities, teachers should constantly explore new knowledge, build up a network for professional exchange, learn from the success of other schools and become students' partners in the pursuit of knowledge, thus achieving the goal of "learning to learn".

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Four Key Tasks – Achieving Learning to Learn

Moral and Civic Education

Contents

Moral and Civic Education

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

3A Moral and Civic Education

3.1 Background

Hong Kong is an international city with rapid development in information technology. Various media and information platforms promptly convey an enormous amount of information, different values and divergent opinions. The implementation of Moral and Civic Education (MCE) helps students develop positive values and attitudes, which is one of the main learning goals of the school education in Hong Kong. Primary students of Key Stages (KS) 1 and 2 are developing from the "heteronomous stage", at which they are obedient to the rules so as to avoid being punished, to the "autonomous stage", at which they would think about the rationale of the rules. This is an important period to nurture in students positive values and attitudes. Therefore, schools should implement MCE by adopting a holistic and systematic approach that is sustainable and caters for students' developmental needs.

With a view to achieving the overall aims of Basic Education, MCE has been emphasised as one of the Four Key Tasks since 2001. Students' whole-person development can be achieved through the provision of a broad, balanced and holistic school curriculum. Nurturing in students the five priority values and attitudes has been proposed as the principal aim of implementing MCE in the *Basic Education Curriculum Guide - Building on Strengths (Primary 1 – Secondary 3)* (2002).

The Education Bureau revised and enriched the Moral and Civic Education Curriculum Framework in 2008. The number of priority values and attitudes was increased to seven and the connection among MCE, different KLAs/subjects and values education domains across subjects was also recommended to be further strengthened. This recommendation has been supported by schools. Promotion of whole-person development through nurturing in students positive values and attitudes has become one of the learning objectives of different KLAs/subjects and values education domains across subjects. The implementation of MCE in the school-based curriculum is, in general, effective.

Most schools allocate fixed lesson time to implement the school-based MCE curriculum. Diversified modes of learning are adopted at schools to promote the important messages of MCE. Government departments, local communities, voluntary groups and social welfare organisations also provide students with life-wide learning experiences through different relevant learning

activities so as to nurture in them moral values and civic qualities.

According to the International Civic and Citizenship Education Study (ICCS) 2009 conducted by the International Evaluation of Educational Achievement (IEA), the performance of Hong Kong students in civic and citizenship education ranked top 5 among various education systems.

> *For the result of the International Civic and Citizenship Education Study (ICCS) 2009, please refer to:*
> *http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/iccs_report_20110119.pdf*

3.2 Purposes of the Chapter

- Review the experience and achievements in implementing MCE since the curriculum reform

- Encourage schools to continue with the implementation of MCE

- Provide suggestions for planning and implementing the MCE curriculum

3.3   Learning Objectives of Moral and Civic Education

3.3.1 Seven Priority Values and Attitudes

According to the recommendations of the *Basic Education Curriculum Guide – Building on Strengths (Primary 1 – Secondary 3)* (2002), schools should adopt the nurturing of the five priority values and attitudes, i.e. "perseverance", "respect for others", "responsibility", "national identity" and "commitment" as the direction for promoting MCE. The Revised Civic and Moral Education Curriculum Framework (2008) recommends schools to nurture in their students the seven priority values and attitudes, which are "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", and "care for others". Building on the good experience, schools should continue to nurture in their students these seven priority values and attitudes and implement MCE through the adoption of a holistic curriculum.

In response to the rapid societal changes and the developmental needs of students, schools should put emphasis on promoting students' independent thinking and self-directed learning capabilities. When students are facing difficulties, they should be able to identify the values involved, analyse the issues objectively, make reasonable judgements and take action accordingly. Then they are prepared for different challenges in their future life.

Diagram 3.1 Seven Priority Values and Attitudes

Perseverance

- At KS1 and 2, students face various changes and challenges in the course of their personal and social development. The ever-changing society and the emergence of new concepts and ideas will also challenge students' values.

- We hope that students will display perseverance when coping with stress, adversities and failures and will adhere to their principles and strive in the face of hardship so as to demonstrate their positive values and attitudes towards life.

Respect for Others

- In a city with great diversity, people in Hong Kong meet and get in touch with people from all walks of life. They have their own thinking, beliefs and lifestyles.

- Students should learn to show their respect for and acceptance to others from a young age.

When they get along with different people, such as relatives, teachers, classmates, friends, strangers, they should show their respect for others, accept individual differences and establish peaceful and friendly relationships so as to foster harmony in the society.

Responsibility

- Everyone has different roles to play in their lives. Their identities, roles and rights vary and they also assume relevant responsibilities.

- Despite the fact that primary students are young and have little social experience, they are expected to realise that the collective well-being of the community is built upon an individual's sense of responsibility. Understanding others' expectation on one's identity and role can also develop the attitude of being caring, helpful and responsible.

National Identity

- There is a close relationship between one's identity, citizenship and national identity. The sustainable development of a society and a country hinges highly on the sense of belonging among the citizens and nationals, which creates the sense of unity.

- Hong Kong is a part of China. Helping students understand the place they have been living in and develop the sense of national identity at an early age is one of the major learning goals of the Hong Kong school curriculum. However, it does not mean to impose national sentiments on them.

- In view of the country's continuous development, enhancing students' understanding of the country, the "Basic Law" as well as the concept of "One Country, Two Systems" and strengthening the sense of national identity benefit both an individual's future development and the betterment of the whole society.

- The Non-Chinese Speaking students should also improve their understanding of China so as to cultivate mutual respect and establish a harmonious community.

Commitment

- Being committed is not only about fulfilling one's own duties, but also taking the initiative to perfect the tasks given to them and persevere in what they do. A person showing commitment is not afraid of difficulties and will take on challenges with courage. When he makes a mistake, he has the courage to admit it and strives to improve.

- If students can develop a sense of commitment at an early age, they can be guided to commit themselves to striving for the society's future and the well-being of others.

Integrity

⬤ Integrity is a valuable asset to an individual. It facilitates truthful communication and helps to establish mutual trust. It is also an important value for character development and life. A person with integrity will keep the promise made, do what he/she says and try his/her best to live up to others' expectations.

⬤ Integrity has always been a core value of Hong Kong and an important pillar that supports Hong Kong as an international metropolitan and financial centre. Hong Kong needs to sustain its strengths and development by cultivating integrity among the young generation.

Care for Others

⬤ The care for others is embodied through one's concern about others' situations, feelings and needs. A caring person will also show empathy for others and think from others' perspectives, understand others' situations and offer timely support to others.

⬤ Developing a sense of care among students at an early age helps them establish good interpersonal relationships and develop a spirit of mutual support and love.

In addition to the above seven priority values and attitudes, schools can select other values and attitudes as the direction for the development of MCE in accordance with the school mission and students' needs.

For Reflection and Action

In addition to the seven priority values and attitudes, what other values or attitudes does your school emphasise to cater for the needs of your school?

3.3.2 Integration of Cognition, Affection and Action

To nurture students' values and attitudes holistically, MCE should be implemented through the integration of cognition, affection and action.

Diagram 3.2 Integration of Cognition, Affection and Action

Cognition: To enhance students' understanding of positive values and attitudes and the ability to make judgements

Nurturing students' positive values and attitudes

Affection: To cultivate care for others and willingness to help

Action: To apply positive values and attitudes in authentic situations
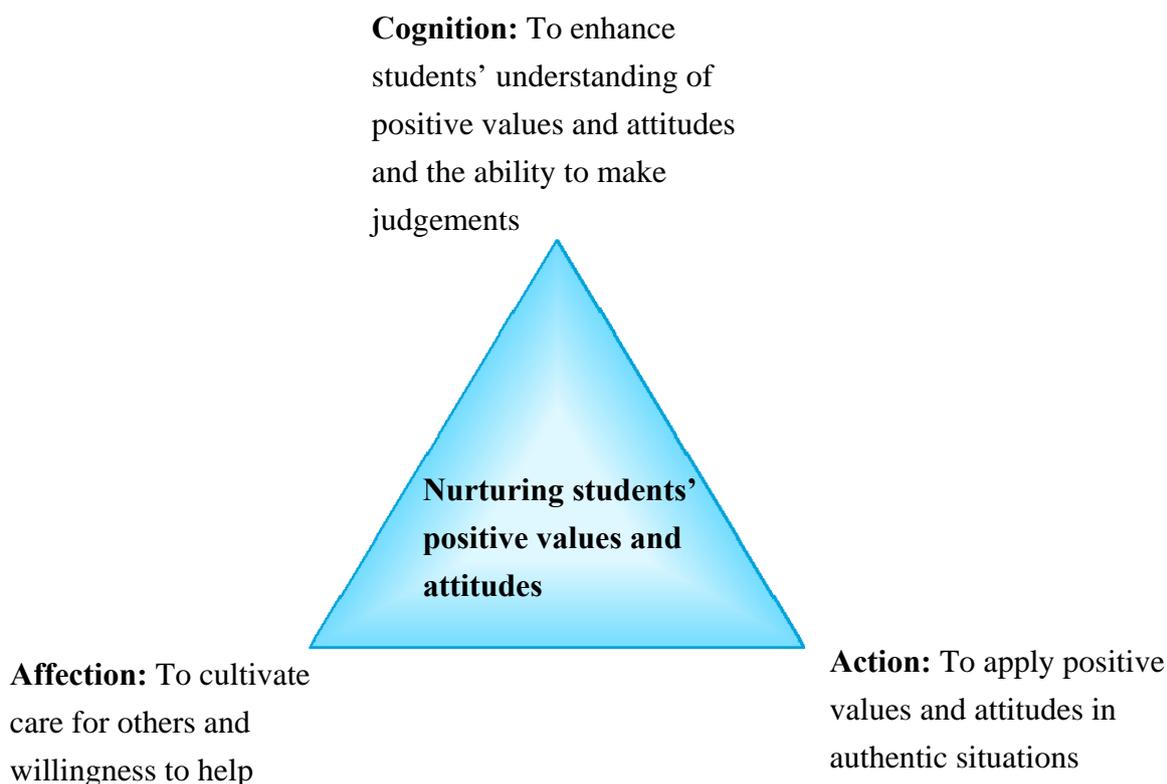
 Cognition

To deepen students' understanding of positive values and attitudes, as well as the difficulties and challenges they will face at different stages of life or when they play different roles in the society; and to enhance their independent thinking and critical thinking skills so that they can identify the values and meanings embedded in different life events and issues, and make rational analysis and judgments.

 Affection

To nurture students' empathy so that they will be considerate; and to cultivate in students positive attitudes towards life and to help them express their emotion through appropriate means, and to uphold their principles and respond bravely and with positive values and attitudes in the face of difficulties and challenges.

 Action

To provide authentic learning experience for students to learn how to tackle different constraints, resist the temptations in real life situations and put positive values and attitudes into practice.

> **For Reflection and Action**
>
> What will be the problems if the focus of the MCE curriculum is placed on only one of the three areas, namely cognition, affection or action?

3.3.3 Provision of Holistic and Balanced Learning Experiences

The implementation of MCE should provide students with holistic and balanced learning experience through the integration of classroom learning, practical experience and learning environment.

Diagram 3.3   Integration of learning elements in MCE
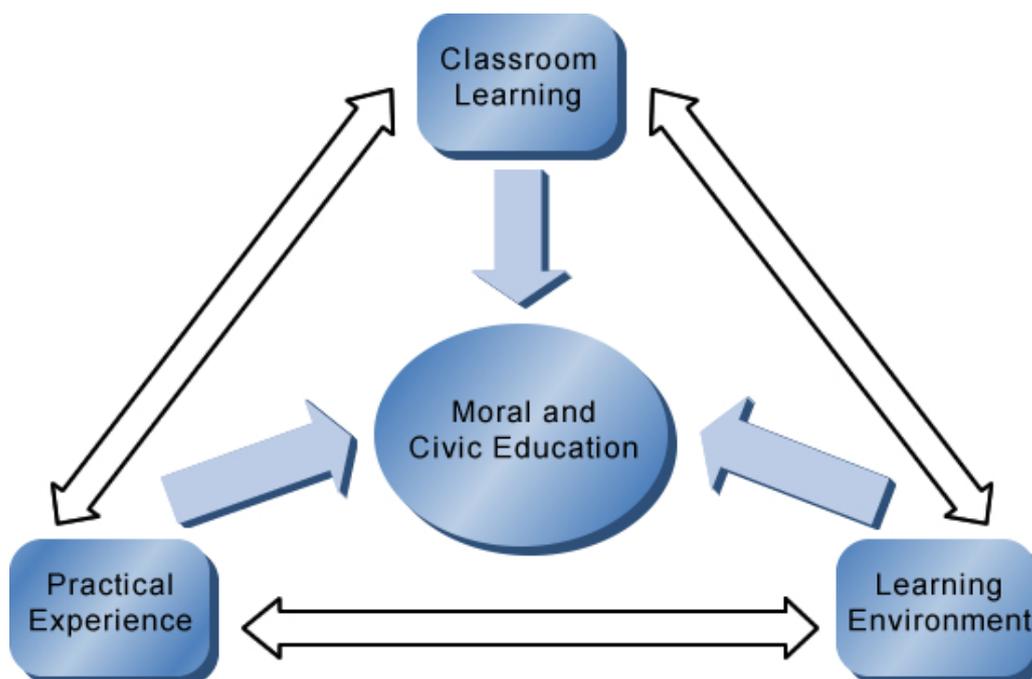
Classroom Learning

Elements of MCE should be integrated into all KLAs/subjects, such as Chinese Language, General Studies and Physical Education. In addition, learning experiences in cross-curricular values education domains, such as sex education, health education, education for sustainable development, human rights education and Basic Law education, and other school-based curricula for whole-person development, such as life education, civic awareness, personal development and life skills, can provide students with holistic, diversified and multi-perspective learning platforms to enhance their understanding of positive values and attitudes through discussion, sharing and reflection.

For Reflection and Action

- How can classroom learning complement life-wide learning activities to nurture students' positive values and attitudes?
- How can schools ensure that elements of MCE are integrated into various KLAs/subjects and relevant learning experience through effective curriculum planning and curriculum management?

Practical Experience

Schools and different groups and organisations can arrange some practical learning experiences, such as class committee/student union elections, uniform group activities, field visits and voluntary services, for students to learn to take up responsibilities, understand others' needs, feel the joy of helping others through observing, analysing and completing the tasks. They can also learn to uphold their positive values and attitudes in their lives.

Learning Atmosphere

The holistic learning atmosphere in school plays an important role in implementing MCE. Apart from promoting care and mutual respect between teachers and students in daily interaction, schools can also implement policies which align with the learning goals of MCE, by, for instance, incorporating positive values, such as care and respect for others, into the school discipline and guidance policies; or demonstrating accommodation and acceptance in devising schools' administrative policies. Schools can also solicit participation and support from parents, alumni,

community organisations, members of society, etc. to create a learning atmosphere conducive to nurturing students' positive values and attitudes.

The above three closely-connected learning elements enhance the implementation of MCE. For example, classroom learning can lay a relevant knowledge base as the foundation for practical experience and learning environment, while learning atmosphere can also facilitate classroom learning and practical experience.

3.3.4 Strengthening the Connection among Different Values Education Domains

Schools should continue to follow the directions of the curriculum reform to nurture students' positive values and attitudes. Schools should make use of authentic topics to strengthen the connection among learning activities of values education in various cross-curricular domains, including moral and ethical education, civic education, Basic Law education, human rights education, national education, anti-drug education, life education, sex education, education for sustainable development, etc. with a view to providing students with holistic learning experience, and enhancing the connection among different domains to facilitate their whole-person development. For example, the major concern of a primary school is to promote "respect for others" and the following learning objectives of values education are included in different cross-curricular domains:

- to nurture politeness and respect for teachers and elders through moral and ethical education;

- to learn to respect others' freedom of expression in the society through civic education;

- to learn to respect the rule of law through Basic Law education;

- to understand the importance of respecting and loving nature through education for sustainable development ;

- to learn to respect the psychological and physical changes of men and women at different stages of life through sex education; and

- to cultivate the positive attitudes of "respect for lives" and "treasuring lives" through life education.

Diagram 3.4   Connection between MCE andValues Education in Various Cross-curricular Domains
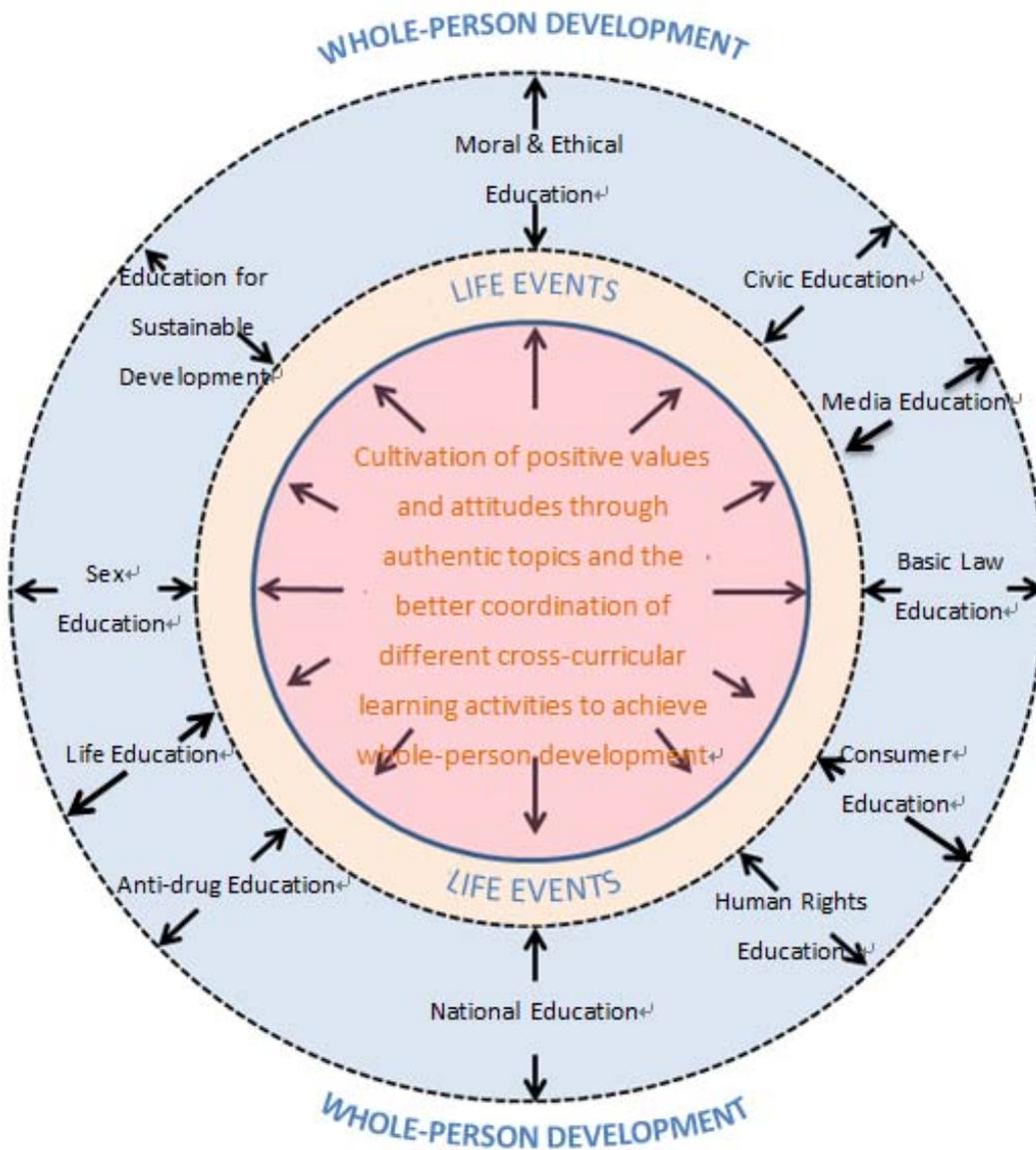
3.4 Learning Contents of Moral and Civic Education

As recommended in the curriculum reform, schools should continue to adopt life events, which are the events or topics that students have encountered or may encounter in their daily lives, as the learning contents of MCE. Through learning activities such as discussion, sharing and reflection, schools can deepen students' understanding of the events and topics, enhance their abilities to analyse, make judgements and deal with the events or topics, and encourage them to uphold the positive values and attitudes towards life and put them into practice.

3.4.1 Adopting the Life Event Approach

In order to cater for the change in society and students' developmental needs, schools are recommended to select appropriate life events and topics from the five domains (i.e. personal development and healthy living domain, family domain, school domain, social life domain and community and national domain) to be covered in the MCE curriculum. Teachers can also take into consideration students' development and interests and select some current affairs and global issues, such as personal growth and career planning, elections and the Basic Law, the environment and food waste treatment as topics of the learning materials, so as to provide students with holistic and authentic curriculum contents to examine different values and attitudes and enhance their civic qualities.

For example:
Apart from including the common life events, such as "handing in all the homework", "making friends", "doing housework", "differences between the two sexes", "protecting our body", as the contents of the MCE curriculum, a primary school also allocates more learning time to MCE and selects some world news and current issues, which cause heated discussions in the community, to engage students in discussions and sharing.

For Reflection and Action

Taking into consideration students' development, social context, interests etc., how should teachers select appropriate life events or topics to implement in the MCE curriculum?

3.4.2 Considerations for Selecting Life Events

When schools select life events to be covered in the MCE curriculum, they should consider:

⬤ the changes and needs of students at different developmental stages: Examples include learning how to foster self-image and cope positively with changes due to promotion to primary school and onset of puberty, etc.

⬤ events relevant to the students' life experience: Making friends, examinations, conflicts with family members, etc. are events which students commonly encounter. Selecting these events can increase their learning motivation.

⬤ current affairs and life events drawing attention of the community: Examples include elections, understanding their country, environmental protection, human rights and rule of law, implementation of "Basic Law", etc. These allow students to think, discuss and share, as well as to learn to analyse and make judgement rationally from different perspectives.

When schools select and make use of life events, or design school-based MCE curriculum, they may refer to the recommendations and learning and teaching resources provided by the Education Bureau.

> *The recommendations and learning and teaching resources provided by the Education Bureau can be found at*
> *http://www.edb.gov.hk/cd/mcne*

3.4.3 Features of Adopting the Life Event Approach in Learning and Teaching

Focus on Students' Developmental Experience

At different developmental stages, students face different challenges and pressure. They need teachers' guidance and advice. Adopting life events as the major learning contents and engaging students in discussions on real life experience can establish a meaningful and systematic connection between students' learning at school and their experience in personal growth. This enables students to be more interested in reflecting on their own values and attitudes and learning how to overcome the difficulties and challenges in their growth.

Use Authentic Topics in Daily Life

Teachers can make use of topics in daily life and current affairs of public concern to enable students to think from different perspectives, clarify the related values and make thoughtful and reasonable judgements. Students can also learn how to face and deal with various difficulties and challenges in their life with positive values and attitudes.

Promote Thinking and Judgement

Childhood and adolescence are crucial stages in cognitive development and the establishment of self-image, values and attitudes. Encouraging students to discuss and reflect on life events can enhance their abilities to analyse and make judgement. This enables them to learn to identify different value orientations or potential conflicts of values and make rational and objective judgement and choices in complicated social situations.

For example:
Teachers can make use of the life event "Surfing the Net with Self-discipline", to guide students to reflect on:

- the relationship between the Internet and our daily lives;

- how to differentiate the authenticity of the information on the Internet and refuse access to inappropriate information; and

- students' self-discipline and responsibility for managing their time for work and rest so as to maintain a healthy life.

Teachers can make use of the life event "Legislative Council Election", to help students understand:

- the obligations and rights of citizens under the "Basic Law"

- the importance of rational discussion and independent thinking

- how to respect one's freedom of expression and that of others

Teachers can make use of the life event "Natural Disasters in the Mainland", to help students learn:

- the causes and impacts of natural disasters in the country, such as floods and earthquakes

- to understand how human factors aggravate or reduce the damage resulted from natural disasters from different perspectives

- to reflect, from the perspectives of care for others and commitment, on how to make a contribution to relieve the victims' sufferings and the harm done to them

For Reflection and Action

- In response to the ever-changing society, how does your school review and revise the learning contents of MCE?

- How does your school encourage students to make good use of different channels and information platforms to acquire better understanding of the development and contemporary situations of our Nation from different perspectives?

3.5   Implementation Strategies of Moral and Civic Education

3.5.1 Holistic Curriculum Planning

When implementing MCE, schools should adopt holistic and balanced curriculum planning. They should design relevant learning experiences and conduct evaluation with reference to the learning objectives, and refine the curriculum contents continuously. Curriculum planning should cover the following:

Set learning objectives	Schools should take their mission, views of teachers and parents, students' needs, etc. into consideration holistically in planning the direction of the development of MCE and set specific learning objectives for every Key Stage.
Review existing curriculum	Review the learning elements of MCE in the school-based curricula of different KLAs/subjects, such as life education, service learning, and project learning, as well as life-wide learning activities such as assemblies, co-curricular activity day and uniform group training, so as to provide holistic learning experience for students.
Establish a professional team	Create an exchange platform to encourage teachers to share good practices and teaching experience, and arrange professional development programmes to enhance teachers' knowledge of the learning contents of MCE and their pedagogical skills.
Tap resources and support	Make reference to resources including the press, magazines, books, electronic media, the Internet, etc. to select appropriate life events and current issues as learning materials. Make good use of learning resources and support services provided by the EDB and related government departments, tertiary institutions and non-governmental organisations, etc.
Evaluate and refine curriculum	With reference to the learning objectives, use diversified and appropriate strategies to gauge changes in students in the learning process, thereby giving them positive feedback and suggestions for improvements, and based on students' performance, review and refine the curriculum.

For Reflection and Action

How can the elements of MCE be incorporated into various KLAs, the school-based curriculum and related learning experience so as to cultivate students' positive values and attitudes more effectively?

3.5.2 Diversified Modes of Learning

● Schools should continue to adopt the following diversified modes of learning to sustain the development of MCE:

   ◆ Reinforcing the learning elements of values education in the curricula of related KLAs/subjects;

   ◆ Introducing the learning resources provided by school sponsoring bodies, tertiary institutions, government departments, non-governmental organisations etc., and making effective use of them at school assemblies, class teacher periods and in the school-based curriculum to actively promote MCE;

   ◆ Making reference to or participating in related whole-person development programmes for children and teenagers organised by tertiary institutions, government departments, non-governmental organisations, etc. to flexibly complement the implementation of MCE at school;

● Schools can organise life-wide learning activities, such as field visits, voluntary services, overseas exchange programmes, etc. Through observing, experiencing, reflecting and sharing, students' positive values and attitudes are fostered and reinforced. Students can also master different life skills in the activities. Senior students can even be responsible for organising the activities so that their organisation skills, leadership skills and sense of responsibility and commitment can be developed.

Exemplar

A primary school has adopted the recommendations in the Basic Law Learning Package (Upper Primary) in the subject-based and the school-based activities to help students to master knowledge of the Basic Law, respect the rule of law, and become good citizens with a sense of responsibility and commitment through the use of stories, anecdotes and social issues, etc.

Primary 4: "I'm a Good Citizen" in Theme 2 entitled "The Law of Living in Hong Kong"

Objectives	Contents	Extended Activities
Enable students to know that the Basic Law and the local legal system protect Hong Kong citizens' freedom of speech, publication and communication.	Teachers guide students to discuss how the characters' behaviours in the story, entitled "Adventures in Tsim Sha Tsui", are protected by the Basic Law and the local legal system.	• News clippings
Students agree that they need to exercise civil rights in a lawful and reasonable manner on the basis of mutual respect.	In the learning activity, entitled "Good Places to Go", students discuss in groups the travel restrictions of different countries and learn to exercise their rights in a lawful and reasonable manner.	• News clippings - Design "A Trip to Hong Kong" • An overseas trip organised by school

Primary Six: "Whose Duties are these" and "Obeying the Law" in Theme 2 entitled "Being Lawful and Reasonable"

Objectives	Contents	Extended Activities
To enable students to know that the Basic Law states the authority and functions of the Legislative Council and the methods for its formation, to care about social affairs, and to know the responsibilities of both voters and candidates in Legislative Council elections	Learning about the responsibilities of both voters and candidates by students through joining a mock election in the learning activity "Who Makes Laws"	• Election for good students/ model students • Visiting the Legislative Council Complex
To enable students to know the appointment and requirements of judges of the HKSAR, the principle of "Hong Kong people ruling Hong Kong", and the judicial independence and the power of final adjudication enjoyed by Hong Kong	Facilitating student-student interaction and helping students to construct knowledge through information search and the story "Kei Kei's Ambition to Become a Judge"	• The learning activity "Test Yourself" - consolidation of knowledge

3.5.3　Close Connection with KLAs/Subjects

🔴 The implementation of MCE should be closely connected with KLAs/subjects, such as Languages, General Studies, Physical Education and relevant learning experience such as reading programmes, outdoor learning activities, inter-class competitions and project learning.

3.5.4　Creating a Conducive Atmosphere

🔴 School culture, environment and learning atmosphere have subtle influence on students. Therefore, schools should provide students with a learning environment that upholds fairness, harmony and care for others, and encourages students to put these positive values and attitudes into practice.

🔴 Apart from classroom learning, the daily interaction between teachers and students, the implementation of school policies, extra-curricular activities, guidance and discipline programmes and so on can also provide opportunities for students to understand, reflect on and apply their positive values and attitudes.

🔴 Schools should organise different types of activities, such as talks for parents, school sharing

sessions, fun days, to develop partnership among different stakeholders, such as parents, alumni, community members so as to create a learning and living environment conducive to cultivating positive values and attitudes for students and to make concerted efforts to promote MCE.

For example:

◆ Consistency between the views expressed by the School Head and teachers and their actions may help to exemplify the values and attitudes of "respect for others", "sense of responsibility" and "integrity", etc.

◆ Teachers encourage, support and patiently teach students; staff members care for and cooperate with one another to create a school culture which upholds "care for others" and "respect for others".

◆ The school establishes a thoughtful and reasonable system of reward and punishment to demonstrate its emphasis on "care for others" and "respect for others".

◆ With an open mind and acceptance, school personnel can flexibly use the following learning and teaching strategies to cultivate students' positive values and attitudes:
   ➤ through group discussion, students learn to identify and understand different viewpoints and to reflect on their own values and attitudes
   ➤ through peer-tutoring, students learn to share and show care for others
   ➤ through participating in community services, students understand the needs of different people in the community and take action to put their positive values and attitudes into practice
   ➤ through debating on controversial issues in society, students understand the diversity of views and value conflicts in a pluralistic society and develop their rational and independent thinking.

For Reflection and Action

● How could schools' administrative arrangements facilitate the implementation of MCE to enhance its effectiveness?
● How should schools evaluate and introduce different external resources to support the implementation of MCE?

3.6　Roles of Stakeholders

3.6.1　School Head / Deputy Head

🔴 To promulgate the importance of MCE to teachers and students of the school, build consensus, and provide concrete and consistent action and support in the planning, decision-making and implementation of MCE

🔴 To lead the teachers, students and other stakeholders, and mobilise all parties to work collaboratively and support one another in the setting of the whole-school objectives pertaining to MCE and the relevant development plan

🔴 To appoint a coordinator to take charge of reviewing, planning and developing the MCE curriculum and regularly evaluate the effectiveness of its implementation

🔴 To encourage teachers to actively participate in MCE-related professional development programmes, and to promote internal and external sharing of good practices so as to enhance teachers' professionalism

🔴 To keep in close contact with parents, alumni, other schools, community organisations, government departments, non-government organisations, etc. and to pool together their concerted efforts and introduce different types of resources to support the promotion of MCE

3.6.2　Primary School Curriculum Leader / Moral and Civic Education Coordinator

🔴 To set the direction of development and concrete learning objectives of MCE taking the school contexts and students' developmental needs into consideration, as well as to constantly review its implementation

🔴 To plan the MCE curriculum and select appropriate life events as learning contents, and to adopt diversified learning and teaching strategies to promote MCE holistically

🔴 To communicate and collaborate with the coordinators of different KLAs/subjects and administration committees (e.g. committees/teams in charge of discipline, counselling, and student development), and to review the implementation of MCE in various KLAs/subjects and MCE-related learning experience

🔴 To regularly report the progress of the implementation of MCE to the School Head/Deputy Head, and discuss the proposal for development or to explore suitable resources to refine the contents of the MCE curriculum

🔴 To provide teachers with information of professional development programmes for MCE, and to encourage teachers to actively participate in them and arrange sharing with peers to enhance the professionalism

3.6.3 KLA Coordinators / Subject Panel Heads

● To strategically incorporate at different levels the learning elements that can nurture students' values and attitudes into the curriculum of each level

● To discuss with teachers the learning and teaching strategies that can help students develop their positive values and attitudes at subject panel meetings and sharing sessions, etc.

● To implement the MCE plans in response to the school's direction of development; to collaborate with other KLAs/subjects and jointly design cross-curricular themes and activities with them, and to regularly evaluate the learning effectiveness

● To arrange teachers' sharing of experience regarding relevant topics and review the teaching effectiveness

3.6.4 Teachers

● To understand the objectives and strategies for the implementation of MCE, and to recognise that it is the mission and shared responsibility of all teachers of the school to develop students' positive values and attitudes

● To act as a role model for students in respect of values, attitudes and behaviours by walking the talk, and to give students timely positive feedback or advice and encourage students to conduct self-reflection

● To put emphasis on strengthening students' positive values and attitudes when designing daily classroom learning activities

● To provide learning opportunities, such as group activities and project learning, to enable students to translate positive values and attitudes into practice.

● To encourage students to participate in MCE activities organised inside school and outside to consolidate their learning through post-activity discussions and sharing

3.6.5 Parents

● To keep in touch and collaborate with their children's schools, and to take the initiative to learn about how the school implements MCE

● To create a good learning environment for their children at home,   discuss with their children what they have encountered in their daily life, share their own values and attitudes and encourage their children to be reflective and express their personal opinions

● To mind their words and deeds, and to act as a role model for their children

● To encourage children to actively participate in the MCE activities organised by schools or outside school

3.6.6 Students

● To actively take part in MCE classroom activities, think from multiple perspectives, discuss and express ideas, as well as to listen attentively and respect the views of others

● To pay attention to current affairs concerning society, the nation and the world in order to deepen their understanding of different events and issues, widen their horizons and learn to make judgement and decisions rationally and objectively

● To make good use of leisure time to participate in the learning activities, such as exchange tours, voluntary services and uniform groups organised by schools, government departments and non-governmental organisations to practise a positive and healthy lifestyle

● To love their families, actively help the needy and show concern about current affairs in their everyday life, to uphold positive values and attitudes; to set life goals and plans for future development, and to make contribution to their families, society, nation and the world

3.7   Assessment

3.7.1 Objectives

● The assessments of MCE should have the following functions:

Assessment for learning	To provide positive and specific feedback for students to understand what improvement they should make and to highlight their learning outcomes in order to help them to develop positive values and attitudes
Assessment as learning	To encourage students to deepen their understanding of positive values and attitudes through discussion, sharing and application and to reflect on self-enhancement and the direction in which they may improve
Assessment of learning	To provide information for teachers and other stakeholders to understand students' learning progress and performance and shed light on how to fine-tune and improve the curriculum

3.7.2 Directions

○ Provide positive and explicit feedback to students, show them their MCE learning outcomes and facilitate their reflection on what improvement they can make.

○ Avoid assessing whether the values held by students meet expected standards or comparing the performances of different students.

○ When planning MCE assessments, the following three areas should be covered:

◆ Encouraging students to reflect more to deepen their self-understanding and enhance their ability to make judgement

◆ Helping students develop positive attitudes towards learning through good use of teachers' feedback

◆ Adopting continuous assessment to enable students to have timely feedback on their performance as well as to help teachers gain a better idea of their students' learning effectiveness

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For Reflection and Action

How can schools avoid the labeling effect on students when conducting MCE assessments?

3.8 Support to Schools and Teachers

◆ The EDB has been providing diversified curriculum resources, including learning materials, learning resources websites, professional development programmes, etc. to primary and secondary schools in Hong Kong for the promotion of MCE.

◆ **Learning materials:** The EDB has been providing learning materials, like teaching plans and worksheets, which clearly state the teaching objectives, teaching procedures, reference materials, extended activities, etc. for teachers to use flexibly.

◆ **Learning resources websites:** The EDB has been creating learning resources websites on different themes, which cover current affairs and various cross-curricular domains in values education such as life education, sex education, moral education, Basic Law

education, and education for sustainable development. These websites provide suggestions on teaching strategies, learning activities, practical school experiences, etc. Some learning resources websites also include a parents' corner, which encourages parents to collaborate with the schools to promote the holistic development of their children.

Related learning resources websites are accessible on the EDB's "Moral, Civic and National Education" website:

http://www.edb.gov.hk/cd/mcne

The following are links to the learning resources websites for "Basic Law" Education

1. The EDB's individual, Society and Human Education" website:

   http://www.edb.gov.hk/cd/pshe

2. The EDB's "General Studies" website:

   http://www.edb.gov.hk/cd/gs

◆ **Professional development programmes**: The EDB regularly provides a series of professional development programmes, including seminars, workshops, etc. for teachers and different stakeholders including school heads, deputy school heads, primary school curriculum leaders, teachers and parents. The EDB also actively collaborates with teacher education institutions to enhance teachers' professional knowledge and competency.

For details of the professional development programmes, please visit:

http://tcs.edb.gov.hk/tcs/publicCalendar/start.htm

● The EDB also provides school-based support services. These include:

   ◆ Assisting schools in developing plans for implementing MCE.

   ◆ Creating teachers' networks to facilitate their exchange of ideas and good practices.

   ◆ Establishing partnership with tertiary institutions to keep teachers abreast of the latest development of MCE.

   ◆ Collaborating with schools to pilot new pedagogical approaches and disseminating the findings and experience to schools.

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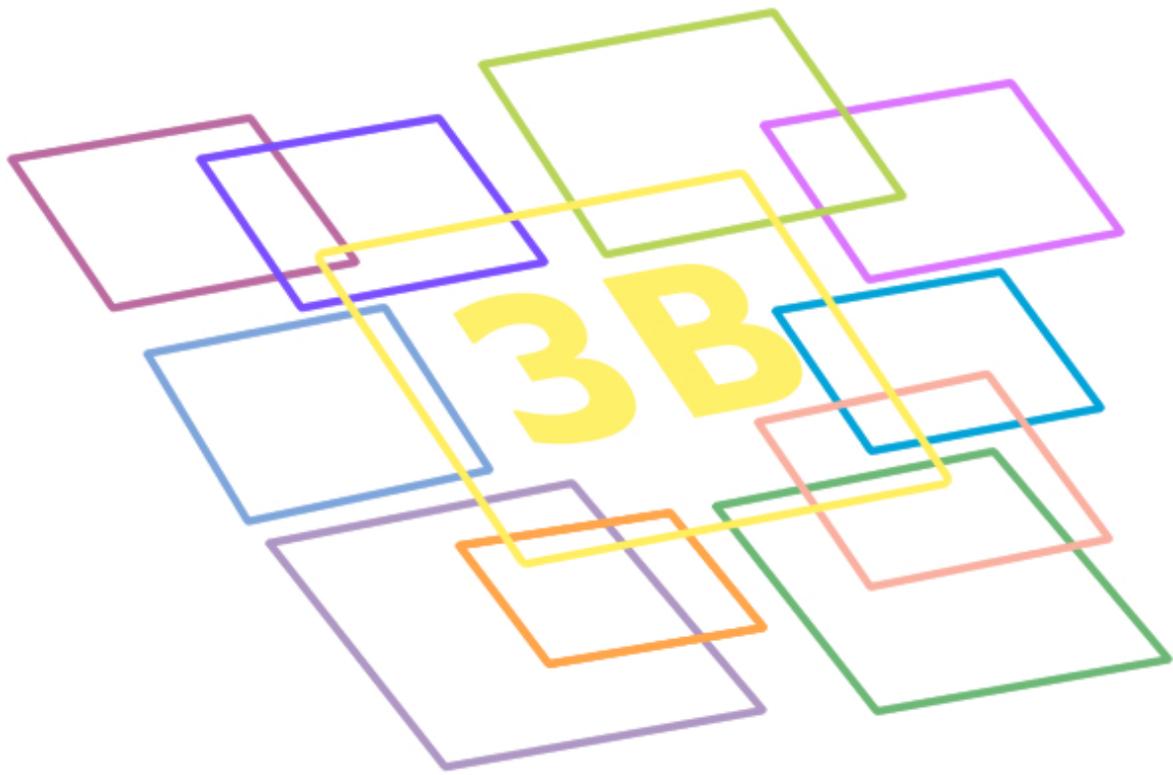
Four Key Tasks – Achieving Learning to Learn

Reading to Learn

Contents

Reading to Learn

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

3B Reading to Learn

3.1 Background

Since the introduction of the curriculum reform in 2001, "Reading to Learn" has been actively promoted in schools. The following are some of the good practices widely adopted by schools to promote a reading atmosphere:

- Make reading a key focus in the school development plan;

- Adopt a whole-school approach and enlist parents' support in promoting reading through home-school cooperation;

- Assign time for reading, e.g. morning or afternoon reading sessions, to enable students to read regularly;

- Provide students with guidance in developing reading strategies;

- Create an environment favourable to language learning;

- Organise a diversified range of reading activities and reward schemes;

- Use diversified and appropriate reading materials;

- Appoint a Teacher-librarian delegated to promote reading; and

- Take part in reading activities organised by the EDB and the community, such as the Reading Fair and World Book Day.

Thanks to schools' efforts in the past ten years, there has been significant improvement in Hong Kong students' reading performance, which is evident in the results of international assessments of students' reading ability. In the Progress in International Reading Literacy Study (PIRLS), the ranking of Hong Kong Primary 4 students' reading performance jumped from the 14th place in 2001 to the top in 2011. In the Programme for International Student Assessment (PISA) 2012, the reading performance of the 15-year-old Hong Kong students ranked second, and the digital reading performance ranked third. These data are solid proof of the right direction we have taken in promoting reading in the Basic Education Curriculum Reform. However, the findings from the research studies above and the External School Reviews have also pointed out that there is still

room for improvement in areas such as school holistic planning for the promotion of reading, and strategies for increasing students' interest in and engagement with reading, as well as their depth of reading.

In addition, by virtue of the rapid development of information technology and continuous extension of the frontiers of knowledge, using information technology to foster interactive learning is an irreversible trend, which makes digital literacy all the more important. Schools need to rise to the new challenge of making the most of the new e-reading media to support students in handling vast amounts of rapidly-changing information for effective learning. In light of this, the effort to promote "Reading to Learn" should be sustained in the years ahead.

3.2 Purposes of the Chapter

- Illustrate the rationale behind "Reading to Learn" and the direction for future development

- Provide a summary of the effective measures adopted by schools to promote "Reading to Learn"

- Help teachers reflect on the effectiveness of the school-based initiatives to promote reading

3.3 Objectives of "Reading to Learn"

To cope with the demands in this digital era and knowledge-based society, students are not only expected to have considerable experiences in and a passion for reading, but also to master "Reading to Learn" skills, which enhance one's overall learning capacity leading to life-long learning and whole-person development. During the process of reading, students should be able to draw upon their prior knowledge, learning experiences and world knowledge so as to gain an in-depth understanding of a text and construct meaning. Through extensive reading, they can connect their experiences and knowledge and achieve the following:

- acquiring, constructing, applying flexibly different areas of knowledge;

- enhancing the language abilities essential for communication, academic studies and intellectual development;

- unlocking potential and nurturing thinking and generic skills;

- cultivating a broad spectrum of interests, lifting the quality of life and enhancing their taste;

- cultivating their temperament and moral and affective qualities to strengthen their sense of responsibility towards self, family, society, nation and the world;

- fostering open-mindedness to accommodate different opinions, views, values and cultures; and

- extending students' understanding of life and preparing them to rise to the challenges in life positively.

3.4 The Way Forward for "Reading to Learn"

To equip students well for a dynamically changing society, schools should help students progress from "Learning to Read" to "Reading to Learn". Various strategies for promoting "Reading to Learn" can be adopted. Schools, for example, can start with fostering a culture of reading and then extend it to "Reading across the Curriculum" in order to help students develop the habit of and capacity for self-directed learning.

For Reflection and Action

Is self-directed learning all about allowing students to learn independently, e.g. reading books that they like, in the absence of teacher guidance?

3.4.1 "Learning to Read" and "Reading to Learn"

- "Reading to Learn" is built on "Learning to Read". According to some research studies, the most critical period in which children learn to read is when they are between 0 and 9 years old[1]. Building on students' reading experiences in the pre-primary stage, primary schools can plan the further development of students' reading skills and strategies to enhance students' interest and abilities in reading, and facilitate knowledge building through reading extensively.

- The progress from "Learning to Read" to "Reading to Learn" is cumulative, rather than linear. There is considerable overlap between the two practices, which can be developed in a parallel fashion. The lower primary level is an opportune time to promote "Learning to Read". At this level, it is advisable for schools to guide students to master basic reading skills and strategies through providing meaningful contexts and a wide variety of meaningful reading activities. At the same time, schools may also create contexts, whenever possible, for students

to experience both "Learning to Read" and "Reading to Learn" to ensure a balanced development of their reading abilities. "Reading to learn" should not be introduced at the upper primary level only after students have mastered the "Learning to Read" skills at the lower primary level.

⬤ To help students reap the most benefits from "Reading to Learn", schools can, in addition to carrying on cultivating students' reading interests, guide students to develop the habit of reading and thinking autonomously in order to read deep into the texts. While providing students with guidance, teachers can lead them to connect what they read with their personal experiences, learning experiences and global affairs. Just as important is to model different strategies such as making associations, comparisons and inferences to deepen their understanding of the texts and create new thoughts and perspectives.   When equipped with such reading strategies and habits, students will be able to acquire all kinds of knowledge and explore topics of interest to them through reading independently.

Effective Reading ─ "Making Connections"

Figure 3.1 From Reading to Learn

⬤ "Making Connections" is like building a bridge of knowledge. It helps students establish all kinds of links while reading.

◆ Text to self (prior experiences and knowledge)

Every student has their unique personal experiences and life knowledge. Students can be encouraged to relate their prior knowledge and experiences to the content of a text in order to construct meaning. For example:

➤ When reading the fable "The Tortoise and the Hare", students can be guided to recall their previous experience in competitions and share whether they have successful or unsuccessful experience similar to those of the tortoise or the hare. Students can be asked to think about the way to improve in future competitions from the perspectives of the tortoise, the hare or their own. In this way, students can compare and analyse their own life experiences with the story content, thus achieving a deeper understanding of the text.

➤ When students read books about kinship or family, teachers can ask them whether they have the same experiences as the characters in the books or how they would treat their family members or elders if they were the characters in the books. Through relating what they read to their family life, students can reflect on their roles in the family and cultivate care for family members or filial affection for parents.

◆ Text to learning experiences (e.g. from different Key Learning Areas)

Students have already gained learning experiences from different disciplines. In the reading process, teachers can guide them to recall or re-organise their learning experiences, with a view to connecting knowledge from different disciplines or even applying it to make inferences and solve problems. For example:

➤ When students read biographies, teachers can guide them to make association between the stories of people they have encountered in different subjects (e.g. the historical figures in General Studies, the musicians in Music, the artists in Visual Arts, the athletes in Physical Education) to deduce the common success factors, think about how they overcame difficulties and identify what is worth learning from them.

➤ When students read popular science works, they can be encouraged to link the content with their knowledge of science and technology acquired in General Studies to deepen their understanding of the reading texts and to explain some natural phenomena.

◆ Text to community or world (e.g. news issues, life events)

Primary students have limited life experiences, but effective reading helps broaden their horizons and perspectives:

➤ When students read the book《活在山區裡──貴州山區孩子的喜怒哀樂》, teachers can guide them to recall the TV programmes about fighting poverty and similar stories that they have read, and establish links with relevant news stories and life events in Hong Kong and the wider world. Through realising the living conditions of the people below the poverty line and thinking about how poor people can live a more fulfilling life, students' care about the community and global awareness can be developed.

⬤ To guide students in learning how to read in the information age, teachers should keep abreast of technological advancement. The growing popularity of e-readers and e-texts in recent years and the characteristics of e-texts, such as the embedded hyperlinks and the ease of search, have brought about changes in students' reading habits. Much emphasis was put on enhancing students' comprehension abilities in the learning and teaching of reading strategies in the past. With the development of e-book, teachers are encouraged to review students' use of information technology for interactive learning, and provide suitable guidance on how to access e-texts, use effective web navigation to search for useful information as well as select and use online resources to tackle a problem.

For Reflection and Action

⬤ What learning and teaching activities can be conducted to help students make connections effectively during the reading process?

⬤ Is there any difference between the strategies for reading e-books and printed books?

⬤ What are the criteria for recommending e-books to students?

3.4.2 Development Strategies for "Reading to Learn"

Schools in Hong Kong have accumulated substantial successful experience in promoting "Reading to Learn" through creating a whole-school reading culture. However, what lies ahead is getting "Reading across the Curriculum" off the ground. Building on the achievements in promoting a whole-school reading atmosphere and fostering students' reading interests and habits, schools can sustain the impact by implementing cross-curricular reading programmes which provide opportunities for students to engage in purposeful and meaningful reading and make connections between the reading texts across various Key Learning Areas and their prior knowledge and life experiences. This approach to broadening and enriching students' reading experiences empowers students to:

⬤ continually acquire and construct new knowledge while broadening their horizons and developing a broad spectrum of interests and abilities; and

⬤ extend ideas beyond texts to form new opinions and enhance language learning across different disciplines, leading to improved reading ability and humanistic qualities.

Figure 3.2 Objectives of Reading across the Curriculum
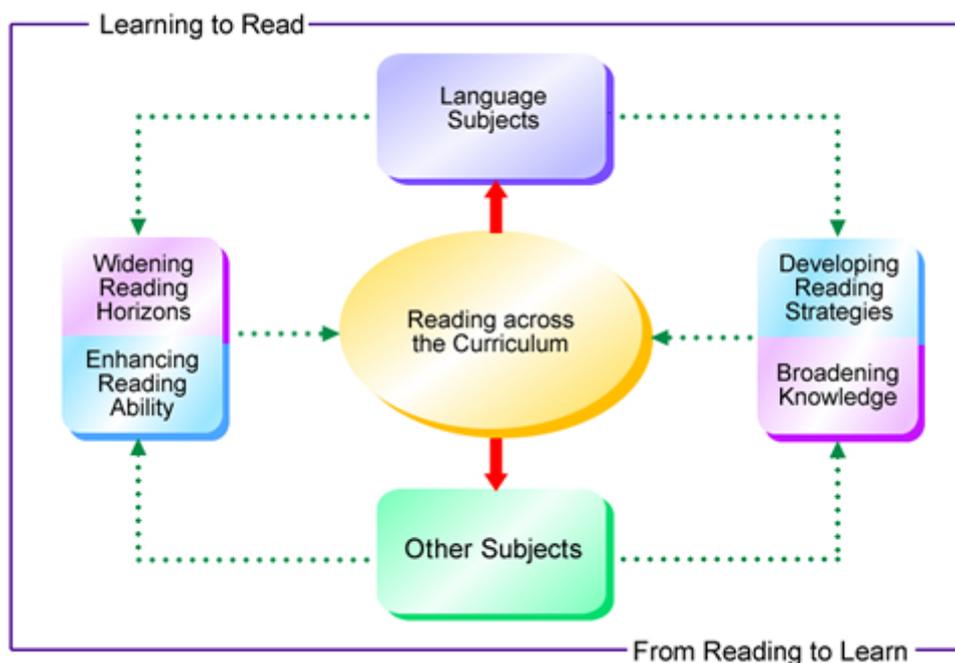
Schools can review the pace of promoting "Reading to Learn" and make adjustment to the development strategies by looking into the following areas:

Enhancing the reading atmosphere in the school campus

- Providing a favourable reading environment both within and outside class time to cultivate students' reading interests and habits

- Planning a whole-school reading scheme or developing a school-based reading programme to enable students to learn to read systematically

- Providing appropriate encouragement to help students gain a sense of achievement and become engaged in reading

- Recommending quality reading materials to encourage students to read extensively, widen their reading horizons and raise interest in reading

- Creating reading contexts for students to learn, apply, reflect on, consolidate and internalise the reading skills and strategies learnt

- Giving attention to students' reading quality and habit and making promoting Reading across the Curriculum an emphasis in the school's development

(For details about the measures in relation to promoting a reading culture in schools, please refer to Section 3.6.)

Promoting Reading across the Curriculum

● Schools can coordinate different KLAs or subject departments, set up a mechanism for collaboration to enhance communication and forge a consensus through curriculum review, so as to help students extend their horizons, construct knowledge, enhance their creativity and develop positive values.

● Different KLA/subject departments can arrange for a diversified range of reading activities and schemes through different modes of collaboration to enable students to gain knowledge of different areas and apply reading skills and strategies to effectively retrieve different types of content knowledge. The following are the modes of cross-curricular collaboration commonly adopted by schools in promoting Reading across the Curriculum:

◆ Different subject departments collaborate and decide on the reading skills and strategies to be taught, e.g. questioning, skimming, analysing, comparing, synthesising. Then, teachers of various subjects provide opportunities for students to learn and apply the reading skills and strategies acquired to raise their reading ability. (See Exemplar 1 in Appendix I)

◆ Different subject departments collaborate and set a common theme for reading, which could be accompanied by a sub-theme. Then, the subject departments concerned design reading materials and tasks based on the theme and decide on the subject learning objectives to strengthen students' understanding of the theme. In this way, students can gain insights into the subject content and master knowledge across different subjects. (See Exemplar 2 in Appendix I)

◆ In line with project learning, the school sets a learning theme (or teachers can negotiate the theme with students) and allows students to select a sub-theme and formulate an inquiry plan, including reading materials related to the sub-theme. This provides students with opportunities to apply knowledge of related subjects to achieve an in-depth understanding of the reading content based on the objectives of the study, to construct knowledge and to present their personal views in the results of their study. (See Exemplar 3 in Appendix I)

● Different subject departments should have different emphases when promoting reading. For instance, the emphasis of General Studies is on enriching students' scientific knowledge and fostering their spirit of exploration and science through reading books on popular science whereas the emphasis of language subjects is to provide guidance on understanding the language features of books on popular science and to cultivate in students a sense of benevolence to mankind and environment.

⚫ Reading across the Curriculum enriches students' reading experiences and stimulate them to make connections between their personal life experiences, prior knowledge and global affairs. This facilitates their in-depth reflection on the content of reading, establishes links between knowledge to enhance understanding, and fosters critical and creative reading.

> **For Reflection and Action**
>
> How is "Reading to Learn" promoted in your school? What are the next goal and development strategy?

3.5 Whole-school Strategies for Promoting "Reading to Learn"

Schools generally adopt a whole-school approach to fostering a reading atmosphere in schools. However, there is a need to sustain the promotion of "Reading to Learn" through incorporating "Reading across the Curriculum" in order to develop students' capacity for self-directed learning. Schools are advised to make holistic plans to support students' learning of reading, maximise the roles of different stakeholders and develop a flexible mechanism for collaboration together in order to aid students' learning in response to the new trends in reading. (See Appendix II "An Exemplar on Promoting Reading across the Curriculum in School".)

3.5.1 The Roles of Different Stakeholders in Promoting Reading through the Whole-school Approach

The curriculum leaders and subject teachers play a vital role in promoting reading in school. Research studies have indicated that children's reading skills development is also influenced by their family. There is therefore a need to strengthen home-school cooperation to help primary students cultivate an independent reading habit and accord importance to parental support. In addition, in keeping with the development of self-learning capacity, students should understand their role in learning and be held responsible for their own learning.

The roles and responsibilities of each stakeholder are as follows:

3.5.1.1   School Heads/Deputy Heads

- Promote reading as a regular concern of the school and allocate manpower and resources to sustain the effort in promoting reading;

- Clarify the role and duties of each KLA/subject in promoting "Learning to Read" and "Reading to Learn";

- Bring together the consensus among different KLAs/subjects and set the expected learning outcomes for students' reading development;

- Keep abreast of the latest trends in reading including e-books and be familiar with the latest development in technology and its application in the school;

- Deploy the Teacher-librarian to take up professional duties and strengthen his/her capacity to co-operate with curriculum leaders in organising and coordinating the promotion of reading;

- Adopt the latest concepts in enhancing the effectiveness of library services;

- Take pleasure in reading and be a good role model for both teachers and students; and

- Cultivate a reading culture among teachers.

3.5.1.2   Primary School Curriculum Leaders

- Review the school-based curriculum of each subject and assist in planning the initiatives to promote "Reading to Learn" through a whole-school approach based on the strengths of the school;

- Be familiar with the latest trends in reading and facilitate teacher professional development;

- Encourage collaboration among teachers in guiding students to take part in related reading schemes;

- Monitor the quality of reading resources;

- Promote the use of effective reading strategies and activities; and

- Cultivate a reading culture among teachers.

3.5.1.3 Teacher-librarians

⬤ Play an active role in communicating with and co-ordinating different subject departments, take up the responsibility of co-ordinating and managing learning resources, strengthen the coherence between curricular and extra-curricular reading and design a diversified range of reading activities;

⬤ Help students use the library in ways that are conducive to learning to learn, for example:

◆ providing easy access to information in different ways using related technologies;

◆ developing a variety of resource-based learning programmes to enhance the independent learning skills of students; and

◆ devising effective strategies to nurture an interest in reading and to cultivate a habit of regular reading among students;

⬤ Understand students' reading interests and experience and make purchases of quality print and non-print books such as e-books;

⬤ Work collaboratively with subject teachers in curriculum planning, and teaching, and promoting the use of information from various sources to facilitate learning and teaching. (For details, please refer to the exemplar in Chapter VII on "Collaborative Reading Lesson".)

⬤ Ensure the availability and accessibility of quality resources, for example, enriching library resources in response to the needs from   the latest curriculum development in Key Learning Areas and school-based curriculum emphasis;

⬤ Improve the library service in the school to facilitate the implementation of reading and related learning activities by, for example, adjusting the opening hours; and

⬤ Facilitate the development of information literacy within the school and keep abreast of the latest developments in curriculum and technology.

3.5.1.4 Teachers

> **For Reflection and Action**
>
> ⬤ Apart from Chinese and English teachers, how can teachers of other subjects further promote "Reading to Learn"?
>
> ⬤ What is your role in promoting reading among students?

- All teachers should regard promoting "Reading to Learn" as one of their responsibilities and help students learn better through:

    - Being a role-model of reading widely and effectively with reflections;

    - Encouraging students to read a wide range of Chinese and foreign reading materials and providing them with quality reading materials that are relevant and interesting to them; and

    - Providing timely feedback and encouragement based on students' reading performance.

- Language teachers should understand students' use of reading strategies and create, through communication and co-ordination with other subject teachers, contexts for students to apply the reading strategies they have learnt. Content subject teachers should promote reading in their subject, for example, by encouraging students to read more non-fiction texts, newspapers, magazines and pamphlets.

- Teachers of various subjects should collaborate to integrate the extensive use of information from multiple sources into their planning and lessons.

- Teachers should organise a diversified range of reading activities, e.g. book clubs, display of recommended books and reading cafés, for students to share their reading experiences and good practices regularly.

3.5.1.5 Parents

Parents can build up a good reading environment at home to help their children cultivate a good reading habit in early childhood. Many studies[2] show that there is positive impact on children's future development of reading skills if parents regularly engage children in family reading activities such as reading books, storytelling and singing. To this end, parents need to:

- serve as role models for their children by reading regularly at home;

- set aside regular reading time, e.g. half an hour every day to read together with their children;

- ensure a quiet and comfortable reading environment, e.g. by turning off the TV and providing sufficient space and lighting;

- reward their children with praise, recognise their reading performance, encourage them to read and share their reading experiences;

- furnish their home with a good quantity and variety of reading materials, e.g. magazines, newspapers, story books, reference tools and e-books, which are chosen either by themselves or together with their children;

- recognise reading, including reading e-books, as a form of home assignment;

- participate in reading activities organised by the school or the public in order to acquire the skills and strategies necessary for helping their children read better;

- arrange a variety of family reading activities, e.g. library visits to borrow books, bookshop visits, attending talks on reading or culture, storytelling and reading e-books;

- co-operate with the school in motivating and guiding their children to read in order to enrich their knowledge and imagination, and improve their language proficiency; and

- make use of authentic contexts in daily life to help their children read, e.g. reading signs in parks, rules in public areas, product descriptions and MTR route maps.

EDB Resources for Parents

Pamphlet on "Parent-child Reading is Fun - for Parents of Children Aged 0-9"

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/PC_Reading_Leaflet(E).pdf

Booklet for Parents of Children Aged 0-3

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/PC_Reading_0-3(E).pdf

Booklet for Parents of Children Aged 3-6

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/PC_Reading_3-6(E).pdf

Booklet for Parents of Children Aged 6-9

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/PC_Reading_6-9(E).pdf

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3.5.1.6 Students

- Discover where their reading interests lie and learn to find enjoyment from reading;

- Set aside regular reading time to read materials that suit their interest;

- Read texts of different content and text types to broaden their reading interests;

- Develop a habit of keeping a reading journal to enhance the depth of reading;

● Keep abreast of and share with classmates and family members the latest trends in e-reading;

● Visit libraries and bookshops after school and actively participate in the school's reading scheme and library activities; and

● Share with others their reading experience and recommend good books.

3.5.2 Mechanism for Collaboration in Reading across the Curriculum

To effectively implement Reading across the Curriculum, the School Head, the Deputy Head and the Primary Curriculum Leader play a leading role in setting up a mechanism for collaboration through the following:

● leading and uniting all the staff members in the school to plan holistically for Reading across the Curriculum. The planning should be based on the learning and teaching needs and it is not necessary to restrict the collaboration to specific subjects nor is it mandatory to require all subjects to take part in the collaboration;

● gathering views from different subject departments and forging a consensus on the direction for Reading across the Curriculum, e.g.

  ◆ the curriculum development team of the school assesses the school's needs and different subjects' direction for development and, through communication, establishes the consensus among different subject departments in order to plan for the school's vision and formulate the goals for Reading across the Curriculum; and

  ◆ teachers or subject departments are encouraged to communicate and collaborate with one another and formulate the goals of Reading across the Curriculum based on students' needs or teaching needs. The school's curriculum development team can be invited to provide assistance;

● providing support and organising a reading task force for designing a curriculum based on the reading goals formulated;

● coordinating the teaching staff for the implementation of a school-based reading scheme or curriculum; and

● regularly reviewing the effectiveness of reading and providing feedback.

> **Exemplars**
>
> For exemplars of setting up a collaborative mechanism for Reading across the Curriculum, see Appendix III:
>
> ● Exemplar 1: A Top-down Approach to Promoting Reading across the Curriculum
>
> ● Exemplar 2: A Bottom-up Approach to Promoting Reading across the Curriculum

3.6 Effective Measures to Foster "Reading to Learn"

Teachers and parents should make a joint effort and adopt the following measures to foster Reading to Learn:

3.6.1 Allocating Time for Reading

To help students develop reading interests and a regular reading habit, schools should:

● ensure reading is included in the learning and teaching time allocated for the Chinese Language and English Language lessons. lass and extra-curricular reading can be integrated by organising book clubs during Chinese Language lessons for students to share their reading experiences. As for English Language, up to 40% of the total lesson time can be devoted to Reading Workshops;

● encourage teachers to carry on promoting "Reading to Learn" and "Reading across the Curriculum" in order to expand students' reading horizons and enhance their in-depth understanding of the texts;

● design flexible and structured time-slots for reading in school time-tables (e.g. arranging reading sessions in the morning, during lunch, after school, during double periods and post-examination periods);

● extend the reading time at school (e.g. arranging reading-related activities in the afternoon sessions); and

● arrange a flexible library schedule based on school needs and the actual situation of the library, so that teachers can take students to the library during lesson time or co-teach with the Teacher-librarian, or students can make use of the relevant resources to engage in meaningful learning activities.

3.6.2 Creating a Favourable Reading Environment and Atmosphere

- Provide a well-equipped library;

- Provide reading corner(s) with comfortable seats and a quiet environment;

- Provide facilities to engage students in e-reading anytime and anywhere;

- Place a wide variety of reading materials in different areas of the school campus, e.g. classrooms, special rooms, student activity rooms, playground, for students and parents to enjoy;

- Display posters, signs, notices, charts, words of wisdom, proverbs, student work, etc on campus to encourage students to read more;

- Organise theme-based book exhibitions;

- Organise a wide range of reading activities, e.g. storytelling contests, talks by authors and book exhibitions on designated themes or topics;

- Nurture reading ethos through teachers and the School Head acting as role models; and

- Try other innovative ideas, e.g. e-chatroom for sharing on books.

3.6.3 Raising Students' Reading Motivation and Interest

- Arouse students' interest in reading. To begin with, they can be given extrinsic rewards like prizes or praises;

- Trigger students' intrinsic motivation to read by providing them with adequate opportunities to share and exchange their feelings and ideas from the reading process in oral, artistic, written and dramatic forms. Sharing and exchange of ideas can be done on an individual or a group basis, e.g. sharing of reading experience between teachers and students and book chats among students to share the fun of reading;

- Arrange a diversified range of reading activities within and outside class time, e.g. book clubs, thematic reading, visits by authors or book recommendations on the campus TV;

- Select a variety of reading materials to cater for students' diverse reading interests. For example, as boys tend to prefer texts on popular science while girls tend to favour literary texts, they should be allowed to choose their favourite type of books but at the same time encouraged to read different kinds of books. In addition, choose or recommend appropriate reading materials based on students' cognitive development;

- Involve students in the selection of library books or the compilation of a list of books they wish the library to procure;

- Train upper primary students to be Reading Ambassadors, who share with the lower primary students their experience in reading and the fun derived from it, so as to develop their sense of responsibility and confidence; and

- Teachers, peers and parents give affirmative and constructive feedback which can raise students' reading motivation and sustain their drive to read.

3.6.4 Providing a Diversified Range of Appropriate Reading Materials

- Create a text-rich environment with ample materials relevant to the school-based curriculum and appropriate to students' different cognitive levels, language abilities and interests;

- Plan collaboratively and carefully to make good use of reading resources and available funds;

- Set selection criteria with due regard to the quality of texts and choose reading materials that are well-written and of high quality; and

- Choose suitable reading materials based on students' genders, personalities and life experiences to cater for their different reading needs, so as to enhance their reading confidence, interests and abilities. For example, students can begin with picture books, nursery rhymes, or fairy tales, then move on to bridging books and science stories, and advance to stories with intricate plots and characters or other text types, and further move on to reading materials of a wider range of topics with greater complexity or subject-related content, and of different text types and styles.

> **For Reflection and Action**
>
> Some studies (such as "Progress in International Reading Literacy Study") have shown that girls generally outperform boys in reading in Hong Kong. The reason for this is believed to be the lack of due consideration for the choice of reading materials and activities which cater to boys' interest. Think about whether the same situation applies in your school. If yes, what can you do to improve the boys' reading performance?

- Allow students to choose reading materials that they like while encouraging them to review and express opinions on the reading materials in terms of quality and usefulness;

● Introduce a variety of reading materials in the classroom, e.g. picture books, bridging books, novels, play scripts, newspapers, magazines, pamphlets, to ensure a balance of literary and information-based reading for extending students' reading horizons; and

● Make the most of web-based reading materials.

3.6.5 Providing Opportunities for Reading Strategy Learning

● Based on the characteristics of different subjects, subject teachers should collaborate to provide students with guidance on reading so as to enable them to master different reading strategies:

◆ Students need to reach a certain level of language ability to read effectively. Chinese Language and English Language teachers can collaborate with the Teacher-librarian to teach students general reading strategies in the language lessons and Library Periods, so as to help students conduct information search and understand the content of some general reading texts.

◆ Books related to content subjects, e.g. Mathematics, General Studies, often include technical terms and concepts. Students need relevant prior knowledge to enhance reading effectiveness. Content subject teachers should, therefore, equip students with the prior knowledge and related reading strategies.

Exemplar: Reading-related Learning Goals in Different Subjects

It is the responsibility of teachers to provide students with guidance on reading. Through communication and collaboration, different subjects can set different reading strategies as the learning objectives to help students develop their "Reading to Learn" abilities:

- In Chinese Language and English Language, students can be guided through texts to apply different reading strategies, such as working out the meaning of unfamiliar words, predicting, questioning, and locating key words and topic sentences, and start with "Learning to Read".

- In Mathematics, teachers can encourage students to read different types of books which illustrate mathematical concepts and tell stories about mathematicians to cultivate their interest in learning mathematics and develop their logical thinking ability.

- In General Studies, students are encouraged to read diversified materials including newspapers, magazines and websites so as to enrich their knowledge and enhance their comprehension skills as well as multi-dimensional thinking skills.

- Create situations for students to reinforce and deepen their application of the reading strategies learnt during the learning process;

- Arrange reading activities through cross-curricular collaboration, so as to enable students to apply the reading strategies learnt in different Key Learning Areas and raise their reading effectiveness; and

- Develop students' ability to select appropriate reading strategies and strengthen their meta-cognitive awareness.

3.6.6 Making the Most of Technology

⚫ Students need to learn through hands-on experience to apply technology in learning. This includes using information technology and other media to search, retrieve, select, analyse and synthesise information and to express ideas or present what they feel or learn from reading;

⚫ Make the most of e-resources to encourage e-reading; and

⚫ Set up a platform for e-reading and Internet-reading for students, teachers and parents to engage in reading and share their reading experiences and achievements.

3.6.7 Bringing in External Resources

⚫ Engage parents in regular participation in parent-child reading activities;

⚫ Make use of community resources (e.g. inviting experts from tertiary institutions and professional associations/organisations to conduct training workshops for teachers, students and parents or to be a partner in promoting reading on campus); and

⚫ Make use of the wide range of services offered by public libraries, for example, Reading Carnival, Reading Programmes for Children and Youth (including the book report scheme "Stars of the Month", Creative English Writing Workshop for Children, Parent Reading Workshop and Thematic Storytelling Workshop) and promotional activities on library resources and services.

3.6.8 Strengthening Communication and Building Up a Culture of Collaboration

⚫ Make use of different channels of communication, such as regular sharing sessions on pedagogy and professional development days, to enable all subject teachers to deliberate on the direction for the whole-school approach to the promotion of reading and to build consensus, so as to facilitate planning for collaboration; and

⚫ Understand the content, teaching progress and limitations of different subjects through daily exchanges and conversations to explore the need for and feasibility of collaboration and work out an entry point for cross-curricular collaboration.

3.7 Expectations on Students

Setting reasonable expectations can stimulate students to read to learn and to make improvement in their reading skills, habits and attitudes.

3.7.1 Expected Outcomes for Students

Students may have different starting points in their reading. Yet, with proper guidance and support, they should be expected to progress from a "Beginner" to an "Emergent Reader" and eventually become a "Proficient Reader".

Areas	Beginner Readers	Emergent Readers	Proficient Readers
Skills and Strategies			
"Learning to Read" and "Reading to Learn"	Focus on "Learning to Read"		Focus on "Reading to Learn"
Clues used	Early attempts to use pictorial and grapho-phonic clues for comprehension (English Language in particular)		More integrated use of a variety of clues, including visual, contextual, lexical, syntactic and semantic clues for comprehension
Depth of processing	Reading on the lines (literal reading), Reading between the lines (inferential) and Reading beyond the lines (evaluative), with more emphasis on Reading on the lines		Reading on the lines (literal reading), Reading between the lines (inferential) and Reading beyond the lines (evaluative), with more emphasis on Reading between and beyond the lines
Range of text types	Exposure to a smaller range of text types with simpler content and shorter texts, such as nursery rhymes, stories		Exposure to a wider range of text types, including both fiction and non-fiction of an increasing length and complexity

	and fables	Use of a variety of reading materials, including literary texts, online encyclopedias, newspapers and magazines, signs and technical manuals, etc
Degree of support from teachers and parents	Reading with guidance and support from teachers and parents (through reading to students and reading with students)	Learning to read independently (i.e. reading by students) with diminishing level of support from teachers and parents and at the same time, adjusting appropriate strategies and pace in response to different reading texts and tasks
Demonstration of learning outcomes	Expressing and sharing of reading experiences in ways that reflect growth in thinking and comprehension	
	Mainly relaying to the content, e.g. re-telling stories, drawing pictures	Not only relaying to the content, but also explaining concepts and procedures (e.g. giving a summary, conducting a demonstration), evaluating the text (e.g. a book review, commentaries), synthesising ideas (e.g. debate, discussion and forum), and creating ideas (e.g. musical, drama, photo story)
	Being able to connect life and knowledge and to express personal feelings towards the content of texts	Being able to connect life experience, learning experience and social or world issues and incidents to form a personal view towards texts

Attitude, Motivation and Habit		
Choosing books	Choice of books mainly made by students with guidance from parents and teachers	Choice of books made by students
Motivation	Reading for praise and rewards	Self-motivated reading with the desire to gain skills and enjoy reading
Participation in reading activities	Participation in reading activities arranged by parents/ teachers	Voluntary participation in a wide variety of quality reading activities
Reading habit	Engagement in reading at designated time	Engagement in reading at all times
Source of reading materials	Reading materials at the more immediate environments of home and school libraries	Use of public libraries, Internet resources and other resources available in the community
Reading span	Reading for a short time span sporadically	Sustained reading on a regular basis

3.7.2 Specific Reading Competencies in Chinese Language Education and English Language Education Key Learning Areas

⬤ In both the Chinese Language and English Language curricula, "Basic Competencies" have been identified in the "reading domain" to describe the reading ability that students should master at the end of Key Stages 1, 2 and 3.

⬤ The Basic Competency Assessment (Territory-wide System Assessment and Student Assessment) has been introduced by the Education Bureau to help schools understand students' reading levels. "Territory-wide System Assessment" is administered at P3, P6 and S3. Schools can make improvement in learning and teaching with reference to the data on reading in the "Territory-wide System Assessment" reports.

⬤ All schools should help students achieve the level of basic competencies, or standards above, and should provide follow-up help if they do not.

- The EDB has developed the "Learning Progression Framework" as learning and teaching resources based on the Learning Targets and Objectives of the Chinese Language and English Language curricula. The "Learning Progression Framework", which consists of eight levels of Learning Outcomes, outlines the learning performance (including ability, strategies, interest, attitudes and habit) and progression of students as they work towards the Learning Targets and Objectives set out in the P1 to S6 curriculum in the area of reading for teachers' reference.

3.7.3 Assessment of Reading Outcomes

Assessment helps inform teachers as to how much students have learnt, and to motivate students to learn when feedback on how to improve is provided. The best way to do the above is to use diverse means to encourage students to reflect on and share their reading experiences with others, for example:

- Ask students to freely retell the main ideas of a text or make predictions about the development of the plot. This enables teachers to assess students' understanding of what they have read as well as their logical thinking and imagination.

- Get students to discuss and share their views about the issues raised in a text and express their own attitudes and values through teacher-student conferences or reading circles. Students can also be asked to complete assignments to demonstrate their abilities to read and process information, and exhibit their learning outcomes.

- Require students to keep reading logs or portfolios, which may contain such items as reading records, reading assignments, reflections, and feedback from teachers, peers and parents. These reading logs enable teachers to find out information about students' reading habits and progress, and to diagnose their reading problems. They also help the students to review their own learning process.

- Use questionnaires to find out students' reading habits at school and at home, and their attitudes towards reading.

- Keep records of students' participation in reading activities. This provides useful information about students' motivation and interest.

- Examine the class and/or school library loan records, which provide insights into the quantity and types of reading materials borrowed. Students can be asked to give a rating to the materials they have read to indicate their interest and level of understanding.

3.8 Support for Schools

Apart from the suggestions above, the Education Bureau also provides the following to help schools and teachers promote "Reading to Learn":

- Producing learning and teaching packages for teachers and Teacher-librarians to introduce the use of library services and resources, e.g. activities for promoting reading, information kiosks for school libraries and information on professional development programmes

> *Curriculum resources and reference materials can be accessed at the EDB "School Library Services" website:*
> *http://www.edb.gov.hk/tc/curriculum-development/resource-support/sch-lib-services/index.html*

- Organising annual seminars, workshops and sharing sessions for teachers and Teacher-librarians on how to promote reading among students, e.g. Reading Fair

> *Related information can be accessed at the "Education Bureau - Reading to Learn" website:*
> *http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/reading-to-learn/index.html*

- Conducting collaborative research and development ("Seed") projects on "Reading to Learn" and "Reading across the Curriculum"

- Providing grants for extensive reading in both Chinese and English

- Developing reading pamphlets and booklets for parents to encourage home-school co-operation, and organising district-based seminars to help parents understand the importance of reading and encourage them to conduct parent-child reading as part of early childhood education

- Developing quality reading sharing platforms and providing reading resources in EDB's "One-stop Portal for Learning & Teaching Resources" through HKEdCity

> *The "EDB One-stop Portal for Learning & Teaching Resources" website can be accessed at:*
> *http://www.hkedcity.net/edbosp/*

Remarks

[1] Chall, J.S. (1996). *Stages of Reading Development (2nd ed.)*. Fort Worth, TX: Harcourt-Brace.

[2] *"*Progress in International Reading Literacy Study (PIRLS) 2011" Report

Appendices

Appendix I: Reading across the Curriculum: Collaboration across Subjects

Exemplar 1

Teachers of all subjects in Primary 5 collaboratively set the target reading strategies and techniques for learning. Through implementing Reading across the Curriculum, teachers of different subjects provide students with the opportunities to apply and internalise the reading strategies and skills learnt in the context of their own subjects in order to enhance students' reading ability:

- **Chinese Language:** Through the unit on "exposition", students not only develop strategies for reading expository texts but they also learn reading skills such as skimming, locating topic sentences and self-questioning in order to conduct self-assessment on whether they are able to grasp the main ideas of the text.

- **General Studies and Computer Studies:** Plenty of learning materials of the two subjects are explanatory texts. After understanding students' progress in learning reading strategies for Chinese Language, teachers encourage students to apply the reading strategies or skills learned to find out the main ideas of the reading materials for discussion during lessons. Teachers then give feedback to language teachers on students' reading performance in the class.

Chinese Language

General Studies

Computer Studies

Learn and apply reading strategies and techniques such as questioning, locating topic sentences, skimming.

The unit on Exposition

The unit on "Live a Healthy Life"

Electronic Reading

Reading Materials:《聰明的建屋專家》、《人類的文明建築》

Goals:

- Understand the features of exposition
- Learn reading strategies and skills such as questioning, finding topic sentence, skimming to understand the gist of the texts
- Nurture the respect for the natural ecology and environment

Reading Materials: textbook chapters, booklets published by the Department of Health, newspaper clippings, 《煙、酒、毒品成癮行為案例》website

Goals:

- Apply reading strategies such as questioning, locating topic sentences, skimming to comprehend the views in the above reading materials
- Investigate the psychological condition and behaviours of the smokers, alcoholics and substance abusers in the cases.

Reading Materials:《電子閱讀的特點》, webpages, online information

Goals:

- Understand the features of electronic reading
- Apply reading strategies such as questioning, locating topic sentences, skimming to select appropriate information
- Discuss how to judge the reliability of information on the Internet

Appendix I: Reading across the Curriculum: Collaboration across Subjects

Exemplar 2

Teachers of different subjects decide on a common theme "Healthy Life", and implement Reading across the Curriculum in Primary 3:

- **Chinese Language:** The Chinese Language teachers provide students with guidance on reading picture books and texts related to the theme. Opportunities are provided for students to apply a variety of reading skills and strategies, e.g. working out the meanings of vocabulary used and inferring meaning of the illustrations, as well as to train their thinking skills by guiding them to connect their learning experiences with their personal lives and reflect on whether they have adopted a healthy lifestyle.

- **General Studies:** The teachers enable students to understand the importance of food hygiene, exercise and rest to health through the unit entitled《健康的我》. The teachers then relate the topic to the picture books students have read to help them cultivate a healthy lifestyle with balanced diets and safe exercise.

- **Physical Education:** The PE teachers guide students to learn rope skipping to strengthen their cardiovascular system, develop team spirit and practise a healthy lifestyle.

Goals:

- To understand the main ideas and gist of the picture books;
- To make use of reading strategies, such as reading aloud, inferring the meaning of unfamiliar words, thinking aloud and understanding the stories from illustrations; and
- To develop a healthy lifestyle

Reading Materials:

Picture books: 《胖國王》,《瘦皇后》
Others: 《牙齒的故事》,《波波學游泳》,《我們全家都愛球》, etc.

Goals:

- To understand the importance of food hygiene, exercise and rest to health
- To develop a healthy lifestyle

Reading Materials:

Textbook: Unit on《健康的我》- 飲食健康、運動與我、運動安全
Books: 《健康飲食知多少》,《身體健康的祕密》,《運動與安全》等
Webpage:《食物金字塔》

Chinese Language

General Studies

Develop good habits and attitudes, and enjoy a healthy lifestyle

Theme: Healthy Life

Physical Education

Goals:

- To learn rope skipping, strengthen the cardiovascular system, and build a healthy physique
- To develop habits of safe exercise and team spirit

Reading Materials:

Books: 《跳繩小學》,《薇薇學跳繩》etc.

Appendix I: Reading across the Curriculum: Collaboration across Subjects

Exemplar 3

To implement Reading across the Curriculum in connection through project learning:

- Language, General Studies and Mathematics teachers collaborate and develop a project with the theme "Love the Earth". According to the needs of the project, learning objectives are identified in each subject as teaching focus for lessons. Then, students formulate in groups a study plan based on the sub-theme they set, e.g. "Solving Global Warming". They apply various online reading strategies such as skimming, viewing, comparing and using hyperlinks, and read texts of different text types such as science books, newspapers and webpages. Students use illustrated guidebooks and encyclopedia to find out the meaning of technical terms. Students also divide the tasks among themselves and study the webpages on "global warming" under their charge. They connect the new knowledge with their prior knowledge and reading experience, select appropriate information and design a questionnaire based on the books they read. They collect, organise and analyse the data and work out the causes of global warming, its dangers and possible solutions. Students present the results through board displays or a report.

- While students are engaged in project learning, the Teacher-librarian is responsible for providing relevant support and resources, e.g. organising a thematic reading month related to Earth resources, global warming, greenhouse effect, and book exhibitions on related topics to encourage students to borrow books and create a reading atmosphere in school.

1. Stimulating Interest
- To think about the theme
- To set study questions (sub-themes)

2. Formulating an Inquiry Plan
To learn inquiry skills, and the drafting of questionnaires, and techniques in reading related project reports or reference books such as using suitable illustrated guidebooks, dictionaries, encyclopedias, etc and finding out the meanings of the technical terms and jargons

Project Learning

Theme: Love the Earth

Sub-themes: Solve the problem of Global Warming
Why does global warming occur?
What crisis has global warming created?

5. Disseminating the results
- To disseminate the results in different modes such as display boards or reports

3. Collecting related information and applying research skills
- To read different types of texts: science books, newspapers, webpages
- To look for suitable visual and audio information
- To apply different online reading strategies: skimming, viewing, comparing, using hyperlinks

4. Analysing and synthesising information
- To solve the problems

Appendix II: An Exemplar on Promoting Reading across the Curriculum in School

School Background:

The school

- actively promotes reading, and has successfully established a good reading atmosphere

- has experience in curriculum adaptation

- has a collaborative culture among teachers

- sets "Understanding the local history, developing reading strategies and cultivating interest in reading" as the school's major concerns

Grade: Primary 4

Topic: Hong Kong Customs

Goals: To promote Reading across the Curriculum in support of the school's major concerns:

- To enhance students' interest in and expand their reading horizons through reading texts related to the historical development of and life in Hong Kong

- To enable students to apply reading strategies such as summarising, inferencing, integrating and reasoning inductively to enhance their capabilities in reading information texts through "Reading across the Curriculum"

- To develop in students a better understanding of the historical development and characteristics of life in Hong Kong, and to enhance their awareness of conservation of local culture

Collaborating subjects: Chinese Language, General Studies, Computer Studies, Library

Duties and Roles of Primary School Curriculum Leaders and Teachers of Various Subjects:

- Primary School Curriculum Leaders:
    - arrange meetings on Reading across the Curriculum for different subjects;
    - align the schemes of work for different subjects, as well as adapt and coordinate their learning content and activities on reading; and
    - prepare and arrange the co-curricular activities on "Hong Kong Customs".

- Chinese Language teachers:

◆ guide students to read articles such as《彌敦道名字的由來》and《漁港風情》so that they can understand the features of expository writing and identify the main ideas by applying the reading strategies of locating keywords, key sentences and topic sentences, and summarising the main idea of the text;

◆ guide students to read newspaper clippings about Hong Kong history and culture such as 《永利街保育》and 《再見菜園村》to deepen their understanding of the topic and allow them to apply the reading strategies learned; and

◆ organise reading circles and ask students to read books related to the theme such as 《香港故事》and《濃濃淡淡港灣情》 so that they can enjoy the fun of sharing books.

● General Studies teachers:

◆ organise a talk on "Tai O Stilt Houses" to arouse students' interest in the local history and culture of Hong Kong;

◆ show students the local village life and early urban life through reading articles such as 《大澳棚屋》、《新界鄉村尋情》、《九龍寨城》; and

◆ teach students to integrate what they have learnt in different subjects for project learning, and cultivate their awareness of conservation of the local culture.

● Computer Studies teachers:

◆ equip students with the skills of browsing webpages and downloading information through online reading materials like "圍村軌跡" and "三棟屋博物館";

◆ teach students to select relevant information according to the reading objectives and needs, and to organise and summarise the information collected appropriately; and

◆ guide students to produce PowerPoint slides for presentation.

● Teacher-librarian:

◆ purchases new books and resources on the related themes;

◆ composes a reading handbook on "Hong Kong Customs" and provide different subjects with book titles such as 《香港老地方見》 and 《香港掌故》 to encourage students to read more for themselves; and

◆ organises book fairs with "Hong Kong Customs" as the theme, produce display boards and hold quizzes to enhance students' motivation and interest in reading.

Learning Outcomes

⬤ Broadening the scope and increasing the amount of reading: Students read plenty of articles, books, press releases and booklets about "Hong Kong Customs" through different channels and media. This not only expands students' reading horizons and increases their amount of reading, but also extends their interest in reading and developed their self-learning ability.

⬤ Improving reading ability: Students could apply their knowledge and strategies learned from different subjects in project learning. For example, they are able to select useful information according to the task requirements, make appropriate adaptation and summary, and present the learning outcomes in a vivid and succinct way through PowerPoint and oral presentations.

⬤ Understanding and caring about the local history and culture: Students have a better understanding of Hong Kong's historical development and cultural characteristics through the various reading materials and learning activities of different subjects. Their awareness of heritage and cultural conservation is also raised.

Appendix III: Setting Up a Collaborative Mechanism for Reading across the Curriculum

Exemplar 1: A Top-down Approach to Promoting Reading across the Curriculum

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                    ┌─────────────────────┐
                    │ School Head and Deputy │
                    │        Head          │
                    └─────────────────────┘
                              │
                              ▼
┌───────────────────────┐  ◄──►  ┌───────────────────────┐
│ Curriculum Development │        │     Library Team       │
│        Team           │        │   Teacher-librarian    │
│ Primary School         │        │                        │
│ Curriculum Leader      │        │                        │
└───────────────────────┘        └───────────────────────┘
                              │
                              ▼
        ┌─────────────────────────────────────────┐
        │             Subject Panels               │
        │                                          │
        │ (Chinese Language, English Language,     │
        │ Mathematics, General Studies,            │
        │ Visual Arts、Music, Physical Education)   │
        └─────────────────────────────────────────┘
                              │
                              ▼
              ┌─────────────────────────┐
              │  Various Subject Teachers │
              └─────────────────────────┘
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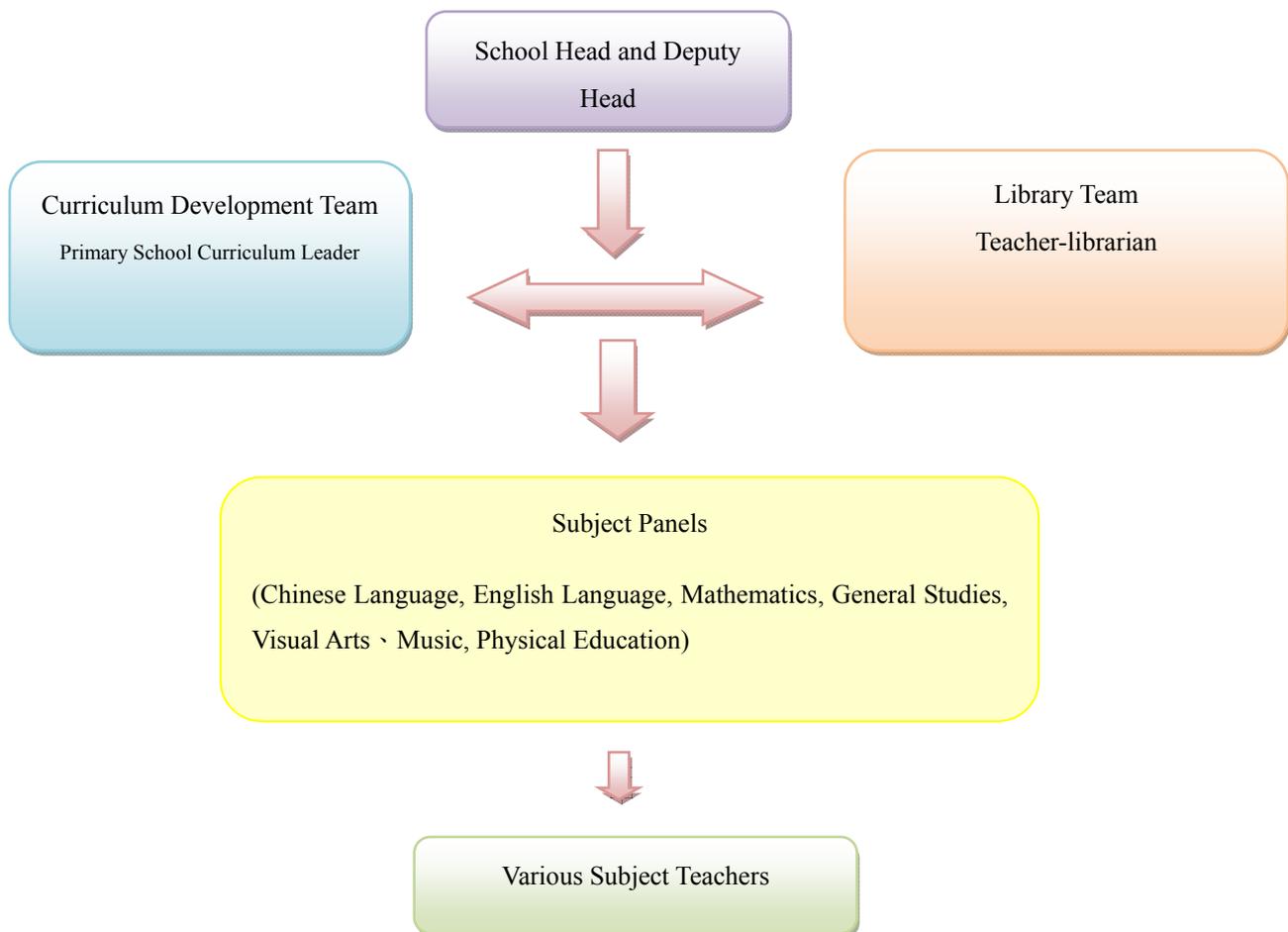
Current Collaborative Situation:

- The School Head, Deputy Head, Primary School Curriculum Leader, subject panel chairpersons and Teacher-librarian deliberate on the goals and themes of Reading across the Curriculum based on the school's major concerns.

  - Goals: To develop students' reading interests and ability, help them build up positive values and attitudes and consolidate their positive outlook on life

  - Theme: Living a Colourful Life

Basic Education Curriculum Guide (Primary 1-6)

◆ Sub-themes:

P1: A Happy Campus

P2: Care for Myself and Others

P3: Snapshots of Growing Up

P4: The Changing Me

P5: On the Road to Adolescence

P6: A Passion for Life

● Based on their own characteristics, each subject provides details on the subject-based reading schemes, including the learning content, related reading strategies, activities, resources and support needed.

● The Primary Curriculum Leader coordinates and discusses with the different subject departments and formulates a detailed implementation plan, which includes the implementation date, subjects to be involved, reading activities and evaluation plan.

● The Teacher-librarian play a supporting and coordinating role, including:

◆ setting a theme-based reading month, providing books and reference materials related to the theme;

◆ designing reading activities for whole-school participation, designing appropriate extensive reading schemes for each year level; and

◆ training parent volunteers to become Reading Ambassadors, instructing students on reading and study skills.

● When implementing the Scheme, the subject teachers make adjustments to the learning and teaching content and progress based on students' learning performance and communicate with other teachers in order to better understand students' progression in learning.

● The curriculum development team communicates with the teachers regularly, provides coordination and support when necessary, and reviews the effectiveness of various activities through teacher and student interviews, questionnaires and student work.

Special Features:

● Top-down: The School Head, Deputy Head and curriculum leaders first formulate the goals and themes of Reading across the Curriculum. This is then followed by detailed proposals by the different subject departments.

● Whole-school participation: The School Head and all teachers and students take part in it.

● Communication and collaboration: Subject teachers communicate with one another regularly and the curriculum development team provides coordination and support.

● Reflection and review: The School Head, the Deputy Head, and the curriculum development team are responsible for monitoring and reviewing the effectiveness of the activities.

Appendix III: Setting Up a Collaborative Mechanism for Reading across the Curriculum

Exemplar 2: A Bottom-up Approach to Promoting Reading across the Curriculum
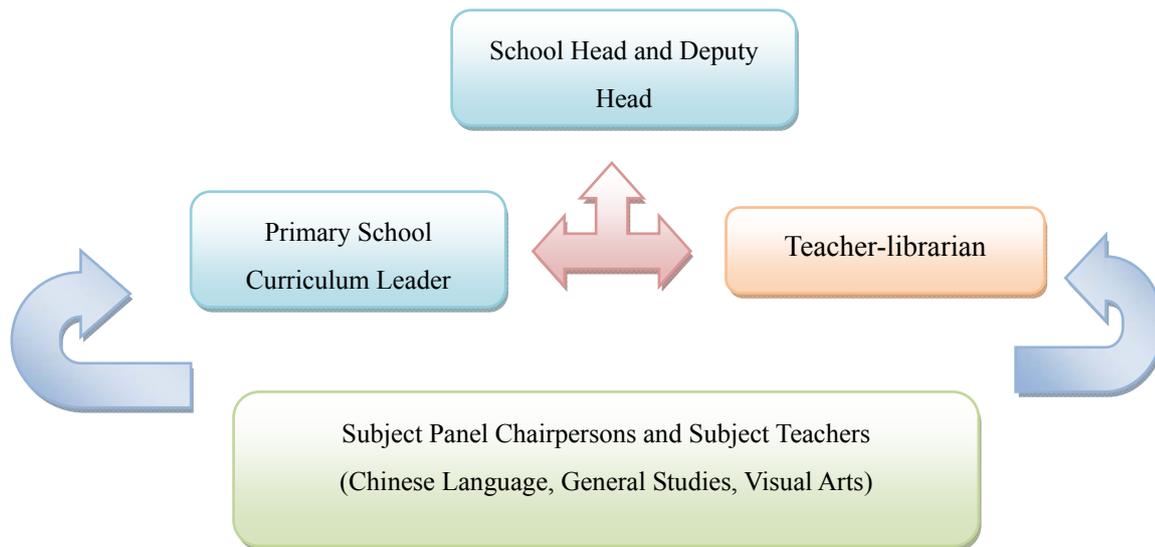
Current Collaborative Situation:

🔴 The teachers realise that the learning contents of some subjects in P2 are related in some way. In order to raise the learning and teaching effectiveness, they propose organising activities for Reading across the Curriculum on the theme "Getting Close to Nature".

🔴 The teachers' proposal is taken on board. The Primary School Curriculum Leader and the subject panel chairpersons then deliberate on the details.

🔴 The following subject departments agree to take part in the Reading across the Curriculum activities and decide on the learning contents and collaboration focus:

◆ Chinese Language: "I Love Nature" - To guide students to use reading strategies such as locating key words, topic sentences and understanding the author's love for nature

◆ General Studies: "Good Spots for a Stroll in the Countryside" - To help students develop the values of treasuring resources and loving the environment

◆ Visual Arts: "A Collage: the Fun of Stroll in the Countryside" - To guide students to make the most of waste to produce a collage

🔴 The Primary School Curriculum Leader gives full support to the implementation of the

above-mentioned activities through flexible allocation of resources as manifested in time-tabling, staff deployment, book purchases.

● The Teacher-librarian provides support, e.g. making suggestions on reading materials, purchasing books, organising theme-based book exhibitions.

● The teachers of the various subjects mentioned above provide students with guidance on reading and learning, and help them construct knowledge and develop their communication, collaboration, creativity and critical thinking skills.

● The Primary School Curriculum Leader, all subject panel chairpersons and the Teacher-librarian review the effectiveness of the scheme and consider how to improve it.

● The teachers agree to gradually expand the scale of the activities for Reading across the Curriculum:

◆ Vertical expansion: To consider activities for Reading across the Curriculum at more year levels

◆ Horizontal expansion: To promote more cross-subject collaboration at each year level

Special Features:

● A bottom-up approach: The teachers take the initiative in proposing the implementation of activities for Reading across the Curriculum, and the School Head take on board the proposal. The details of the scheme are then deliberated on by the different subject departments.

● Designating a year level for the tryout: The school chooses P2 for the tryout and involves the subjects of Chinese Language, General Studies and Visual Arts

● Empowering teachers: The school empowers the teachers to develop the school-based curriculum and provide them with additional support through administrative arrangements and resource allocation.

● Sustainable development: Learning from experience, the teachers promote Reading across the Curriculum both vertically and horizontally within the school.

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Four Key Tasks – Achieving Learning to Learn

Project Learning

Contents

Project Learning

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

3C Project Learning

3.1 Background

With the deepening of the curriculum reform, schools' implementation of the Four Keys Tasks has been increasingly effective. Under the impact of the curriculum reform and the paradigm shift, Project Learning is no longer about teachers merely guiding students to collect data and students' reports are no longer scrapbooks of "cut and paste" work. In contrast to the past, teachers' knowledge and capability in guiding students to explore different topics have improved. Most teachers are now able to use exploratory questions as a start and guide students to investigate different topics while taking into consideration students' prior knowledge, age and intellectual development. Project Learning is now a common and essential learning experience for primary students. Investigation activities not only help students increase their knowledge and enhance their learning capabilities, but also arouse their curiosity, increase their intrinsic motivation for learning, and above all, nurture a positive attitude towards learning.

Project Learning can be practised in different modes. There are projects for individual subjects, cross-subject projects and trans-disciplinary projects. Project learning is often practised in General Studies. Schools have accumulated considerable experience in conducting Project Learning and they are keen to share them with other schools. This Chapter aims to review the progress of implementing Project Learning in schools and make suggestions to schools on how to build on their existing strengths to further promote Project Learning so as to help students advance towards the goal of self-directed learning.

3.2 Purposes of the Chapter

- Review the progress of the implementation of Project Learning in schools

- Explain the strategies and planning for Project Learning

- Consolidate the findings on the effective implementation of Project Learning

- Assist schools to reflect on their effectiveness in promoting Project Learning and provide suggestions for future development

3.3 Project Learning as a Strategy to Promote Student Learning

3.3.1 Essential Qualities of Project Learning

⬤ Project Learning is an effective learning and teaching strategy which helps promote self-directed learning as well as self-reflection among students.

⬤ Project Learning usually starts with a challenging question or a problem and involves students working in groups or as individuals over a period of time to plan, read and make decisions on a specific topic.

⬤ Project Learning enables students to construct knowledge, develop their generic skills as well as establish positive values and attitudes. It helps them connect knowledge, skills, values and attitudes through a variety of activities. These activities often involve other Key Tasks, for example, Reading to Learn and Information Technology for Interactive Learning, and at the same time are conducive to students' development of moral and civic values.

⬤ In Project Learning, the learning process and the learning outcomes are of equal importance.

3.3.2 Project Learning and Subject Knowledge Learning

⬤ Project Learning and the learning and teaching of subject knowledge complement each other and enable students to learn more effectively. Project Learning provides an alternative learning experience to the learning of subject knowledge and creates space for students to engage in self-directed learning.

⬤ KLA/subject curricula are usually organised according to themes, topics or learning contents for delivery. Project Learning generally takes place in the context of different KLAs. It has no prescribed content and the stages of development may not follow a fixed sequence. Schools may take into consideration their school contexts and the abilities and needs of their students in its implementation to ensure that the learning experiences available to students are rich and authentic.

⬤ In Project Learning, students can gain access to a variety of learning materials which help enrich their subject learning.

3.3.3 Enhancing Students' Learning Capabilities through Project Learning

⬤ Project Learning is a good vehicle for facilitating the development of generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

⬤ Project Learning categorically helps develop students in three areas: problem management, information management and personal management. They are summarised in Table 3.1 below.

Table 3.1 Three Main Areas Promoted by Project Learning

Area	Description
Problem Management	Project Learning usually starts with a question and a problem. Students have to understand and comprehend the problem from different perspectives and explore different ways to approach the question or problem to develop their **creativity, critical thinking and problem-solving skills**.
Information Management	Project Learning requires students to acquire, organise, and present information through different means and modes to develop their **numeracy skills, information technology skills and study skills**.
Self-management	Project Learning requires students to plan and manage their work to develop their **collaboration skills, communication skills and self-management skills**.

⬤ Schools have made good efforts to develop students' creativity, critical thinking and communication skills. For future development in Project Learning, teachers might provide their students with more opportunities to develop collaboration and self-management skills to motivate them for self-directed learning.

⬤ When students are promoted to secondary schools, they will also be engaged in Project Learning in different KLAs. The generic skills acquired and developed at the primary level will help them adapt to the studies at the junior secondary level.

3.4 Planning of Project Learning in the Whole-school Curriculum

3.4.1 Principles of Planning

🔴 The planning of Project Learning should tie in with the school contexts including the school background, major concerns of the school, students' abilities and interests, available resources.

🔴 The objectives of Project Learning should be clearly spelled out, for example, setting the learning outcomes to be achieved by students through Project Learning.

🔴 There should be good coordination among different KLAs to decide whether it is feasible to conduct cross-subject or trans-disciplinary projects.

🔴 The time frame and duration of implementing Project Learning should be compatible with the whole-school curriculum.

🔴 Consideration should be given to the interface between various key stages of learning in the design of project work. For example, teachers teaching at the lower primary level can observe how Project Learning is conducted with kindergarten students, or schools can design a framework for the progressive development of students' generic skills.

🔴 If applicable, schools can engage stakeholders such as parents, community members to participate in Project Learning.

🔴 As the learning process and learning outcomes of Project Learning are of equal importance, it is advisable to employ a variety of assessment strategies.

For Reflection and Action

🔴 When planning for Project Learning, which of the above-mentioned principles have been taken into account by your school?

🔴 Based on your school's context, in what ways can the design of Project Learning be more effective?

3.4.2 Facilitating Factors for Project Learning

- The leadership and overall planning of the Primary School Curriculum Leaders are helpful in co-ordinating Project Learning across different KLAs. Good co-ordination also helps reduce wastage of resources, relieve the pressure upon teachers and students, and increase the effectiveness of Project Learning.

- The stakeholders concerned fully understand the goals and strategies of Project Learning. They have a positive attitude towards Project Learning.

- The school administration gives appropriate support to Project Learning, for example, providing professional development programmes for teachers and arranging life-wide learning activities.

- Specific time slots should be reserved for Project Learning where possible, for example, reserving time slots for Project Learning when drawing up the school calendar and timetable. Arranging flexible learning time is also conducive to the smooth implementation of Project Learning.

- Creating an atmosphere of active learning, for example, allowing students to decide for themselves the sub-topics, the methodologies and the ways to present their findings can help strengthen students' ownership of learning and increase their incentive to self-directed learning. Teachers should be facilitators of learning and offer guidance and support during the process.

- Community resources, such as different museums, the Science Museum, the Space Museum or the Museum of Arts can be employed to complement Project Learning and provide opportunities for life-wide learning for students. (For details, you may refer to Chapter 6 "Life-wide Learning" in this series).

3.4.3   Modes of Project Learning

In the implementation of Project Learning, schools should choose a mode best suited to their context. Some modes of Project Learning are listed in Table 3.2 for reference.

Table 3.2 Modes of Project Learning

Modes of Project Learning	Description
Projects for individual subjects (Teacher Approach)	• Project Learning is adopted in individual Key Learn Areas/subjects. • Curriculum time for Project Learning is created through adapting or taking away part of the curriculum content by individual subject teachers. • Primary School Curriculum Leaders coordinate among different subjects to avoid too many projects in different subjects being set during the same period of time.
Cross-subject projects (Integrated Team Approach)	• Two or more subjects are involved. • Curriculum leaders develop plans for students from different classes or levels to engage in project work in different subjects at a specific period of time. • Based on the topics of study, subject teachers guide their students to explore the topics from various perspectives. • Curriculum time for Project Learning is contributed by the subjects involved. Teachers may need to rearrange the time-table to facilitate inter-disciplinary activities.
Trans-disciplinary projects Model A: Teacher-centred Model B: Student-centred (Whole-school Approach)	• The boundaries of subjects are crossed. Students explore the topics in small groups. • Two models: Model A: Project Learning starts with study areas that are proposed by teachers. Students then form groups and select the sub-topics they are interested in. Model B: Students form groups themselves and propose the project titles they are interested in. Teacher advisors are assigned to each group. • Curriculum leaders should appropriately assign teacher advisors to each group. Too many groups being assigned to a particular teacher advisor should be avoided. • Curriculum time for Project Learning is set aside in the whole school time-table.
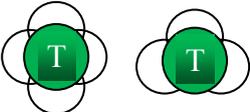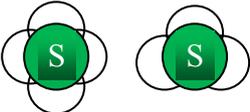
3.5　Project Learning in Practice

3.5.1　The Three Stages of Project Learning

There are three stages in conducting Project Learning: the Preparation Stage, Implementation Stage and Concluding Stage.

(1) Preparation Stage - Idea Initiation

◆　To give students ownership of their projects, the first task of the teachers is to set clear learning goals and focuses with students and to motivate them to do their projects.

◆　Teachers may arrange various activities, such as talks by experts, discussions on an issue, site visits, mind-mapping, to arouse students' concern about and enhance their understanding of a topic. Teachers may then encourage students to participate in discussions actively and guide them to formulate researchable and challenging questions.

(2) Implementation Stage - Enquiry Process

◆　Students collect various types of necessary information through different channels to build up their knowledge of the topic.

◆　Teachers should help students develop the skill of information processing, including the collection, review and selection of information.

◆　In the process, teachers may gradually give less guidance to students and encourage them to become more independent.

(3) Concluding Stage - Knowledge Building

◆　Apart from analysing and consolidating the information, students have to come to a conclusion and reflect on the whole project.

◆　Finally, they have to present, share and reflect on the outcome of the project. This may be done in a variety of forms such as written reports, oral presentations, exhibitions, models, web-pages, seminars, etc.

3.5.2 Points to Note in the Implementation of Project Learning

- Schools should provide clearly defined learning objectives and guidance to students throughout the learning process.

- Both individual and group Project Learning are beneficial to students. Individual Project Learning provides opportunities for students to learn independently while group Project Learning facilitates the development of collaboration and communications skills. Schools can apply one of these learning modes for Project Learning at different year levels. Group Project Learning can be introduced at the lower primary level and it has been a common learning strategy even with students at the pre-primary level.

- With more experience gained by students in Project Learning, schools could go further to develop students' capabilities in and habit of self-directed learning by giving them more autonomy in learning.

- Better coordination is needed among teachers of different KLAs/subjects to avoid too many subject projects being assigned at the same time. Thus the workload for both students and teachers is reduced.

- Cross KLAs/subjects Project Learning is encouraged, for example, once a year, to connect knowledge of different disciplines and avoid overlapping that affects learning.

- Schools are advised to plan and use their learning time flexibly, for example, arranging a Project Learning Week or a common Project Learning period to allow students of all classes and levels to participate in related learning or sharing activities.

- Schools are advised to co-ordinate the allocation of assignments so that students are not assigned different projects in a short period of time.

- Equal importance should be attached to the learning process and the learning outcomes. In this connection, in the design of assignments and assessments, consideration should not only be given to "what to learn" but "how to learn" as well.

- The focus and content of individual projects or group projects may vary. It is therefore not necessary to require students to submit a standardised product. Projects with different findings or answers are acceptable.

- Information technology should be effectively used to facilitate Project Learning. Apart from mastering information technology tools, students should also comply with the rules and regulations in using information, for example, giving due respect to privacy and intellectual property rights. For details on using Information Technology for Interactive Learning, please refer to Chapter 3D "Information Technology for Interactive Learning" and the Education Bureau website "Application of Information Technology- Project Learning".

The Education Bureau website "Application of Information Technology- Project Learning" can be accessed at:
http://resources.edb.gov.hk/project_work/main.htm

⬤ Parents' recognition and cooperation can facilitate the smooth implementation of Project Learning. Schools should explain to parents the purpose of Project Learning so that they understand the role they can play in Project Learning. For example, parents can observe their children's progress and performance at home and provide guidance when necessary. They should, however, avoid being too enthusiastic and complete the assignment for their children or spending excessively on the production of a fancy project report. Schools can invite parents to present awards in activities where appropriate.

For Reflection and Action

⬤ Which mode of Project Learning is implemented in your school? How can the co-ordination among subjects be improved?

⬤ How can the learning time be arranged and utilised to enhance the effectiveness of Project Learning?

⬤ How can opportunities be increased for students to engage in Project Learning in groups?

⬤ How can students be guided to engage in self-directed learning more effectively?

⬤ How can parents' role in Project Learning be strengthened to further enhance the effectiveness of Project Learning?

3.5.3 Assessment in Project Learning

⬤ Since the process and outcomes of Project Learning are equally important, schools are therefore advised to gauge students' overall progress through formative as well as summative assessments instead of focusing only on the reports or deliverables submitted.

⬤ Instead of only awarding a grade or mark on a project upon its completion, teachers should observe the students' performance and provide them with timely feedback during the learning process. Students can understand how they learn and how they can improve their learning through "Assessment as Learning" which is also conducive to the development of self-directed learning skills.

● Assessment should not be confined to knowledge. Students' skills values and attitudes should also be assessed.

● Assessment that involves different stakeholders can gauge the performance of students in Project Learning in a more holistic manner. Peer assessment and self assessment have now become an integral part of learning and teaching. Where appropriate, parents can be involved in the assessment so that they can understand the learning of their children at home, and gain a better understanding of their children's learning progress.

● Where conditions such as the school setting and student ability are considered suitable, online tools can be employed to facilitate assessment of Project Learning. Students can share with their peers what they have learnt or submit assignments to teachers through the online platform, and their teachers can provide timely feedback to help students improve their learning.

(You may refer to Chapter 5 "Assessment" of this series to learn more about how to conduct "Assessment for Learning" and "Assessment as Learning".)

3.6   Support for Schools

In order to help schools implement Project Learning more effectively, the Education Bureau has provided a wide range of learning and teaching resources. For example, the General Studies Teaching Resources Depository has provided various exemplars and web links on Project Learning.

> *The "Depository of Curriculum-based Learning and Teaching Resources - General Studies" is available at:*
> *http://www.hkedcity.net/edb/teachingresources/content.php?site_key=gs&path=/gs/pbl*

● Professional development programmes, including seminars, workshops and sharing sessions are organised for curriculum leaders and teachers on a regular basis to explore ways to facilitate the implementation of Project Learning, for example, using online Project Learning tools.

● Good practices from the "Seed" Projects and the Quality Education Fund projects are consolidated and disseminated for schools' reference and use.

● Various channels, such as Quality Education Fund and the School-based Support Services are available to help schools create learning communities, encourage sharing of successful experience and put ideas into practice in learning and teaching.

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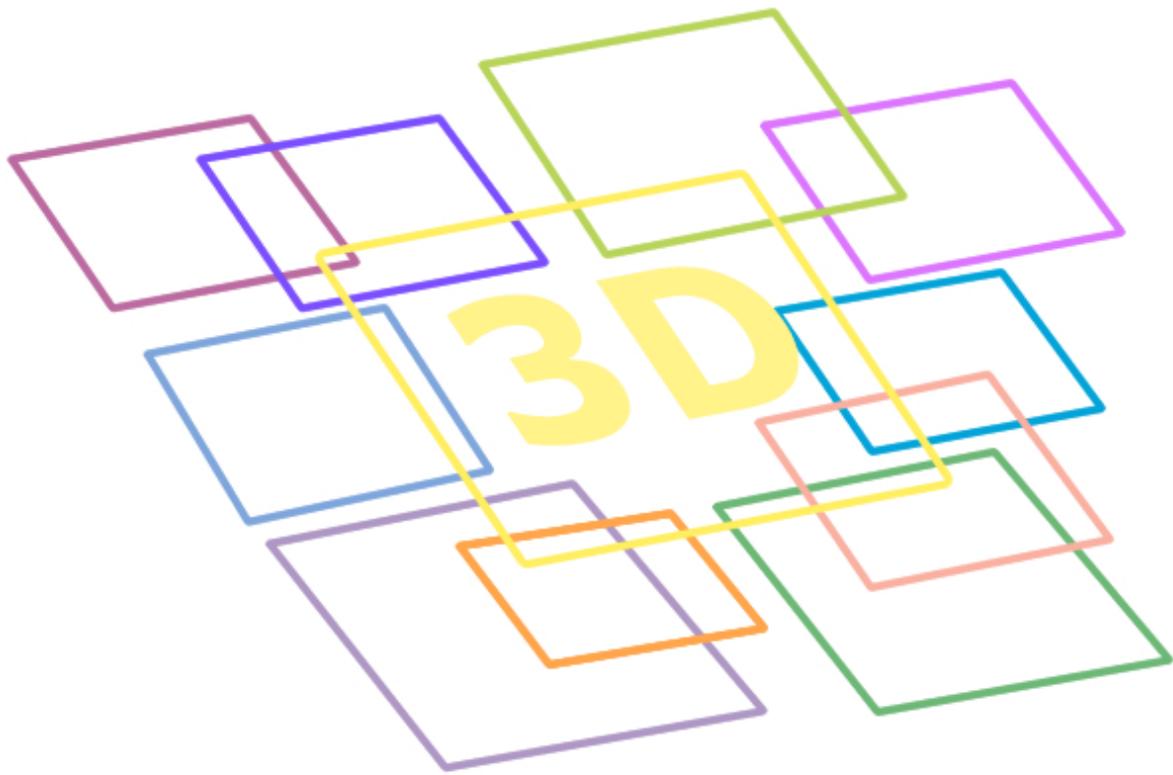
Four Key Tasks – Achieving Learning to Learn

Information Technology for Interactive Learning

Contents

Information Technology for Interactive Learning

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

3D Information Technology for Interactive Learning

3.1 Background

The use of information technology (IT) is prevalent in every facet of life. Its exponential growth has enhanced learning and teaching. The goal of using IT in teaching is not to present the learning content in class, but to promote interactive learning and increase learning effectiveness. The document "IT Learning Targets" has described the IT knowledge, skills and attitudes that all students are expected to achieve at different key stages of learning, which include the generic skills that are transferable to the workplace and conducive to life-long learning.

IT enables students to explore and collect information from the Internet, and to learn how to search, process, evaluate and use information to solve problems. The application of IT in education, as an open learning mode, promotes interaction between students and teachers. Digital networks broaden students' horizons and enhance their abilities to communicate, collaborate and construct knowledge. The use of IT enhances the learner-centred learning approach and has a positive impact on students' learning interest and learning effectiveness as well as their development of learner independence, which are all conducive to cultivating life-long learning and learning to learn capabilities.

The Education Bureau launched IT in Education in 1998. Considerable resources have been invested in the implementation of the policy and strategic plans have been implemented by stages with a view to bringing about a paradigm shift through IT - from a textbook-bound and teacher-centred approach to an interactive and learner-centred approach. See Table 3.1 for the Milestones in Strategy on IT in Education.

Table 3.1 Milestones in Strategy on IT in Education

Strategy on Information Technology in Education	Milestones
"Information Technology for Learning in a New Era Five-Year Strategy 1998/99 to 2002/03" published in 1998	The First Strategy on IT in Education was officially implemented with four missions formulated: ● to provide adequate IT facilities; ● to provide teacher training; ● to provide resource support to integrate IT into the school curriculum; and ● to create a social environment conducive to the changing of the learning culture to facilitate the "paradigm shift" in school education.
"Empowering Learning and Teaching with IT" published in 2004	The Second Strategy on IT in Education was implemented to achieve strategic goals: ● empowering learners and teachers with IT; ● enhancing school leadership for the knowledge age; ● enriching digital resources for learning; ● developing pedagogy in using IT; and ● promoting community-wide support for using IT in Education.
"Right Technology at the Right Time for the Right Task" published in 2008	The Third Strategy on IT in Education was to integrate IT into learning and teaching. A "Depository of Curriculum-based Learning and Teaching Resources" was developed to collect free resources, both online and printed, provided by local and overseas government organisations, tertiary institutions, schools and non-profit-making organisations. The contents are selected and organised based on the local curriculum framework. With teaching suggestions and instructions added, the resources are arranged in thematic units.

Outcomes of the above Strategies on IT in Education：

● Most classrooms are equipped with computers, projectors and networks to facilitate presentation of multimedia and Internet resources. In addition to computers with wired and wireless access to the Internet and e-learning platforms, many schools are equipped with projectors and visualisers as teaching aids. Some schools have launched campus TV, where students are actively involved in producing multimedia learning materials to be uploaded to the websites of their schools. Other schools have experimented with interactive whiteboards and e-textbooks.

● Teachers and students have become accustomed to using IT inside and outside the classroom. The modes of learning and teaching have changed although the progress of development in each school varies.

● The majority of the stakeholders are positive about using IT in education, with students being more positive than teachers. Students in general possess a basic level of information literacy.

A study to evaluate the effectiveness of "Empowering Learning and Teaching with Information Technology" strategy (2004/2007) initiated by the Education Bureau was conducted by tertiary institutions. In view of the current situation, the following recommendations are still applicable:

● Not all schools have a comprehensive strategic plan to systematically integrate IT into the learning and teaching process to create an environment conducive to the effective use of IT in learning and teaching activities.

● In order to enhance the effectiveness of using IT in teaching, support measures for teachers have to be strengthened.

● Schools have to strengthen the use of IT for life-long learning as well as for communication and collaboration.

In 2012, the Education Bureau launched the One-stop Portal for Learning & Teaching Resources in order to reduce the burden on teachers in preparing teaching resources. The One-stop Portal provides reference materials such as learning and teaching resources and assessment items under the eight Key Learning Areas from Primary 1 to Secondary 6, General Studies for Primary Schools, and Liberal Studies at the senior secondary level.

> *The "EDB One-stop Portal for Learning & Teaching Resources" can be accessed at:*
> *http://www.hkedcity.net/edbosp*

3.2   Purposes of the Chapter

- Introduce the features of IT in Education and discuss the ways to further enhance learning effectiveness

- Provide an overview of the factors schools have to consider when developing a school-based IT curriculum

- Provide suggestions on catering for learner diversity in implementing IT in Education

3.3   Features of Information Technology for Interactive Learning

Learning is a knowledge acquisition and construction process involving interaction between teachers, students, resources, and others. A school-based development plan on IT in education serves to provide school leaders and teachers with a clear direction and development milestones to enhance their collaboration and achieve the expected outcomes more effectively.

IT is an excellent tool for communication and learning. Students can organise ideas, express views, communicate with teachers or peers, and share information with the use of IT for collaborative problem-solving. While the use of IT for Interactive Learning can enhance the effectiveness of learning and teaching both inside and outside the classroom, it cannot replace the teacher's role in teaching.

IT has a very powerful impact on student motivation. It can also cater for students' different learning needs. Through providing an interesting environment that takes into account students' different learning needs and learning styles, IT enables students to use related skills to acquire and construct knowledge.

IT is not only a technical learning skill but also an effective learning tool. The different forms of IT as effective learning tools will be explained in the following sections.

3.3.1 Enhancing Interaction and Collaboration in Class or Outside Class

IT serves to connect students to the vast network of knowledge and information, arouse their interest in learning and drive them to shift their learning modes from passive to active through searching information, discussion, challenging views of others, sharing and building knowledge with peers, teachers, and friends on the Internet as well as in daily life. Learning is more effective when interaction and collaboration on the Internet are facilitated.

With the advancement in IT, teachers and students have achieved collaborative learning and knowledge sharing through blogs, collaborative information management systems and RSS feeds. These applications are a means for students to discuss topics of interest so as to develop the skills for inquiry-based learning.

Exemplar: General Studies in Primary Schools

In project learning, students can be asked to study and explore an issue or a feature in a community, which may include the environment, transport, facilities, services, history, culture, tourist attractions and ecology, and then to compare them with those of another community.

- Teachers can make use of the Internet to identify websites related to a certain theme for students to collect information and carry out analysis.

- Through the online collaborative platforms, students can discuss with students from other schools to explore issues of other communities, make comparisons, draw conclusions and make recommendations.

- Students can produce a report with all information consolidated and present it in class.

This knowledge building process encourages students to take an active role in learning and deepens their understanding of the topic concerned.

> *Details of the above can be accessed at:*
> *http://www.hkedcity.net/edb/teachingresources/project/?p=community*

3.3.2 Beyond the Limitations of Place and Time

The implementation of IT in Education has enabled learning and teaching to go beyond the confines of the school campus. The advancement of technology, combined with innovative teaching ideas, has generated a variety of e-learning modes. The WiFi facilities allow students to participate in learning activities beyond the limitations of place and time.

Exemplar: Ubiquitous Learning – "Digital Trail"

Schools can utilise community facilities and WiFi connection to organise off-campus cultural tours. On the day of the event, a school bus can be hired to take students to various cultural landmarks. Students can obtain information from online maps via wireless devices and participate in quiz contests at the destinations.

The website of Ubiquitous Learning – "Digital Trail" can be accessed at:
http://www.plkcjy.edu.hk/dt.html

3.3.3 Creating Time and Space for Thinking

IT can be used to simulate the reality, using real sound effects and realisation of processes to allow students to experience authentic situations in a virtual world. Through simulation, students can experience and learn more readily even for things that they might have difficulty accessing. With the computer's high-speed data-processing function, students do not have to spend time on meticulous data manipulation. They can focus on the crux of a problem and spend more time on higher order thinking processes such as analysis, synthesis and evaluation, improving on and building their ideas through interacting with teachers and peers. For example, a variety of e-learning resources can be used to help students conduct inquiry-based learning on "Electricity" in General Studies.

The EDB Depository of Curriculum-based Learning and Teaching Resources - General Studies: Electricity I can be assessed at:
http://www.hkedcity.net/edb/teachingresources/resources.php?site_key=gs&categoryId=625

3.3.4 Enhancing Understanding of Abstract Concepts

The use of multimedia presentations, including sounds, animations and graphics, can help present the lesson effectively and explain abstract concepts that are difficult to explain in a traditional classroom. It facilitates students' understanding of the abstract concepts, and engages and motivates them in learning.

Exemplar 1: Mathematics Education KLA

To enable students to grasp the concept related to the properties of a cylinder and a pyramid through hands-on learning activities, teachers can introduce the website on geometric shapes and conduct the following learning activities:

- Showing students examples of cylinders and pyramids to reinforce their understanding of the base and sides of solids.
- Asking students to study the curved surface and net of a cone and cylinder.

The website on geometric shapes can be accessed at:
http://resources.edb.gov.hk/solid/

Exemplar 2: Chinese Language Education KLA – Chinese Mythology

Animations of Chinese mythology are used as teaching materials to arouse students' interest in learning. They can visit the following websites for more information on Chinese myths and legends.

- Houyi and Change (Animation)
- Classic Chinese Myths
- Understanding Chinese Myths
- Chinese Mythological Heroes

The website of EDB Depository of Curriculum-based Learning and Teaching Resources – Chinese Language Education KLA：Chinese Mythology can be accessed at:

http://www.hkedcity.net/edb/teachingresources/resources.php?site_key=chi&categoryId=10 12&rid=1527504479#1527504479

3.3.5 Facilitating Independent Learning with e-learning Resources

E-learning can make learning more effective, efficient and enjoyable as well as cater for learners with different needs and styles. E-learning does not replace the traditional mode of learning. Rather they complement each other. The key to success lies in making use of the advantages of the electronic media in the design and planning of learning in a suitable learning environment. In implementing e-learning, schools may take into consideration the availability of computer resources. For example, more individual on-line learning can take place in computer laboratories. However, if in venues where not all students are able to access the Internet simultaneously, group activities can be arranged instead.

Different types of e-learning resources are widely available, including e-texts or e-books, pictures, audio/video recordings and animations that range from packages on specific topics to interactive web courses. These resources allow students to learn outside the classroom according to their abilities, progress and interests. To enhance students' ability in learning independently, teachers should give students proper guidance on the use of e-learning resources and monitor their progress.

Figure 3.1 Features of e-learning
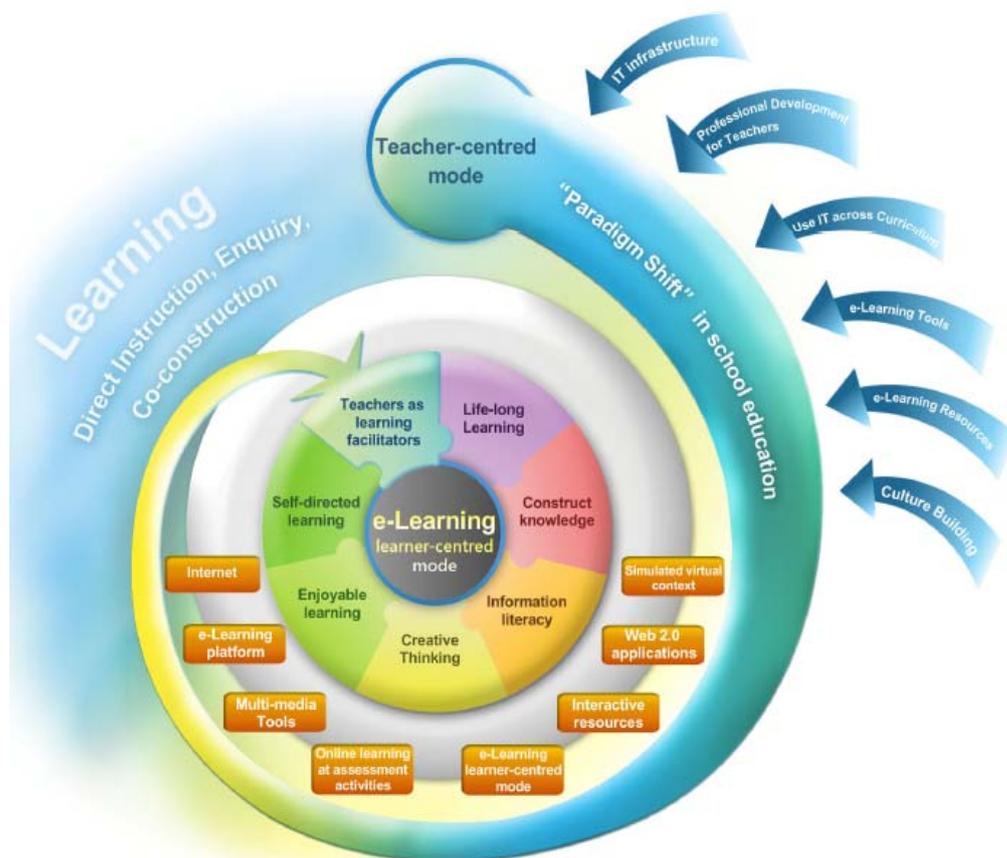
Exemplar 1: English Language Education KLA

Schools can utilise the advantages of IT to develop e-learning resources in accordance with respective school-based curriculum.

- The audio version of materials recorded by English teachers is available as e-learning resources. Students can use these materials not only in class under guidance of teachers, but also do practice at their own pace after class and at home.

- Some e-learning resources include a variety of questions for practice and learning interest of students. Students can check the answers upon completion and receive instant feedback. Teachers and students can both keep track of the learning progress also.

- Students can be asked to submit assignments, for example, composition, through the Intranet and receive feedback from other students to facilitate the exchange of ideas. They can then make amendments to their work based on the comments received before submitting the assignments to teachers.

Exemplar 2: Promote Online e-Learning

Schools can provide a wide range of e-learning modes to encourage self-directed learning, such as providing hyperlinks to self-learning websites on the school webpage. Schools can also arrange e-learning tasks in addition to traditional pen-and-paper assignments of different subjects. Students can complete different types of assignments by using the Intranet to arouse interest in students, such as worksheets, audio recordings, online discussions and group writings. Online discussions and group writings, in particular, can also promote collaborative and interactive learning.

3.3.6 Using IT for Project Learning

IT supports project learning through providing a databank with ample learning resources for students to learn new things and develop multiple perspectives. Students can collect related information from the Internet and use different e-tools to categorise, organise, analyse and document it. They can also present ideas with multimedia modes to the use of language, words, animations, audio/video recordings.

> *More information on Application of Information Technology in Project Learning can be accessed at:*
>
> *http://resources.edb.gov.hk/project_work/main.htm*

Exemplar 1: Information Seeking, Data Processing and Analysis

A project on "Health" can be conducted to arouse the awareness of students and teachers of the importance of physical and psychological well-being and encourage them to exercise regularly. Students can be asked to collect information and promote the message on healthy living. They can conduct a survey on their classmates' exercise habits and then analyse the data collected using an electronic spreadsheet to present the data in charts. The findings can be presented with the help of presentation tools.

> *Download a sample of "Questionnaire Findings Analysis" from the following website:*
>
> *http://cd1.edb.hkedcity.net/cd/projectlearning/sampler/tsw_mps/sub_file/question naire_anayist_eg..doc*

Exemplar 2: Data Organisation and Presentation

Students can work in groups to collect and discuss information on Hong Kong's attractions for a project on 'Tourism in Hong Kong'. In groups, students can search for information on the places to visit and the activities to carry out and present the information on a webpage.

Exemplar 3: Communicating and Sharing of Information and Ideas

A few neighbouring schools can have a collaborative project on the pollution problems in the district. The participating students and teachers can exchange ideas, information and data collected at different stages of work via an electronic platform. Other interested parties, such as lecturers from tertiary institutions, can also provide comments and feedback on the processes and products via the electronic platform.

For Reflection and Action

- Under what circumstances is learning and teaching more effective with the use of IT?

- How do schools nurture students' independent learning skills with the use of IT?

- How do schools facilitate the exchange of ideas, development of communication and co-construction of knowledge among students with the use of IT?

3.4 Whole-school Curriculum Planning

3.4.1 School-based IT Curriculum

Schools need to provide a suitable learning environment and a coherent IT curriculum for students to attain the IT learning targets at different key stages of learning (See Appendix). Teachers have to ensure that when IT is used as a tool for learning and teaching, it is linked to clear learning goals, learning targets and objectives of the Key Learning Areas and other contexts. It could help to enhance the efficiency and effectiveness of learning and teaching.   Collaboration between different subject teachers could provide adequate learning opportunities for students to apply IT appropriately to consolidate their learning of the curriculum content. Schools could take note of the following when developing a school-based IT curriculum:

Enhancing Information Literacy for Students

To keep abreast of the rapid development of technology over time, schools need to help students enhance their information literacy through the following:

● Managing the information effectively (i.e. gather, select, evaluate and use information); .

● Developing critical thinking, problem-solving and decision-making skills with the use of IT.

● Acting as good digital citizens by being able to practise safe, legal, and responsible use of information and to demonstrate independence and motivation for practising life-long learning.

Raising Students' Awareness in the Correct Use of IT

● A school-based IT curriculum should not only develop students' IT knowledge and skills, but also foster their awareness of the various issues arising from the development of IT, and in particular the potential dangers and adverse effects induced by the improper use of computer networks.

● To promote safe and healthy use of IT, schools should alert students to the following:

   ◆ The importance of protecting personal privacy;

   ◆ The need to protect themselves from indecent, obscene and violent information;

   ◆ Understanding and awareness of the legal, social and ethical responsibilities related to intellectual property rights and copyrights;

   ◆ Development of the critical thinking skills required to verify and evaluate the accuracy and reliability of information;

   ◆ Health issues related to the use of computer, including knowledge for eye care;

   ◆ Not getting addicted to Internet browsing or online games;

   ◆ Not getting overly involved in virtual roles on the Net and neglecting relating and communicating with people in the real world; and

   ◆ The need to seek help from teachers or parents when encountering problems, such as cyber bullying.

● Teachers can make use of current issues, authentic situations or relevant learning packages to help students develop the proper attitude in using IT. For example, students can discuss scenarios in which they are asked to disclose their personal particulars or to deal with information they obtain on the Internet. They then decide on the most sensible actions to take.

Using IT Appropriately in Learning and Teaching

- Design a balanced IT curriculum, putting due emphasis on knowledge, skills and attitudes in the use of IT to achieve the leaning targets and objectives in different contexts.

- Use IT as a tool for information processing and as an alternative means for exchanging ideas and information.

- Provide appropriate and sufficient guidance for students according to their capabilities and experiences when they are required to search for information on the Internet.

- Raise students' awareness and concerns towards problems such as health, ethics, legality, environmental protection and social relationships.

- Encourage students to evaluate information critically and promote the ethical use of IT, such as acknowledging sources of information.

- Assess students' competence in applying IT in meaningful contexts.

- Integrate IT skills that students can apply in their learning and daily lives into the curriculum. Avoid introducing similar software applications and repeatedly teaching similar skills to high ability students.

Facilitating Interactive Learning with IT

Schools should create an IT environment for students to seek, share and use information and resources for learning as well as to interact with teachers, students and people outside the school or in other parts of the world.

Exemplar 1: Promoting Sharing and Exchange in and among Schools

"Campus TV"

- Schools can produce a series of live and pre-recorded multimedia learning materials for different subjects that are in line with their respective curricula. For example, in General Studies, events and issues in daily life can be reported for discussion with students to develop their sensitivity to current affairs.

- Students know the latest information about school events through live broadcast of the "Campus TV" in their classrooms during morning assemblies.

- Students can be selected to be members of the production crew. Schools can encourage students to participate in related public contests to widen their horizons.

"Distance Learning"

- Schools can also introduce "Distance Learning" to promote the exchange of knowledge among students in different districts and enrich students' learning experiences.

Exemplar 2: Enhancing Interest and Motivation with the Interactivity of IT

Some schools have introduced the use of electronic whiteboards in some lessons to enhance the interaction between teachers and students, focus students' attention on learning, and arouse their learning interest and motivation. During the tryout, lesson preparation, observation and conferencing among teachers are duly arranged in order to enhance learning and teaching effectiveness.

Exemplar 3: Supporting Interactive Learning

When students are unable to get the answer to a question from other sources, they can be encouraged to contact relevant organisations or experts in the field through e-mails or electronic forums for enquiry.

Exemplar 4: Facilitating Communication

Students may feel uneasy discussing personal problems with others face to face. They may feel more at ease discussing such problems with teachers or counsellors through an electronic platform

Exemplar 5: Extending IT Learning to Home

Some schools websites provide information and learning materials for students' use outside the classroom. Students can access and download the information from the school websites at home.

Assessing Students' IT Capabilities in Context

The principle underpinning the IT Learning Targets is to enable students to apply their IT competence in learning and in daily life. Hence, schools are encouraged to assess students' abilities in applying IT in learning and in information processing in context. Assessment, as a component of the learning-teaching-assessment cycle, should help to enhance students' learning and be part of students' learning experience. Teachers and peers can provide feedback, while students themselves can reflect on their own abilities to use IT as a tool to access, process, organise and communicate information. Formative assessment, such as classroom observation, homework, project assignments and personal portfolios, can be appropriately used. Schools can also encourage students to participate in related IT events and competitions inside and outside school to provide opportunities for students to apply their skills and to enrich their learning experience.

Exemplar: Developing Students' IT Portfolio

- A student's IT portfolio contains a variety of assignments as well as peer assessment forms and self-evaluation records. Teachers can provide immediate feedback to students using IT tools, for example, when students are doing multimedia presentations.

- Students can choose their favourite IT assignments to include in their own portfolios to demonstrate their IT competence.

- Students can discuss with their teacher, at different stages of work (e.g. planning, production), the assessment criteria for an assignment and agree on a set of assessment rubrics for self and peer assessment or assessment of the final product.

For Reflection and Action

- What mechanism does your school provide to ensure that the school-based IT curriculum can appropriately nurture students' knowledge, skills and attitude in using IT?

- How do teachers create a more flexible, interactive and student-centred learning environment and adopt appropriate learning and teaching strategies to meet the learning targets and students' needs?

- How do teachers provide proper guidance to help students complete their assignments with IT or search for information on the Internet?

- How do schools assess the IT knowledge and skills of students in authentic situations or meaningful learning activities?

3.4.2 Teacher Professional Development

In the context of IT learning, the role of a teacher has evolved from being a transmitter of knowledge to a facilitator in learning. In formulating teaching strategies, teachers should identify the learning targets and provide appropriate IT support for students accordingly. They should also ensure that learning is student-centred, and IT is used appropriately and not used merely for its own sake. Teachers should fully utilise the flexibility of e-learning in designing learning activities and materials to meet the needs and expectations of all students.

Support and professional development for teachers are of paramount importance in bringing about a paradigm shift related to IT. Schools can encourage the sharing of practical experience among teachers, provide internal and external support, and promote professional exchange among schools.

The website of IT in Education Professional Development Programmes can be accessed at:
http://www.edb.gov.hk/index.aspx?nodeID=2287&langno=2

3.4.3 Supportive Measures in School

IT facilities and resources are less accessible for some students. When formulating their IT policy, schools should ensure that students of diverse backgrounds, aptitudes and abilities have equal access to IT resources. Teachers should make proper arrangements when assigning computer-related learning tasks outside the classroom to ensure that all students are able to access IT facilities and tools. Schools should make full use of the resources provided by the Education Bureau to make IT resources available to students. Teachers can also encourage students to use the IT facilities provided by public libraries and community centres. If necessary, students can make use of the resources provided by the government or community, such as "i Learn at home" launched in 2011.

The website of "'i Learn at home' Internet Learning Support Programme" can be accessed at:
http://www.gov.hk/tc/theme/ilearnathome/news/

3.5 Catering for Learner Diversity

At different key stages of education, students' IT competence may vary. Schools can consider the following suggestions to cater for learner diversity:

● Schools can make reference to the "IT Learning Targets" to assess students' IT competence at KS2 to fine-tune the school-based IT curriculum, ensuring that it is in line with the latest technology and the suggestions and recommendations listed in the Technology Education Key Learning Area Curriculum Guide. Schools should deepen students' understanding of the responsibilities and ethics in using IT.

● The following can be adopted by schools to help students with different levels of IT competence to move from senior primary to junior secondary:

◆ Besides ensuring that students have mastered the basic IT skills at the primary level, make use of assignments of various levels of difficulty and tasks that require different levels of IT application to enhance and consolidate students' IT competence and develop their problem-solving and life-long learning skills.

◆ Incorporating the use of IT into learning and teaching to arouse students' learning motivation and cater for their different learning attitudes and styles.

For Reflection and Action

- How can schools formulate a comprehensive strategic plan to integrate IT into learning and teaching so as to create an environment that is conducive to the use of IT in learning and teaching activities?

- Based on your observation, do students learn better with IT? Under what circumstances do they learn better?

- What are the areas for improvement with respect to the use of IT in your school?

Appendix

Some suggestions exemplifying how IT can be infused into the school curriculum

IT Learning Objectives	Activities	Key Stages
Use IT (e.g. multimedia resources) as learning tools	Students use simple educational software. (Refer to CAP 1)	1
	Students use spell-check in word-processing software to correct spelling mistakes. (Refer to CAP 5)	2
	Students use word-processing software to draft, edit, and present a piece of writing. (Refer to CAP 3, 5)	2
	Using a spreadsheet, students process data collected in a survey and generate charts to present the data. (Refer to CAP 6)	2
Understand the uses and importance of IT in daily life	In groups, students gather and discuss news about the widespread use of IT in daily life, and share their ideas and opinions in a class chat-room installed in the school's Intranet. (Refer to CAP 1)	2
	Students visit workplaces where IT plays an important role. (Refer to CAP 1)	2
Communicate and handle information with IT tools	Students express themselves by drawing simple pictures with a computer. (Refer to CAP 2)	1
Input Chinese characters using a Chinese input method easy enough for students at this stage to master	Students prepare simple greeting cards for different purposes, with the help of a computer. (Refer to CAP 2, 3, 5)	1 and 2
	Students learn keyboard skills by playing games. (Refer to CAP 1, 3)	1 and 2
Work collaboratively with peers in school by communicating and sharing information and ideas	Students discuss and exchange materials derived for a group project face to face, or through e-mails. (Refer to CAP 1-8)	2
	Students who learn faster play the role as peer tutors.	1 and 2

	Using criteria agreed through discussion, learners assess each other's performance as well as the project work of the other groups.	2
Access information via computer and other media (including searching and selecting relevant information) for a specific purpose	Students search the Internet to gather information about a specific topic, or answers to a question that they have in mind. They sort out the useful and relevant information, and rewrite it to suit the requirements of the task and the audience. They then present their findings in print or in any other appropriate media. (Refer to CAP 1, 4, 5)	2
Process information (e.g. by sorting, categorising, summarising) with the help of IT tools		
Presenting information with the help of IT tools		
Be aware of the importance in verifying and evaluating the accuracy and reliability of information	In different stages of project work, students are encouraged to think about and raise questions concerning the reliability and accuracy of the information collected or presented. (Refer to CAP 1, 4)	2
Respect intellectual and property rights and copyrights	Students discuss and come up with a list of dos and don'ts when using the Internet. (Refer to CAP 1, 4, 5)	2
Recognise the need for protecting themselves against harmful elements when using the computer (e.g. issues on privacy, health hazards, violence and pornography)	Students take part in a debate on the ethics concerning the use of IT. (Refer to CAP 1, 4)	2
	Students gather the latest news about the uses of IT in different environments, and discuss their impacts on people's daily life. (Refer to CAP 1)	2
Act appropriately in using IT	Students watch animations about problems involved in using IT, and try to work out the solutions to the problems through role-play. (Refer to CAP 1, 4, 7)	1 and 2

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EDB: Application of Information Technology – Project Learning
<http://resources.edb.gov.hk/project_work/main.htm>

EDB: IT in Education (Policy Documents and Reports)
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/policy-report.html>

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Chinese Mythological Heroes
<http://www.chiculture.net/0401/html/a04/0401a04.html>

EDB: Depository of Curriculum-based Learning and Teaching Resources: Chinese Language

Education KLA – Chinese Mythology
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  <http://cesy.edb.hkedcity.net/>

- Be net wise – Internet education activities
  <http://www.be-netwise.hk/about_us.php>

- Internet Safety Channel
  <http://internetsafety.edb.hkedcity.net/>

- Communications Authority – Be Smart for Smooth Net Surfing
  <http://www.mobilenet.gov.hk/en/consumer_tips/data_usage_calculator/index.html>

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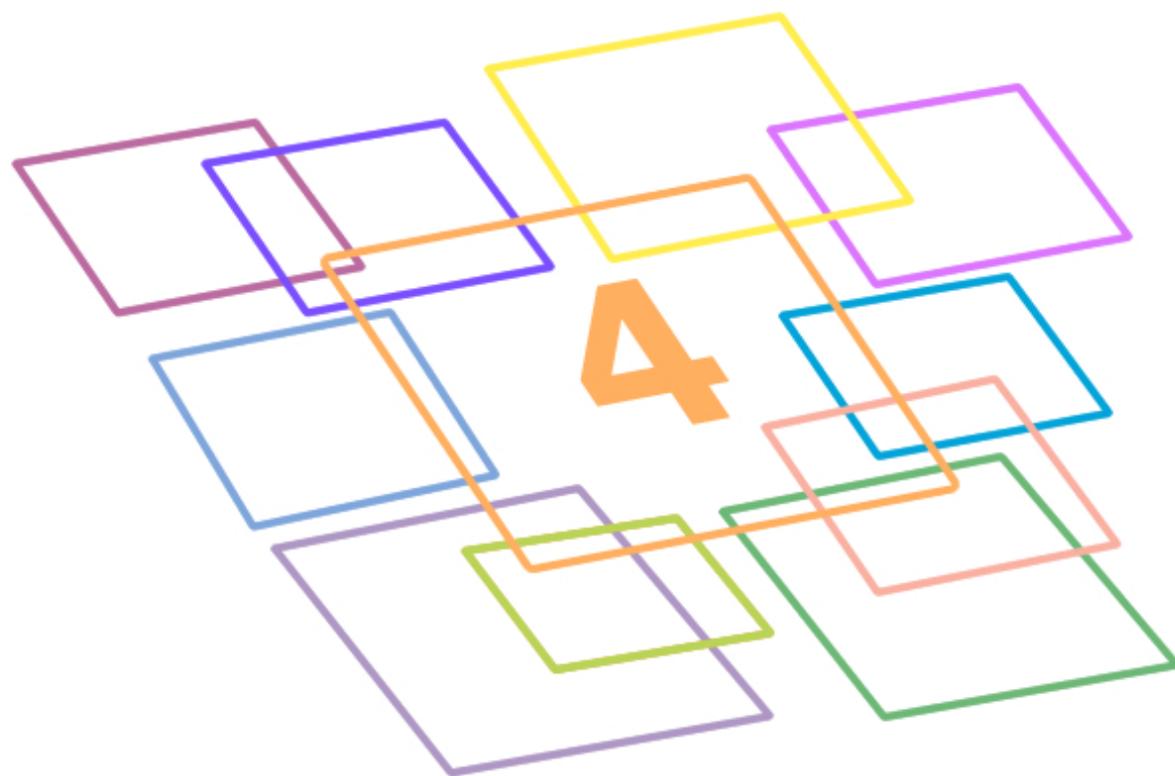
Effective Learning and Teaching

Contents

Effective Learning and Teaching

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn* (Primary 1 - 6). Its contents are as follows:

4 Effective Learning and Teaching

4.1 Background

Since the implementation of the curriculum reform, the Education Bureau has aimed at promoting learning to learn and whole-person development. It has introduced a flexible and open curriculum framework to promote the "paradigm shift" in school education ─ steering from a textbook-oriented and teacher-centred teaching approach, to a multi-dimensional, interactive and student-centred learning approach.

According to the Interim Review of the curriculum reform and Inspection Annual Reports, students were interested in learning, and willing to answer teachers' questions. They participated actively in learning activities and cooperated with their peers in discussions and presentations. Teachers possessed good professional knowledge and were capable of using information technology and subject resources properly to facilitate learning and teaching. A wide range of teaching and assessment strategies were adopted to cater for students' learning needs, and quality feedback was provided to enhance students' learning. Students had outstanding performance in international assessments in reading, mathematics and science. Thus, the basic education in Hong Kong has achieved considerable success.

Regarding the learning and teaching culture and the professional development of teachers in primary schools, a sustainable paradigm shift has been witnessed: students have become more active in learning. The development of generic skills, especially communication skills, creativity and critical thinking skills, and the inculcating of positive core values and attitudes in students, can reach the major goals of the curriculum reform, and schools have been moving towards self-directed learning. Building on the achievements of the curriculum reform, schools can further enhance learning and teaching, adopt appropriate strategies to cater for learner diversity and help students develop self-directed learning capabilities.

4.2 Purposes of the Chapter

⚫ Discuss learner diversity and make recommendations on promoting effective learning and teaching

⚫ Provide guidelines on catering for students with special educational needs

⚫ Provide guidelines on catering for the needs of gifted students

⚫ Elaborate on key concepts with feasible practices and examples

4.3 Key Considerations for Effective Learning and Teaching

4.3.1 Catering for Learner Diversity

⚫ Every student is a unique individual. They are different in level of maturity, gender, personality, ability, aspiration, interest, learning motivation, culture, language and socioeconomic background. Their intelligence, cognitive and learning styles influence the learning traits. Therefore, in addition to a comprehensive understanding of the curriculum content and features, schools and teachers should cater for learner diversity in lessons. For example, the newly-arrived children, non-Chinese speaking students and cross-boundary students may lack the prior knowledge for understanding the learning content of certain topics due to their different backgrounds. Under such situations, teachers may teach them the relevant knowledge beforehand.

⚫ Cognitive style reflects an individual's thinking mode, which is the methods and habits that one tends to adopt when receiving, processing, organising and remembering information. It will affect one's performance and achievement in learning. Scholars classify cognitive styles into different categories. For example, cognitive styles are categorised into two dimensions - "holistic-analytical" style and "verbal-imagery" style. Learners of the former cognitive style tend to treat the information as a whole, or the collection of parts when organising information, whereas learners of the latter cognitive style tend to think and express in words, or mental images[1]. Teachers can develop or design appropriate learning materials and or activities according to students' cognitive styles. For example, if students tend to acquire information by reading or listening to text messages, teachers can provide them with text-based learning materials. The activities can include reading articles, listening to recordings and group discussions. If students tend to acquire information through visual channels, teachers could incorporate more images in the learning materials. The activities can include watching video clips and reading charts. Although an individual may have his or her own habitual cognitive

style, he or she may develop other styles according to the situation. Therefore, through creating different learning contexts, teachers can nurture and develop different cognitive styles in students.

⬤ Learning styles can be innate or nurtured in social interaction. They reflect learners' unique learning habits and their preference in processing information. They include the specific learning strategy that learners adopt or the learning mode and environment that they prefer when completing a learning task. Similarly, scholars classify learning styles into different categories. For example, according to the two dimensions of perception and processing modes, learning styles can be divided into four types – accommodator, diverger, converger and assimilator. Teachers may adopt appropriate teaching strategies according to students' learning styles (for detailed explanation on the classification, see Table 4.1).

Table 4.1 The Learning Traits and Learning Situations of the Four Learning Styles [2]

Active Processing
(Active Experimentation)

Accommodator

Learning Traits

- Learners rely more on hands-on practice. They gain new experiences from the implementation of plans and tasks.
- Tend to solve problems by intuition

Learning Conditions

- Flexible lesson structure
- Opportunities to try a variety of new experiences
- Peer interaction

Converger

Learning Traits

- Learners are good at solving problems, making decisions and applying practical ideas. They acquire knowledge by assumption, deduction and inference.
- Tend to handle technical work and problems

Learning situations

- Problem-solving activities
- Opportunities to put ideas into practice
- Reading and discussion that help link up pedagogical and real-world tasks

Concrete Perception (Concrete Experience)

Abstract Perception (Abstract Conceptualisation)

Diverger

Learning Traits

- Learners are good at imagination, and finding meaning and value. They acquire concrete experience through observation. They are able to organise the things observed into a meaningful whole picture.
- Tend to learn through observation, and are comparatively creative

Learning Conditions

- Assignments that are open and free in format
- Lessons with few restrictions
- Self-diagnosis activities
- Personalised Learning
- Analysing from multiple perspectives

Assimilator

Learning Traits

- Learners are good at induction and inference, creation of theories, and are able to assimilate and explain the things observed
- They value the accuracy and logicality of theories.

Learning Situations

- Following instructions and rules
- Reading assigned texts
- Attending lectures
- Learning theories
- Organising information and concepts

Reflective Processing
(Reflective Observation)

(Source of information: Edited from Chiu Chi Shing, Ho Bik Yue, 2009, Page 17)

● Learner diversity generates different learning needs. While teachers may adopt different and diversified learning and teaching strategies to enhance students' learning effectiveness and realise their potential, they should also try to help students achieve a balanced development in all aspects. For example, for students who are particularly interested and gifted in using information technology, teachers should help them build capacity in this area, as well as guiding them to avoid being too concentrated on learning information technology and ignoring other important skills or abilities such as communication skills (including speaking and writing skills), collaboration and self-management skills.

● Schools should set reasonable expectations according to students' abilities, and provide an appropriate curriculum to motivate them in learning. However, when teachers cater for learner diversity, overestimation or underestimation of students' abilities should be avoided.

4.3.2 Stimulating Students' Motivation to Learn

● Teachers should set clear learning objectives and share them with students. Understanding the learning objectives for lessons or assignments, students can adopt appropriate learning methods to achieve the desired learning goals.

● To arouse students' motivation in learning, teachers may provide students with opportunities to experience success in the learning and teaching process and let them understand teachers' expectations towards their learning. However, it is important to take care of students' emotional reactions and self-esteem. Students' learning motivation can be divided into two kinds - intrinsic and extrinsic motivation. Teachers must strike a balance between the two, rather than focus only on the latter.

● Teachers can use the following methods to enhance students' intrinsic motivation:

   ◆ Arousing their curiosity

   ◆ Using appealing content or contexts appropriate to students' age, language and cultural background

   ◆ Encouraging students to value their achievement

   ◆ Adjusting the level of difficulty and minimising the risk of frustration in problem-solving

● To stimulate motivation in learning, teachers should pay attention to students' progress and improvement, recognise and encourage them to advance continuously. Teachers should also design tasks that suit students' level, so that they can experience the sense of achievement and build confidence after making an effort to attain the goals. In addition, appreciating students' non-academic performance such as their achievements in arts or sports is the most direct way

to improve students' self-image.

○ For many students, social interaction is also very important. Organising a learning community in class can help enhance students' learning motivation and facilitate their learning. Teachers should help every member within the learning community engage in learning, talk about and reflect on their learning.

4.3.3 Promoting Different Levels of Thinking to Develop Students' Potential

○ Understanding is a way to solve problems. Based on students' cognitive ability, teachers should help them use their prior knowledge to connect various ideas, and apply it ultimately to construct new knowledge.

○ Understanding and memorisation are not contradictory. Sometimes, appropriate memorisation is the foundation to enhance understanding. Teachers are advised to select the appropriate learning content based on students' abilities and the characteristics of learning materials, so that students can memorise through understanding, and avoid rote-memorisation.

○ Teachers can provide students with systematic and critical guidance to enhance their cognitive development through scaffolding. In the process of scaffolding, teachers can combine various methods purposefully to support learning.[3]

○ Teachers can use different learning and teaching tools suited to students' cognitive abilities, for example, different modes of questioning, visual organisers, to help them develop thinking skills at different levels, such as repeating, explaining, analysing, summarising, criticising, creating. When designing and developing learning and teaching content, activities and assignments, teachers should be aware that the expectation on students' thinking skills should vary among different students, but training on thinking skills at all levels should be covered.

○ Questioning is an effective teaching tool to develop students' thinking skills. Questioning, thinking and understanding tie closely to and interact with one another, to enhance learning effectively. Teachers can utilise different levels of questions to encourage students to analyse issues from multiple perspectives as well as to discuss and share with others. The question types that can develop higher-order thinking skills include inference, sequence, summary, comparison, analysis, causal relationship, forecasting, brainstorming, creation, evaluation and problem-solving. Teachers can refer to these key words when setting questions. (See Table 4.2 for examples)

Table 4.2 Types and Examples of Questions that Develop Higher-order Thinking Skills

Type	Example
Inference	All multiples of 4 are multiples of 2. Is 16 a multiple of 2? Why? (Mathematics)
Sequence	How is energy generated? Based on the observation of the experiment, list the steps of energy generation. (General Studies)
Summary	After reading the information and discussing in groups, what have you concluded on the best way to prevent juvenile drug abuse? (General Studies)
Comparison	What are the similarities and differences between a rectangle and a trapezium? (Mathematics)
Analysis	According to the article, what do you think is the personality of character A? Give examples from the article to support your views? (Chinese Language)
Causal Relationship	According to the video clip, why is the main character at odds with his sister? (Chinese Language)
Forecasting	According to the charts, what do you think will be the amount of electricity used by Hong Kong residents in the next five years? (Mathematics)
Brainstorming	When you see this picture, what is in your mind? Why do you have such thoughts? (Visual Arts)
Creation	Please write a poem with the same rhythm of this poem. (English Language)
Evaluation	Do you think the melody of the song matches the content well? Please share your views. (Music)
Problem-Solving	In view of the environmental problems, if you were the Chief Executive or a related official of the HKSAR Government, what would you do? (General Studies)

For Reflection and Action

- How do you motivate students with different levels of ability?

- Under what circumstances would you ask students to recite? Why?

- What is meaningful recitation? How is it different from rote memorisation?

- What would you consider when you set questions for students?

- What are the pros and cons of drilling?

4.3.4 Adopting Effective Learning and Teaching Strategies

When considering the selection and implementation of effective learning and teaching strategies, on top of thinking from the perspective of teachers and students, teachers should also take into consideration classroom teaching and curriculum planning. For example, how the two can complement each other and create a favourable environment for learning, and enabling the learning and teaching strategies to be implemented more effectively.

Teacher Level

- Affected by their own personal background, experience, mastery of learning and teaching strategies, teaching objectives etc., teachers may adopt different pedagogical approaches. Moreover, they may unconsciously teach students in the mode that they were taught or suited them best, thus overlooking the genuine learning needs of students. Therefore, in order to cater for learner diversity, teachers should first step out of their "comfort zone" and try out the use of different pedagogical approaches or strategies.

- No one pedagogical approach can satisfy all the teaching objectives or the learning needs of all students, and no one learning and teaching strategy is the most effective. Teachers need to reflect on their pedagogical preferences from time to time, and avoid over-reliance on one approach. They should adopt diversified learning and teaching strategies that help them achieve their teaching objectives, match different learning content, purposes and focuses to cater for learner diversity, as well as to maintain students' motivation and curiosity. Teachers may refer to Chapter 4 of KLA/General Studies for Primary Schools Curriculum Guides for specific recommendations on each subject.

- Teachers' view on learning and teaching affect their pedagogical approaches, and also influence

their adoption of learning and teaching strategies. Learning and teaching strategies can be classified into three categories according to three corresponding views: (i) Teaching as 'Direct Instruction', learning as a 'Product'*;* (ii) Teaching as 'Enquiry', learning as a 'Process'*;* and (iii) Learning and teaching as 'Co-construction' (For concrete explanation, please see Table 4.3).

Figure 4.3 Views and Strategies on Learning and Teaching

View	Strategy
(i) Teaching as "Direct Instruction", learning as a "Product"	● This view gives rise to a wide range of activities based on the notion that learning involves the transmission of knowledge from teachers to learners. From the students' perspective, these activities include being told, being lectured at as well as reading and learning by reciting learning materials. ● This direct instruction approach applies well to teaching clear procedures and facts, as well as conveying concepts that students do not have sufficient background knowledge. ● When teachers adopt this approach, they should teach with step-by-step questioning, and use appropriate examples and contexts, or even visual graphics to organise relevant information to enable students to grasp and understand the learning content easily.
(ii) Teaching as "Enquiry", learning as a "Process"	● It is often used in more complex cognitive processes requiring meaning-making. The focus is often on the learners' understanding and concept development. ● Teachers may enhance students' understanding on the lesson content through interactive learning activities and questioning within the whole class or groups. ● When teachers adopt this strategy, they should set broad and meaningful situational topics or offer open-ended questions, and activate students' prior knowledge and experience. If necessary, appropriate learning materials should be provided.
(iii) Learning and teaching as "Co-construction"	● It puts more emphasis on building knowledge in a 'community', mirroring the research communities and adult learning within professional fields. ● Knowledge is co-constructed through the interaction between teachers and students as both teachers and students are learners. For

	example, a "Knowledge Forum" on an online learning platform enables students, teachers, and even external experts to explore a topic that interests them, so that they can learn and construct new knowledge together. All members in the community are taking responsibility for learning.

- Figure 4.1 summarises the different learning and teaching approaches that may take place in primary classrooms. Along the horizontal axis, a spectrum of different pedagogical views and approaches to suit different purposes is shown. On the vertical axis, a range of learning focuses and purposes (i.e. from content-centred to learning community-centred) that teachers may build upon in their daily teaching practices is highlighted. Some of the pedagogical approaches echo with those presented in the horizontal axis.

Figure 4.1 Learning and Teaching Strategies and Approaches
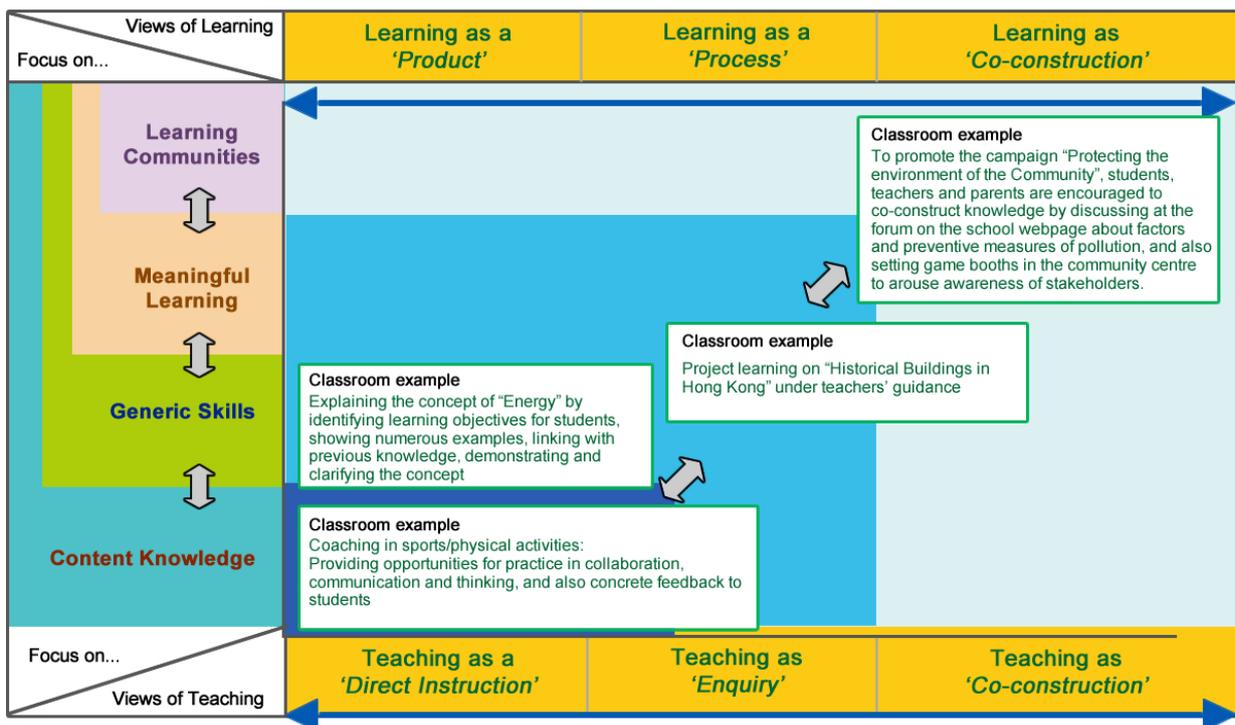
- Students' learning and progress is determined by the effectiveness of learning and teaching, including teacher and student interaction, as well as learning and teaching strategies adopted by teachers. Based on the content of different subjects and students' learning needs, teachers should adopt appropriate teaching strategies and techniques flexibly. For example, proper use of drama approach in lessons can enhance learning motivation. It can also enhance students' understanding and application of knowledge and concepts through role playing. In addition, life-wide learning strategy can facilitate more effective learning by allowing students to

connect and apply knowledge and skills in various key learning areas in real life situations.

For Reflection and Action

- What are your pedagogical beliefs or preferences?

- How do your pedagogical beliefs or preferences affect your choice of learning and teaching strategies?

- How would you utilise your teaching expertise to cater for students' learning strengths and learning styles?

- How would you adjust your pedagogical preferences to experiment with different pedagogical approaches?

Student Level

- Teachers may incorporate the training on memory strategies appropriately in the teaching process to enhance students' efficiency in storing information.

  - When the amount of information is not considerable, processing the information repeatedly is the easiest memory strategy. Oral recitation is a commonly used strategy.

  - Organisation strategy can help students store and search for a huge amount of information more effectively. For example, "clustering", which means figuring out the proximity, similarity and association of learning materials in terms of time, space and characteristics, and organising them into meaningful units, can enhance memory effectively.

Most students with learning disabilities do not understand how to use effective memory strategies to store information. The training of appropriate memory strategies is especially helpful for them in enhancing learning.

- Apart from adjusting the pace of learning and teaching according to students' ability, teachers should embrace different cultures and provide students with various learning opportunities and room for self-directed learning. For example, through assignments, project learning, life-wide learning, group discussion and sharing, students can select their own learning strategies and develop self-directed learning skills according to their ability, personality, learning style, expected learning outcomes, etc.

- In the learning process, teachers can help students reflect on the following questions in order to develop their self-directed learning skills:

  - Do I clearly understand the purpose, content and requirements of the learning task? What are they?

  - What knowledge or skills related to the learning task do I possess?

  - Can I complete the task within a reasonable timeframe?

  - What plan should I set for the learning objectives?

  - What strategies can I adopt to complete the learning tasks and achieve the learning objectives?

  - What resources do I need to complete the learning tasks and achieve the learning objectives?

  - When I encounter difficulties, who or through what channels can I ask for help?

  - How can I monitor my own learning progress?

  - How can the feedback from teachers and classmates help me achieve the learning objectives?

  - Under what circumstances or conditions am I considered to have completed the learning tasks and achieved the learning objectives?

- Teachers can provide opportunities for co-construction of knowledge based on the learning objectives and different abilities of students. The opportunities include interaction, communication and collaboration among students, and between teachers and students. Collaborative learning can stimulate students' learning motivation. Encouraging collaborative learning among peers can develop their commitment to learning. In this way, students of similar ability can learn from one another; students with different abilities can share responsibility for constructing knowledge in various degrees, based on the knowledge and ability they possess.

For Reflection and Action

- What are your students' strengths in learning?

- How do your students usually learn? What learning strategies are they good at?

Basic Education Curriculum Guide (Primary 1-6)

Classroom Level

- Through systematic lesson organisation, learning and teaching strategies can be implemented effectively to enhance students' learning. The following points should be considered when designing a lesson:

  - Learning objectives must be clear.

  - Learning content must be tied closely to the intended learning objectives.

  - Learning objectives, content and activities can cater for learner diversity, and suit their learning needs.

  - The structure of the lesson should be clear and orderly.

  - Learning activities can enhance the positive interaction between teachers and students, or among students.

  - Learning activities should be connected with one another.

  - The arrangement of the learning context and environment can effectively enhance learning.

  - Learning and teaching resources, including the use of information technology are utilised effectively and appropriately.

- To provide students with multi-sensory and multiple intelligences learning experiences, teachers should use proper and adequate learning and teaching resources, and a wide range of learning materials such as audio clips, videos, photos, images and text information based on the learning interest, styles and needs of students. Appropriate use of interactive learning resources can not only raise students' interest in learning, but also enhance learning and teaching effectiveness.

Curriculum Level

- Teachers may adapt the curriculum according to learner diversity, including learning needs, styles, interests and abilities, etc. For example, teachers can adjust the teaching pace, content, hierarchy, strategies, and assessment tools and methods. Curriculum adaptation can target at a class, a group or an individual student. The learning objectives set for students can be partially the same and partially different. Even if the learning objectives are the same, the allocation of time, content and form of learning activities can be adapted. The ultimate goal of curriculum adaptation is to provide an environment to support student learning so that every student can

participate in the learning process to achieve learning goals.

⬤ Curriculum adaptation usually takes place in terms of content, process and outcome. One or two of the following areas could be adapted:

  ◆ Content: Teachers may focus on teaching the most crucial concepts, processes and skills, adjust the difficulty of learning content, or select basic or more advanced level learning materials relevant to the topics.

  ◆ Process: Teachers may consider adjusting the complexity and abstractness of the learning task, or allow different students to learn in different ways.

  ◆ Outcomes: Teachers may consider adjusting the degree of challenge of the learning tasks, or expect different learning outcomes according to students' learning abilities or styles[4]. For example, after reading a story book, teachers usually require the students to submit book reports, but the teachers may allow accommodator students to discuss the assignment questions and present in a group; allow converger students to carry out role plays and propose a method to solve problems, or attempt to relate the story content to real life; allow diverger students to rewrite the ending of the story; and allow assimilator students to infer the main idea of the story.

⬤ Teachers can extend students' learning spaces by providing them with life-wide learning opportunities with the use school campus, family and communities, and organise co-curricular activities to enhance their personal growth and develop their potential.

4.3.5 Providing Quality Feedback to Enhance Effective Learning

● Curriculum, assessment and teaching are the three key elements in learning. They must be connected and complement one another. Under the concept of "Assessment for Learning", assessment is not only for understanding students' learning and recognising their academic performance and individual achievement, but also for teachers to provide feedback and enhance the effectiveness of learning and teaching.

● Teachers can adopt flexible and diversified assessment modes to provide quality feedback during the learning, teaching and assessment cycle. Quality feedback should echo the intended learning objectives, provide concrete and appropriate information for teachers to improve the quality of learning and teaching, and enable students to reflect on and improve their learning.

● Teachers can provide students with timely feedback to facilitate their learning. For example, with the establishment of a collaborative learning culture, teachers can encourage students to give useful and constructive feedback to their peers. Through project learning or life-wide learning activities, teachers can give students the opportunities to obtain feedback from external experts. As a result of the advanced development of information technology, the interactive features of most learning software allow students to get instant feedback so that students can reflect on their learning and construct their knowledge.

● Questioning in classroom is one of the common assessment modes. Many studies indicate that quality questioning and feedback can facilitate effective learning. Studies have also found that feedback is the most powerful among all the factors that affect learning[5]. Questioning and feedback are commonly used teaching strategies that teachers should not neglect. Questioning should be done systematically and step-by-step, and feedback needs to be timely and concrete.[6]

● Table 4.4 helps teachers reflect on their own questioning skills in the classroom. Teachers can do self-assessment according to the ways in which they commonly ask questions in the classroom.

Table 4.4 Self-assessment Checklist for Classroom Questioning

Item	Strongly disagree	Disagree	Agree	Strongly agree
I will…				
1 confirm the need for asking questions according to the learning objectives.				
2 check students' prior knowledge with questions.				
3 encourage students to think by asking them questions.				
4 ask questions of different levels according to the abilities of students.				
5 predict the problems that students may encounter in learning, and help them through questioning.				
6 sequence the questions according to their nature.				
7 use accurate and appropriate wordings for the questions.				
8 let every student have the opportunity to answer questions.				
9 listen to students' answers attentively.				
10 pause for adequate time after asking the question so that students have time to think.				
11 give students the hints they need and follow up on the whole Q&A process.				
12 try to understand why students are unable to answer the question, and provide timely assistance.				
13 give feedback and response immediately according to students' answers.				
14 recognise and encourage students for their response.				
15 give concrete feedback according to students' response.				
16 sustain students' interest and motivation in learning by giving feedback.				
17 point out students' learning performance, standard, level of ability or progress according to their response.				
18 indicate the areas where students can or should improve based on their response.				

🔴 Teachers can make reference to the above rubrics to reflect on their questioning skills and ways of giving feedback so as to enhance the effectiveness of learning and teaching.

> **For Reflection and Action**
>
> When students are unable to answer my question immediately, will I:
>
> - repeat the question?
>
> - rephrase the question in simple language?
>
> - modify the expression of the question?
>
> - ask a simpler question?
>
> - provide hints to help them answer the question?

4.3.6   Rethinking the Roles of Teachers

- In the process of learning and teaching, teachers can play different roles based on the strategy adopted to achieve the intended learning objectives. (For detailed explanation, please see Table 4.5.)

Table 4.5 The Roles of Teachers

Roles of Teachers	Actions
Transmitter	Give lecture
Facilitator	Discuss with students
Resource person	Advise students on learning resources
Counsellor	Advise students on cultivating interests
Assessor	Inform students of their learning progress
Leader	Take the lead in motivating student learning
Co-learner	Learn with students

- A teacher is also a member of the learning community in a school. In addition to playing the role of students' learning partners, teachers should also learn from one another and share the responsibility of constructing knowledge. Through interacting, sharing and reflecting in a learning community, teachers' capacity can be raised, and ultimately students' learning effectiveness can be enhanced. Collaborative lesson preparation, peer lesson observation and

pre-/post-lesson discussion are ideal platforms for teachers to construct knowledge. With good use of collaborative lesson preparation, teachers can explore difficult points for learning and teaching, reflect on them, further improve learning and teaching, and accumulate good teaching design and learning and teaching materials to enrich the school resources.

● In addition to helping students construct knowledge and develop their abilities, teachers should also focus on developing positive values and attitudes in students. Through school ethos, key learning areas, cross-curricular and other learning experiences, and with the use of authentic learning situations as well as structured learning activities, teachers can help students develop personal values and beliefs and encourage them to accommodate different cultures, opinions and perspectives.

● Students' learning attitudes and abilities are often affected by family background, personal experience and living environment. Teachers should understand their students, and collaborate with pastoral personnel, parents, peers, social workers and the community, to take appropriate measures to support and cater for the needs of students.

For Reflection and Action

During collaborative lesson preparation, the following issues can be discussed:

● Why do we choose this topic?

● What learning focuses do I expect students to grasp?

● What is the background information on students' ability, learning characteristics etc.?

● What prior knowledge do students have on this topic? What learning and teaching strategies or methods can be adopted to help students grasp the learning focuses?

● What difficulties were encountered when students studied the same topic in the past?

● What difficulties were encountered when teachers taught the same topic in the past?

● What difficulties can be expected? Which areas need special attention?

● How to examine or evaluate students' learning effectiveness?

● What resources are necessary for teaching this topic?

For Reflection and Action

After lesson observation, the following issues can be discussed and reflected on:

Students' Learning

- In the learning process, which part of students' performance was the most praiseworthy? Why?

- Did students have a high degree of participation during the learning process? How could you encourage them to get more involved?

- During the learning process, what difficulties did students encounter? How did they overcome the difficulties? Or how did you help them overcome the difficulties?

- In the teaching process, were there any unforeseen problems? If so, how did you solve them? If that happens again, how will you solve them?

- What have you observed from the assessment about students' learning outcomes or what learning focuses they have grasped?

- What difficulties did students encounter in the assessment? How did they overcome the difficulties or what kind of help did you render them?

Teachers' Teaching

- In the teaching process, which part do you think is the best or the most satisfactory?

- Which of the expected outcomes have been achieved?

- Which of the learning activities are worth recommending to other colleagues? Which part requires improvement? Which part can be omitted? Why?

- Overall speaking, what do you think of the lesson design and its effectiveness?

- In your opinion, what are the advantages of the lesson design?

- If you are to design the teaching plan again, what further improvements can be made?

For Reflection and Action

Can the collaborative lesson preparation and post-lesson observation discussion

- foster an atmosphere of free expression of views and open exchanges? If not, how can it be improved?

- increase your appreciation of the strengths and efforts of your peers? What benefits have you derived?

- guide or facilitate teachers' self-reflection? If not, how can it be improved?

- clarify difficult teaching points or the relevant theoretical underpinning? If not, how can it be improved?

4.3.7   Summary

To cater for learner diversity, on top of working on curriculum planning and classroom learning and teaching, teachers should also take into consideration the perspective of student support, and support at the system and the school organisation levels. Figure 4.2 describes the relationship between the various levels.

Figure 4.2 Catering for Learner Diversity

Systemic Level

Curriculum and Assessment Guides

Funding and support (e.g. Learning Support Grant, professional support, community resources

School Organisation Level

KLA, cross-curricular and other learning experiences

Forming a task force to co-ordinate and lead

Build a common vision

Ethos building to value diversity and individual differences, as well as uniformity

School Curriculum Level

Human Resource Deployment:

e.g.

▪Forming learning support team

▪A dual class teacher system

▪Assign a teacher to one level instead of a range of levels

▪Arrange a teacher to teach the same cohort of students for 3 years

▪Conduct co-teaching

▪Employ teacher assistants

Identify the core and extended / elective parts of the curriculum for different students

Strategic plan (e.g. 3 yr plan)

KLA / Panels devise plans to cater student diversity

Class / group Level

L&T/assessment strategies, e.g. graded tasks

Flexible groupings

Motivating strategies

Student

Develop interdependent, cooperative learning communities and respect diversity

Extended time-table for remedial

Enhancement programmes for more able

Design diversified assessments and make adaptations to cater for students' needs, e.g. increase of time

Modification, tailoring or differentiation within the subject, OLE

Learn from other teachers by sharing, peer observation, reflection on lessons and student feedback

Devising a Whole-school Policy

e.g.

▪Establish a 3-tier approach of support

▪Student learning profile to record progress (formative)

▪Effective use of assessment data to inform L & T

▪Recognise non-academic achievements and participation in report cards

Time-tabling

Strengthen communication with parents on student progress

Partnership with community to motivate student participation in a wide range of learning activities and competitions

Professional Development Opportunities (e.g. special education training courses, professional development programmes on inclusive education)

Facilities, Physical conditions for appropriate learning environment

The Myths of Learning and Teaching

- Is it inappropriate to encourage or ask students to recite?

  Not necessarily. It depends on the purpose of recitation. Understanding and memorisation are not contradictive; sometimes appropriate memorisation is the foundation for better understanding. Teachers are advised to select appropriate learning content based on students' abilities and the characteristics of the learning materials, so that students can memorise through understanding and avoid rote-memorisation.

- Is direct instruction a teaching method far from ideal?

  No. It depends on the students' needs and the learning objectives. When students do not have enough prior knowledge, or when the teacher is teaching clear procedures and facts, this approach can be considered. However, it should be accompanied by graded questions, appropriate examples and contexts, and graphic organisers should be used to organise the relevant information. In addition, teachers should not repeatedly use the direct instruction approach in the teaching process but should adopt different pedagogical approaches where appropriate in light of learner diversity.

- Which teaching strategy is the most effective?

  No single teaching strategy is particularly effective or suits all students. Teachers should design teaching strategies according to the school culture, teaching resources, objectives of the learning tasks, students' cognitive development, learning styles and needs, etc. Learning effectiveness can only be enhanced with the appropriate use of teaching strategies.

4.4 Education for Students with Special Educational Needs (SEN)

Like other students, students with SEN are entitled to equal opportunities for participation and learning in schools. Under the existing policy, only students who have severe or multiple disabilities and are unable to benefit from ordinary school environment are to be allocated to special schools for intensive support services. Students who have SEN but can generally benefit from integrated education are placed in ordinary schools, so that they can get along with ordinary students and fully benefit from the education.

Ordinary schools enrolling students with SEN should foster an inclusive atmosphere. Through whole-school participation and home-school cooperation, schools should teach students to put learning diversity in perspective with proper attitudes, understand the special educational needs of schoolmates, and establish caring, collaborative and interactive peer relations, in order to achieve the goal of equality and inclusion. In addition, schools should provide different learning experiences for students with SEN, so that they can realise their full potential, build self-confidence, and develop the attitude and ability for independent learning.

4.4.1   Causes and Nature of SEN

● The causes of SEN are numerous, including: congenital or hereditary reasons; the effect of drugs, accidents or illnesses; environmental factors. Teachers' understanding of the impact of SEN on learning will facilitate their provision of more appropriate support for students. Congenital or acquired factors cause disabilities and defects in some students, resulting in physical limitations, intellectual limitations or limitations on adaptive behaviour, and these limitations become obstacles to them in coping with the requirements of the living environment. To fulfil the requirements of education, these children need various special educational support in order to grow and make progress in learning. For example, visually impaired students need some aids, so textbooks can be converted to Braille books and audio books, which they can read and understand.

● The main categories of SEN include: physical disability, visual impairment, hearing impairment, speech and language impairment, autistic spectrum disorder, attention deficit/hyperactivity disorder, specific learning difficulties, intellectual disability. Since students with SEN are of different abilities, environmental requirements and adaptive conditions, the types and levels of support they need are also different. By giving individualised support according to their specific condition, and using appropriate learning and teaching strategies, their learning diversity can be catered for.

● Early identification can help provide appropriate counselling to students with SEN, so that the difficulty in their curriculum learning can be alleviated. Therefore, if teachers discover students' difficulties in learning, communication, social adaptation and so on, they should understand the students' difficulties and make early identification through various channels, such as collecting opinions from parents or other teachers, or using preliminary identification tools.

For Reflection and Action

- How to identify students with SEN?

- What methods has your school adopted to assist students with SEN to integrate into school life and learn well?

4.4.2   Creating an Inclusive School Culture

To effectively cater for students with SEN, schools should create an inclusive culture for students to understand and accept individual differences and develop an attitude of mutual understanding, trust and respect. No matter whether the students have SEN or not, they can benefit from growing healthily in a harmonious atmosphere. For students with SEN, an inclusive culture can enhance their learning motivation and confidence. The creation of an inclusive campus culture can start from the following aspects:

Adopting the "Whole-School Approach"

- The implementation of integrated education with whole-school participation to cater for learner diversity should be approached from three aspects, namely the school's policy, culture and measures. For details, please refer to the "Operational Guide on Whole-School Approach to Integrated Education" (2010) and "Catering for Differences - Indicators for Inclusion" (2008).

- Through whole-school participation, teachers can work as a team, share responsibility with other school personnel to take care of the diversity and the SEN of students. With the acceptance and care from all school personnel and students, as well as the love and support from other students' parents, students with SEN will have a better sense of belonging and can learn more effectively. Stakeholders of the school can participate in many ways, such as:

  - When the principal or middle management formulate the goals and development plans of the school with teachers, they should lead the teachers to develop concrete programmes to cater for the SEN of students, and recommend specific policies and measures in monitoring and evaluating the programmes. Schools may refer to the following documents for school-based planning:

    - "Whole-School Approach to Catering for Students with Special Educational Needs (Year-end Evaluation Form for Individual Students)"

➢ "Whole-School Approach to Catering for Students with Special Educational Needs (Year-end Review Form for Schools)"

➢ "Examples of Information Related to Catering for Students with Different Learning Needs to be Included in the School Annual Report"

The above three documents can be downloaded from the website "Education Bureau Special Education > Support for Ordinary Schools > Support for Student Diversity in Primary Schools":
http://www.edb.gov.hk/en/edu-system/special/support/wsa/primary/index.html

◆ Teachers should collaborate with one another to identify students with SEN as early as possible, and design appropriate curriculum, teaching plans, learning activities and assessment methods according to their needs.

◆ Guidance teachers or officers and school social workers can work together to design various group activities or carry out individual counselling according to students' needs.

◆ Provide opportunities for peer support, peer counselling and collaborative learning for students.

◆ Practise home-school cooperation and encourage parents to participate in caring for students with SEN.

◆ Feedback can focus on the clarification of the content and requirements of learning activities, advice on learning skills which students may adopt or suggestions for students on the skills of self-directed learning and the direction for reflection.

Establishing a Systematic Support System

● Set up a designated team to support students. Members may include school leaders, guidance teachers or officers, school social workers, discipline and guidance masters/mistresses, Primary School Curriculum Leaders, experienced teachers, educational psychologists, parents. The team should be led by school leaders to develop a whole-school participation policy, so that students with SEN can be catered for through concerted efforts.

● Establish mechanisms of early identification and counselling for students with different learning needs, so that they can realise their potential and benefit from school education:

◆ Observing the performance of students in and out of the classroom, and their performance

in homework and assessment as well as collecting the views of parents and teachers to understand the students' growth and pre-school experience are all conducive to early identification of students with SEN.

◆ Appropriate guidance such as teaching reading skills or vocabulary skills, concentration training, developing a habit of doing homework and revision as scheduled, are all helpful for students to find ways to overcome their difficulties early. If necessary, teachers can invite professionals to provide intervention.

● Adopt the three-tier Intervention Model (see Figure 4.3) to provide support and allocate resources according to the actual needs of students:

◆ Even though some students have the same kind of disability, their needs and the difficulties they face may not be the same. The forms and extents of support also vary. Therefore, schools should adopt the Three-tier Intervention Model to provide appropriate support in light of students' actual needs.

◆ Optimisation of classroom teaching is fundamental to catering for the learning needs of all students.

Figure 4.3 Three-tier Intervention Model

Tier-3
support refers to
intensive individualised
support for students with severe
learning difficulties and SEN.

Tier-2
support refers to "add-on" intervention for
students assessed to have persistent learning
difficulties, and set up a student intervention team to
plan and implement various intervention measures.

Tier-1
support refers to identifying students with SEN as soon as possible,
and help students with transient or mild learning difficulties through quality
teaching in regular classroom to prevent their problems from worsening.

● Build partnerships and seek external support. For example, plan various training and counselling activities with professionals according to students' developmental and special needs, or invite a special school cum resource centre to provide support services for ordinary schools in the same district.

Helping Students Develop a Positive Attitude

● Teachers can provide opportunities for learning and communication in many ways in order to engage every student and thus foster friendships. Besides, through school-based curriculum, civic education activities, community services and so on, teachers can help students develop a correct attitude towards schoolmates with SEN.

● Let students understand that everyone has strengths and weaknesses and that things are sometimes beyond one's control. For example, we will become helpless if we need to cross a road without pedestrian crossing facilities. Therefore, in the process of learning and growing up, students have to encourage and support one another.

● Encourage students to appreciate the strengths of students with SEN, rather than focusing on their shortcomings. For example, play the ETV programme "Break Barriers to Reach New Heights (Special Olympics and Paralympics)" to help students understand that the physically handicapped can also achieve great success in sports.

Formulating Professional Development Programmes for Teachers

● Schools can develop school-based professional development plans according to their own contexts. It includes inviting experts and scholars to deliver talks or workshops, encouraging teachers to participate in training courses organised by tertiary institutions or external professional organisations, so that teachers are equipped with the knowledge and ability to provide support for students with SEN.

● Schools can strategically arrange teachers to participate in courses of different types and levels according to their responsibilities and needs to enhance their professional capacity in supporting students with SEN.

● When formulating the professional development plans for teachers, schools should encourage the teachers who have not received training in special education to enroll in appropriate courses as soon as possible.

For Reflection and Action

- What measures has your school adopted to create an inclusive culture?

- How can your students, with or without SEN, benefit from an inclusive culture?

- How does your school cater for the diversity or SEN of students?

- Is supporting the students with SEN a major concern in your school's annual plan? If so, what are the specific plans and evaluation methods?

4.4.3　Appropriate Curriculum Adaptation

Adopting the same curriculum framework is a concrete measure to practise inclusion and equal opportunities. Effective learning and teaching strategies are the pre-requisite for the effective implementation of this measure. In undertaking curriculum adaptation, reference should be made to the curriculum and assessment guides published by the Education Bureau.

Principles for Adaptation

- For students with SEN, the focus should not be placed on their disabilities. The formal curriculum should be adapted under the same curriculum framework, in light of their learning abilities and needs, such as progress and modes of learning.

- Have reasonable expectations on the students with SEN in their academic, social and emotional development.

- Adaptation is different from curriculum tailoring. Adaptation is adjusting the content and ways of learning a certain subject according to the individual needs of students with SEN in order to make reasonable accommodation.

Adaptation Strategies

- Streamline the learning objectives and content of the curricula of various key learning areas, so that students with SEN can find an appropriate starting point for their own learning.

- Understand students' starting point to determine the extent of curriculum adaptation. Adjustments can involve units, topics, semesters, or even the whole-year curriculum.

● Help students with SEN identify learning objectives, learning outcomes and expected level of performance according to their prior knowledge, abilities and learning needs. Help them identify the core learning content and key skills to enhance learning.

● Design learning materials and worksheets of different levels or formats according to the abilities and needs of students with SEN and analyse the existing teaching resources, such as textbooks and other learning materials. Select appropriate learning materials, add or reduce the materials to eliminate obstacles in students' learning. Provide the most comprehensive and extensive learning opportunities for them.

Strategies to Promote Curriculum Adaptation

● In order to effectively plan, implement and review the learning support for students with SEN, schools should invite relevant panel heads and teachers to participate in "Student Support Teams", to help students understand the obstacles that students with SEN may encounter in learning. Meanwhile, it is necessary to devise a support plan to enhance student learning, such as curriculum adaptation, effective learning and teaching strategies, teaching aids to cater for students with special needs, so that students with SEN can study the same curriculum with ordinary students, and participate in the same learning activities in the same environment.

● Based on the abilities and needs of students, schools may involve the relevant panel heads in discussing and identifying students' difficulties from the perspective of curriculum design, pedagogy and assessment, and set up an appropriate learning support programme accordingly.

> ### For Reflection and Action
> ● How can the school-based curriculum policy that your school has implemented support students with SEN?
> ● When your school adapts the curriculum, what are the difficulties? What support or solutions are available?

## 4.4.4 Developing Learning and Teaching Strategies

Like other students, there is learning diversity among students with SEN in their interests, abilities, learning styles and experience. Teachers have to understand their characteristics and adopt different teaching modes and guidance strategies according to their needs, in order to encourage them to participate in learning activities and enhance learning effectiveness.

Optimising Classroom Teaching

- Cultivate a pleasurable learning atmosphere in the classroom, create successful learning opportunities and encourage students to realise various potential and enhance their self-image, thereby increasing their motivation to learn.

- Teach students learning strategies, such as reading strategies, questioning techniques, methods of organising notes and collecting learning resources, in order to develop their learning to learn capabilities.

- Design various learning activities to sustain students' interest in learning, explore and develop their multiple intelligences, develop their generic skills and allow them to express themselves in various ways.

- Adjust the level of difficulty of learning activities and assignments in order to match the learning objectives, students' learning stage, abilities, needs and life experience.

- Use instructions and examples that are simple, specific, concrete and easy to understand in learning activities and assignments.

- Allow more time and opportunities for students to have hands-on practice in order to consolidate what they have learned.

- Implement multi-sensory teaching or teaching in small steps, and provide concrete real-life examples to help students understand.

- Adjust the pace of learning and teaching according to students' learning progress, arrange different modes of assignments and assessments to identify students' strengths, and help them acquire appropriate learning strategies.

Figure 4.4 How to Optimise Classroom Teaching?
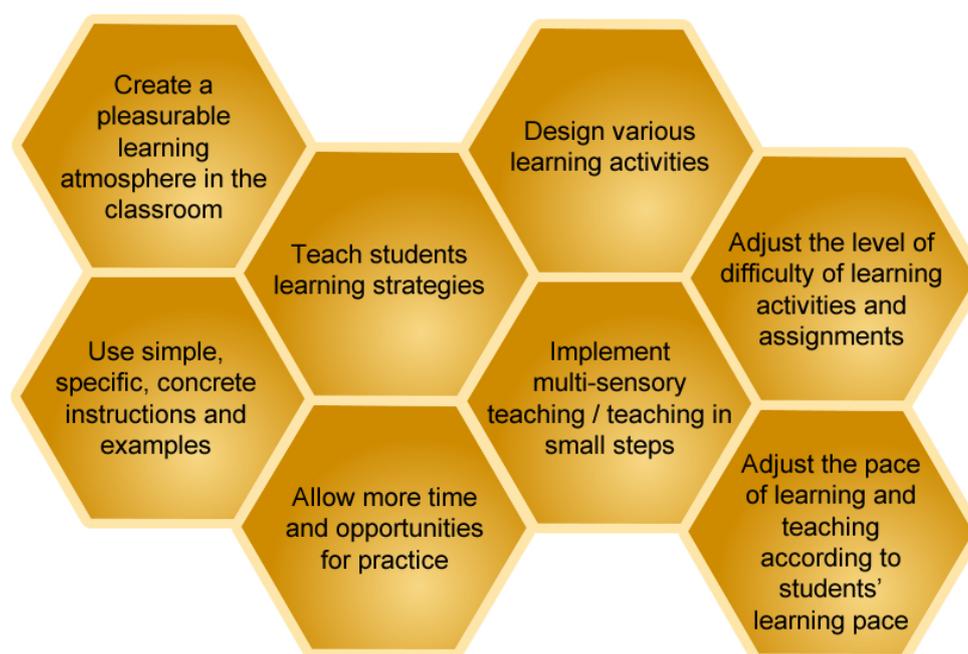
Strengthening Learning Support

- Group and peer guidance: Arrange students with similar SEN or common learning objectives to study together in or outside class, or receive additional learning support together. Meanwhile, let students of different abilities learn together and support one another through organising study groups or peer circles.

- Collaborative teaching: Set up teaching teams of two or more teachers, who co-plan lessons and co-teach, in order to provide immediate additional support in the classroom for groups and individual students with special needs. The collaborative teaching session can be planned according to the lesson content and students' needs. It can be conducted in some subjects, a particular subject, or part of a lesson.

- Study aids: Provide students with appropriate study aids to help them reduce the obstacles caused by disabilities. For example, provide hearing aids for the hearing impaired students; magnifiers and low-vision aids for visually impaired students; big grid paper for students with special learning difficulties; picture cue cards for students with mental retardation, autism or speech and language impairment.

Figure 4.5 How to Strengthen Learning Support?
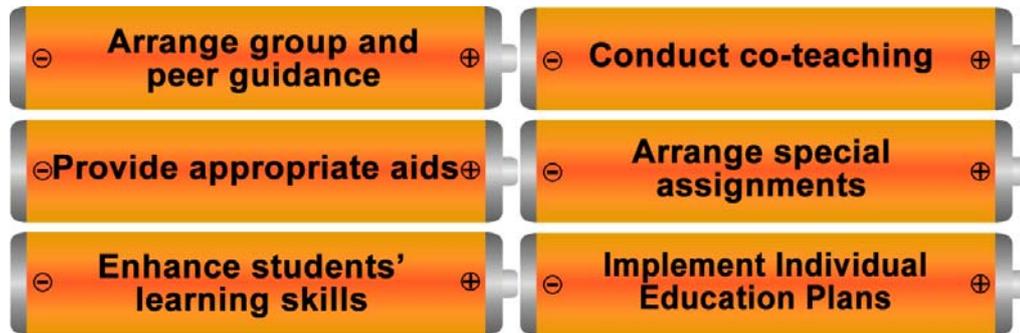
- Special arrangements on assignments: Based on the students' ability and special educational needs, adjust the number of assignments, requirements (for example, allow students with special learning difficulties to mark or circle the answers with color pens, or underline the answers instead of writing) and completion time, and arrange appropriate additional support to alleviate their burden and anxiety in completing assignments.

- Enhancing learning skills: teach students to organise learning content, learning objectives and priorities strategically, such as strengthening their time management skills and examination strategies.

- Individual Education Plans:

  - Specific Individual Education Plans are designed collaboratively by professionals and "Student Support Team" members for students with severe SEN. Based on the special needs of students, the Plans can be divided into two main categories: individual behaviour management plans, which target at behavioural or social adaptation, and individual learning plans, which target at enhancing the learning abilities for academic subjects.

  - Targets in the plan and additional support usually take place during class hours and in regular class settings, especially the support on academic subjects. Therefore, the relevant class teachers or subject teachers should have sufficient expertise to execute plans and provide appropriate support.

  - Individual Education Plans, which target at enhancing students' learning abilities in academic subjects, is not the same as the plan for curriculum trimming. They target at the special education needs of students and focus on enhancing their learning effectiveness. For example, for students with dyslexia, the objective can be "using effective strategies to learn different structures of characters."

> For details on "Individual Education Plan", please refer to section 6.3, Chapter 6 of the "Integrated Education Operation Guide" (2010).

Basic Education Curriculum Guide (Primary 1-6)

> ![icon] **For Reflection and Action**
>
> ● What strategies have been adopted by your school to help students with SEN develop their potential?
>
> ● What learning and teaching strategies do your school usually adopt to cater for students with SEN? Why are the strategies adopted?

4.4.5 Enhancing the Effectiveness of Learning and Teaching through Assessment

● Appropriate assessments should be designed according to the needs of students. The objective of assessments should be placed on identifying their strengths and progress, with a view to raising their motivation and interest and enhancing learning.

● Make use of diversified assessment modes to gauge students' overall learning performance from various aspects and angles, in order to explore their potential. For example, adopt different ways to answer questions in order to inspire students' thinking, rather than assess their writing ability.

● With the use of Individual Education Plans, teachers, parents and students themselves can regularly review students' progress in learning and other aspects, and provide timely support according to their needs to help them achieve their learning goals. For more information, please refer to "Samples of Student Register and Individual Education Plan".

> *"Samples of SEN Register and Individual Education Plan" can be downloaded from the website at:*
> *http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/sample_c.pdf*

● Use the Student Learning Profile to reflect on students' performance and capabilities in different areas, and acknowledge their efforts.

● For students with SEN who study the mainstream curriculum, the assessment they take should

be the same as those of other students, but special arrangements should be made, such as extended examination time and special seating arrangements to cater for students with disabilities. For other special arrangements, please refer to "Special Arrangements for Internal Examinations for Students with Special Educational Needs (2013)".

"Special Arrangements for Internal Examinations for Students with Special Educational Needs (2013)" can be downloaded from the website at:
http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_(eng)_29012013.pdf

For Reflection and Action

When your school assesses students' performance, will all the students be assessed in the same way? Why?

4.4.6 Resources and Support

Resources

- The Education Bureau has prepared a number of guidelines and resource packages to help teachers support students with SEN, including:

  - Whole-School Approach Teaching Strategies
  - Whole-School Approach – Principles and Strategies for Setting Homework
  - Whole School Approach – Principles and Strategies for Assessment
  - Understanding and Helping Students with Special Educational Needs – A Guide to Teaching
  - 讀寫樂－小學生讀寫輔助教材 (Chinese version only)
  - 幫助有特殊學習困難的學童－教學建議 (Chinese version only)
  - 跨越障礙　如何輔導有讀寫困難的中學生 (Chinese version only)
  - 小學中國語文默書教學指南：默書新路向 (Chinese version only)
  - 「社交技巧輕鬆學　與人溝通無隔膜」教材套 (Chinese version only)

◆ 支援有注意力不足／過度活躍症的小學生：「執行技巧訓練」教材套 (Chinese version only)

◆ 支援有特殊教育需要的學生－教師實踐方法匯編 (Chinese version only)

◆ Special Arrangements for Internal Examinations for Students with Special Educational Needs (2013)

● Special Education Resource Centre: The Education Bureau has set up a resource centre for special education teachers, and established a database and a network converging different resources and information for sharing among all special education personnel.

(For more information on the above resources and other related resources, please visit the "Education Bureau > Special Education Resource Centre" website.)

> *"Education Bureau > Special Education Resource Centre" is available at:*
> *http://www.edb.gov.hk/serc*

Support Services

● Ordinary Schools – Whole-School Approach to Integrated Education

  ◆ The Three-tier Intervention Model

  ◆ The 5-year Teacher Professional Development Framework on Integrated Education

  ◆ Professional support services, such as school-based educational psychology service, speech therapy service, student guidance service, school network support

  ◆ Parent and public education

  ◆ Resource schools on the whole-school approach

● Special Schools: Under the current education policy, the Education Bureau will transfer children with severe or multiple disabilities to special schools for intensive support service, according to professionals' assessment or recommendation and parents' wish.

  ◆ Special schools established for students with various special educational needs

  ◆ Special schools cum resource centres

(For details on the above and other related support services, please visit the "Education Bureau – Special Education" website.)

> *"Education Bureau – Special Education Resource Centre" is available at:*
> *http://www.edb.gov.hk/sen*

4.5 Gifted Education

4.5.1 Gifted Education in Hong Kong

The Education Bureau initiated the gifted education policy in Hong Kong in 2000. The foresighted policy advocates the adoption of a three-tier operation mode in implementing gifted education (see Figure 4.6) to fully cater for the diverse educational needs of the gifted students through an inclusive approach. Gifted education in Hong Kong has progressed with significant transformation over the last 10 years (see Appendix). The local gifted education policy has been put into practice and widely recognised.

Figure 4.6 Three-tier Operation Mode
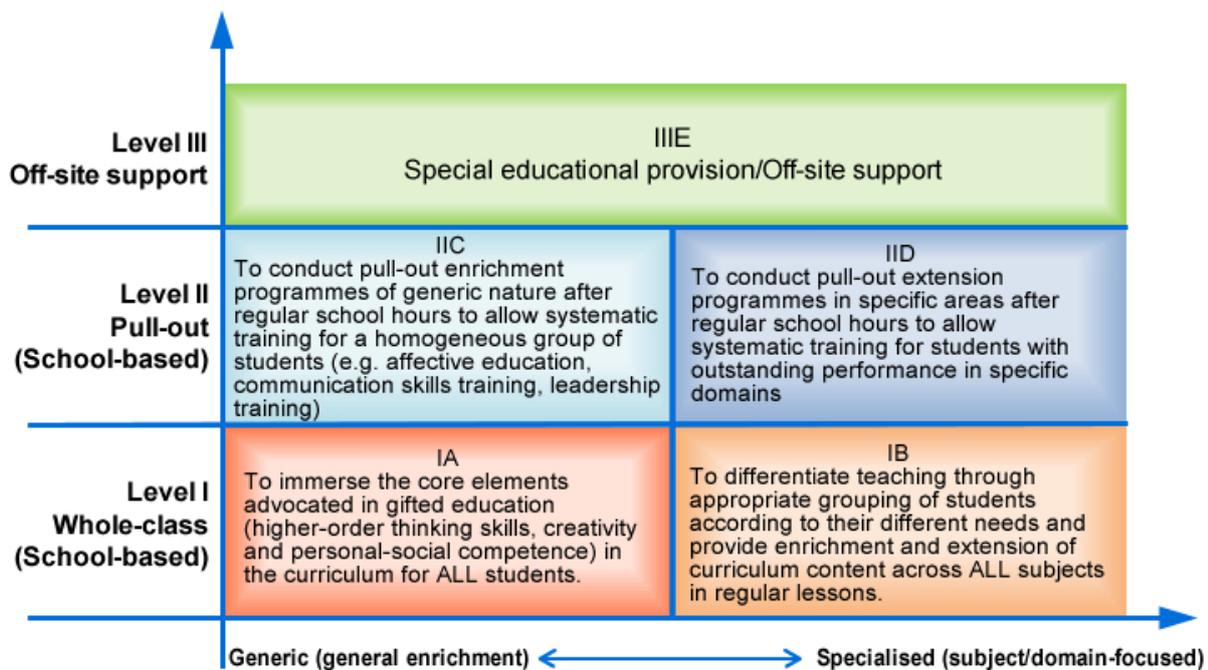
The Education Bureau has been offering gifted education based on the following rationales since 2000:

- National resources – nurturing gifted students for future societal development

- Special education – gifted students have special educational needs, which have to be appropriately addressed to fully unleash their potential.

Gifted education in Hong Kong should not be interpreted as only to serve a small number of highly intelligent students. Rather, it is to serve the needs of all students, with the ultimate aim of developing the potential of every student to the fullest extent. Gifted education in Hong Kong has the following dual purpose:

⚫ Universal Gifted education – Provide rich learning experiences through diversified programmes and provisions to nurture students' potential.

⚫ Universal Quality Education – Provide special educational provision for identified gifted students to enhance their abilities and achievements through developing their subject knowledge, leadership skills and positive values.

Based on the above-mentioned rationales and purposes, the Education Bureau strives to nurture students' self-directed learning ability and provide challenging learning opportunities based on their personal interests and aptitude to enhance students' capability, so that they can contribute to the future development of society and the country.

For Reflection and Action

In addition to providing remedial support for the less able students, what measures does your school take to address the needs of the gifted students?

The Myths about Gifted Education

⚫ Are gifted students capable of realising their potential independently without specific guidance?

No. Gifted students may encounter specific emotional or socio-behavioural problems due to their characteristics. These problems can hinder the development of their potential. Similar to students with special needs, gifted students also need special care to help them effectively actualise their potential.

⚫ Are all gifted students intelligent enough to graduate from university?

Not necessarily. The talents of some gifted students may not necessarily fall into the traditional categories of academic disciplines. Alternatively, their talents are at times inadequately developed due to external environmental factors, such as lack of resources, support or guidance. Eventually they may become gifted underachievers.

● Are all gifted students "all-rounders"?

Not necessarily. Each student, whether gifted or not, is talented in one or more aspects but not always an all-rounder. For example, a student gifted in mathematics may not be exceptional in languages or socialising. Teachers should identify the talents of students and nurture them properly to help unleash their potential.

4.5.2   Definition of Giftedness

The Education Commission Report No.4 published in 1990 provided a clear definition of gifted children. Giftedness is a multi-dimensional concept in nature. The recognition and values of it vary depending on place, culture, and time. Generally, gifted students demonstrate the following characteristics:

● A high level of measured intelligence

● Specific academic aptitude in a subject area

● Creative thinking - high ability to invent numerous novel and elaborated ideas

● Remarkable talents in visual and performing arts such as painting, drama, dancing, music

● Peer leadership - high ability to motivate others to achieve common goals

● Psychomotor ability - outstanding performance or ingenuity in athletics, mechanical skills or other areas requiring gross or fine motor coordination

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The definition on gifted children in the Education Commission Report No.4 is available on the EDB's website on gifted education:
http://resources.edb.gov.hk/gifted/ge_resource_bank/files/Definition/ecr4_e.pdf

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For Reflection and Action

How does your school define high ability or gifted students?

4.5.3   Identification of Gifted Students

The Education Bureau has made reference to local experience and the most recent overseas studies, and advocates a school-based approach to providing gifted education. Schools should formulate a strategic identification mechanism based on their own contexts to identify gifted students through multiple channels, modes and criteria. The identification and selection process for Level III programmes should be more stringent than those for Levels I and II in order that the specific potential of gifted students can be unearthed.

Schools can identify gifted students with a variety of tools and place these students in different programmes as appropriate to nurture their potential. Identification tools can be generally classified into subjective and objective types as shown in Figure 4.6.

Figure 4.6 Tools to Identify Gifted Students

Subjective	Objective
● Nomination by teachers ● Nomination by parents or guardians ● Nomination by peers ● Self-nomination ● Anecdotal description or evidence	● Standardised cognitive tests ● Individual or group performance in verbal and non-verbal tests ● Performance-based assessment ● School-based academic achievements ● Student portfolios ● Creativity tests ● Competitions

Identification tools, such as Behaviour Observation Checklist, Learning Behaviour Checklist, Area-specific Aptitude Checklist and task-based activities are available at the Education Bureau website on gifted education.

> *The Education Bureau website on gifted education is available at:*
> *http://www.edb.gov.hk/cd/ge*

Schools should note the following when identifying gifted students:

- Do not assume all gifted students possess homogenous personality traits. On the contrary, the manifestation of gifted talents could vary. The behaviour of a gifted student only manifests the characteristics of that student and should not be generalised.

- Schools should arrange teachers involved in the identification process to attend professional training on basic understanding of gifted students' characteristics and the application of identification tools to help enhance identification effectiveness.

- Teachers should exercise professional judgement during data analysis to identify the potential of gifted students. Long-term systematic observation improves identification effectiveness.

- Avoid adopting the "shopping list" approach, which expects the identification of the right students within a short period of time. Some gifted students may not demonstrate outstanding performance in traditional assessments. They tend to show their potential in advanced assignments such as task-based activities.

- Schools could consider developing a "talent pool" of gifted students where information is regularly updated according to the progress of individual gifted students. This will facilitate the design of school-based gifted education programmes and the allocation of resources for a more holistic planning in the development of school-based gifted education programmes.

For Reflection and Action

What is the mechanism for identifying gifted students in your school?

4.5.4   Implementation Strategies

The Three-Tier-Operation Mode (see Figure 4.6) provides a logical framework for schools to plan holistically their school-based gifted education programmes from Level I to Level III.

- Schools should build on its strength and teachers' readiness to decide on the entry point for implementation. A holistic gifted education plan has to be drawn up. Short-term and long-term goals, covering both areas of cognitive and affective development, have to be set.

- Not only can a school-based gifted education policy help establish the school's long-term direction for gifted education development, it can also foster synergy among teachers and

staff to cater for the learning needs of gifted students. The school needs to review the education philosophy of its sponsoring body, its vision and mission, its strengths and resources before devising a school-based gifted education policy that is compatible with the school context.

- A school-based gifted education programme can be implemented at Level 1 through differentiation on a class basis, or through the pull-out approach at Level II.

  - Level I Whole-class Programmes:

    - Level I programmes adopt the whole-class mode and differentiated instruction and advocate the infusion of the three core elements of gifted education (higher-order thinking skills, creativity and personal-social competence) into the learning and teaching activities.

    - Teachers should flexibly adjust the curriculum contents, learning and teaching instructions, classroom environment and teaching materials and adopt strategies including acceleration, enhancing the depth and breadth of students' learning so that students can achieve optimal learning in a diversified environment.

    - Schools can adopt differentiation strategies, such as anchor activities, flexible grouping, tiered assignments, as well as establishing an open and accepting classroom atmosphere to meet the learning and affective needs of gifted students. Teachers can adopt strategies including acceleration, enhancing the depth and breadth of students' learning to adjust the curriculum content.

    - This approach presents a more challenging learning experience to stretch the potential of gifted students to the fullest, and enhances their creativity, higher-order thinking skills and personal-social competence.

    - Teachers can refer to the "Equaliser" which Tomlinson proposed for differentiation. The "Equaliser" identifies nine instructional elements (see Figure 4.7) that can be adjusted to challenge students of different levels of readiness. See Figure 4.7 for details.

Figure 4.7 Tomlinson's "Equaliser" [7]

Foundational	Information, ideas, materials, applications ⟷	Transformational
Concrete	Representations, ideas, applications, materials ⟷	**Abstract**
Simple	Resources, issues, skills, goals, problems ⟷	**Complex**
Mono-facet	Disciplinary connections, directions, stages of development ⟷	**Multi-facets**
Smaller leap	Applications, insight transfer ⟷	**Greater leap**
More structured	Solutions, decisions, approaches ⟷	**More open**
Clearly defined problems	In process, in research, in products ⟷	**Fuzzy problems**
Less independence	Planning, designing, monitoring ⟷	**Greater independence**
Slower	Pace of study, pace of thought ⟷	**Quicker**

Figure 4.7 Exemplars of differentiation   using the "Equaliser"

Exemplar 1: Scientific Investigation – General Studies	
Foundational ⟵————————⟶ Transformational	
Average students discuss the characteristics of detergents as a cleaning agent.	High ability or gifted students draw up criteria and compare the cleaning effectiveness of a range of different brands of detergent.

Exemplar 2: Comparison and problem-solving – English Language	
Smaller leap ⟵⟶	Greater leap
After watching a video clip, average students compare the living conditions in a developing country and a developed country.	High ability or gifted students draw inspiration from the real-life examples presented in the video and write a letter to the newspaper editor to discuss the harsh living conditions of the underprivileged in Hong Kong, as well as the government's poverty alleviation policies.

More exemplars of differentiation using the "Equaliser" are available on the EDB's Gifted Education website:
http://gifted.edb.hkedcity.net/hkinfo.php?m=3

◆ Level II School-based Pull-out Programmes

➤ Level II school-based pull-out programmes are mostly enrichment, extension and acceleration in nature conducted outside the regular lesson time to allow systematic training for students with outstanding performance in specific areas. For example, teachers may conduct "Creative Groups" after school to provide enrichment activities for selected students or "Maths Training" during long holidays to provide accelerated learning activities for mathematically gifted students.

➤ These pull-out programmes aim to provide gifted students with extended learning experiences to enhance the depth and breadth of their learning and address their learning needs.

➤ These programmes also guide students to master knowledge and enquiry skills, nurturing their capabilities and attitude for self-directed learning.

➤ Teachers can consider interdisciplinary topics when designing pull-out programmes so that students will have the opportunities to explore novel situations or problems and use their existing knowledge to solve problems.

> *Details of Level II school-based pull-out planning can be downloaded from the EDB's website at:*
> *http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/gifted/pdp/cdi020111215.pdf*

○ Organisations providing Level III off-site support, such as university credit-bearing programmes and mentoring programmes, include The Hong Kong Academy for Gifted Education, educational and professional bodies and various tertiary institutions. Schools can contact respective institutions or organisations for programme details, and select students already in Level II programmes to participate so as to enhance their exposure and extended learning opportunities.

○ Establish gifted education task groups or committees to facilitate the implementation of the school-based gifted education policy. Schools can promote gifted education by delegating one to two veteran teachers with considerable administrative experience to administer and coordinate the school-based development in gifted education.

4.5.5 Resources and Support

Resources and support measures from the government

○ For schools and teachers

◆ Teacher training packages
http://resources.edb.gov.hk/gifted/ttp/main/index.html

◆ Level I whole-class differentiation teaching plan and Level II school-based pull-out gifted education programme resources and teaching packages
http://resources.edb.gov.hk/gifted/ge_resource_bank/

◆ Planning and Implementation of School-based Gifted Education-A Web-based Information Kit
http://resources.edb.gov.hk/gifted/ge_resource_bank/files/Policy/WebInfoKit/InfoKit.htm

◆ Diversity Learning Grant
http://334.edb.hkedcity.net/doc/eng/FAQ_DLG_090508.pdf

◆ Gifted Education-Professional Development Programmes
http://resources.edb.gov.hk/gifted/PD/index.html

- For students

  - Fung Hon Chu Gifted Education Centre Enrichment Programme

  - Web-based learning courses

  - Olympiad-related training

  - Competition-related seminars or workshops

  - Territory-wide competitions in various learning areas

> *Visit the Education Bureau website on gifted education for details of the above resources and support measures:*
> *http://www.edb.gov.hk/cd/ge*

Provisions offered by The Hong Kong Academy for Gifted Education, tertiary institutes and other educational or professional bodies

- For schools and teachers

  - Accredited advanced courses in gifted education

  - Professional development programmes for teachers

- For students

  - Weekend and summer enrichment programmes

  - University credit-bearing programmes

  - University induction programmes

  - Mentoring and research programmes conducted by university academics

  - Olympiad-related training programmes (university level)

  - Dual enrolment

(Please visit the websites of the respective organisations for details.)

For Reflection and Action

What resources has your school collected from the community to enrich the learning experiences of the gifted students?

Remarks

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Appendix

An Overview of the Development of Gifted Education in Hong Kong (2003-2012)

Year	Development Overview
2003	The Education Bureau published the "Guidelines on School-based Gifted Development Programmes" to lay the foundation for launching school-based gifted education and to provide a clear operation mode and direction for schools. Three key elements of gifted education are highlighted in the guidelines: higher-order thinking skills, creativity and personal-social competence.
From 2003 onwards	The Education Bureau and its partner schools jointly launched the SEED projects to provide support for schools in implementing the proposed recommendations in the "Guidelines on School-based Gifted Development Programmes". The SEED projects have consolidated the experience derived from piloting and considerably raised schools' awareness about the learning needs of gifted students.
From 2003 onwards	As a result of the creation of the post of Primary School Curriculum Leaders by the Education Bureau, teachers' understanding of school-based curriculum development has been continuously enhanced. School-based gifted education has flourished, thus facilitated the development of diversified gifted education services.
2006 - 2010	The Thematic Network Scheme (QTN) under the Quality Education Fund reinforced the collaboration and interflow in the school sector and facilitated the implementation of school-based gifted education programmes.
2007	The Hong Kong Academy for Gifted Education was established. The Academy works closely with the Education Bureau to step up the provision of off-site gifted education programmes for gifted students.
From 2009 onwards	The Education Bureau has been providing the Diversity Learning Grant (gifted education programmes) to schools to tie in with the New Academic Structure for Senior Secondary Education. Schools are provided with additional resources to support the diversified development of gifted students.
2012	A new professional development framework in gifted education for all teachers in Hong Kong was established to meet the needs of teachers, who are the key stakeholders of a school. This new framework aims at providing a clear pathway of professional development for teachers by utilising the resources available from both the Education Bureau and The Hong Kong Academy for Gifted Education. Specifically designed training opportunities on gifted education are provided for gifted education teachers.

Reference Notes

Teachers can purposefully combine the following approaches when providing scaffolding:

- Arouse students' interest in learning and assignments

- Present simplified learning tasks to reduce problem-solving steps so that students can grasp the components of the learning process more easily and understand when to act and meet the expectations of the tasks and assignments

- Capitalise on the motivation of students and the objectives of activities to maintain the pursuit of goals

- Point out the key discrepancies between students' attainment and the ideal solution

- Control the instances of setbacks and crises during problem-solving

- Demonstrate ideal performance

Reference Notes

Six techniques of effective questioning

- Frequency of questioning: Help students actively engage in learning

- Even distribution: Build a positive classroom atmosphere by ensuring that every student is expecting to be and will be invited to participate in the lesson

- Open questions: Students feel "secure" and can gain a sense of achievement more easily when there is no right or wrong answer to the question.

- Hints: Help students understand the objectives and build a supportive environment. Anticipate success and deliver positive expectations.

- Repeat and emphasise: Emphasise important ideas and encourage building connections among key concepts.

- Wait time: Provide students with the opportunities to think and reflect, so that the quality of their responses is enhanced, which in turn increases their chances of success.

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5

Assessment

Contents

Assessment

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

5 Assessment

5.1 Background

Based on the beliefs that every student is unique and possesses the ability to learn, and that we should develop their multiple intelligences and potentials, the CDC Report *Learning to Learn - The Way Forward in Curriculum Development* (CDC, 2001) recommends that there should be a change in the assessment practices and schools should put more emphasis on "Assessment for Learning" as an integral part of the learning, teaching and assessment cycle.

Under the curriculum reform, schools have made various attempts to adopt "Assessment for Learning", and are able to formulate clear assessment policies and measures with emphasis on both summative and formative assessments. In addition, diversified modes of assessment were introduced, putting great emphasis on both providing written feedback and involving different stakeholders such as students and parents in the assessment process. Some schools placed great emphasis on reviewing and analysing student assessment data in order to develop appropriate follow-up plans.

Over the past ten years, in addition to the ever-changing social environment of Hong Kong (Please refer to Chapter 1), there have also been many changes in the implementation of assessment in schools. For example, in 2001, the Education Bureau authorised the Hong Kong Examinations and Assessment Authority to develop and implement the Basic Competency Assessment in the three subjects of Chinese Language, English Language and Mathematics by stages, and introduced School-based Assessment under the New Academic Structure in secondary schools in 2009. The aims are to assist schools to understand students' performance better, in order to enhance the effectiveness of learning and teaching. This chapter will introduce the latest developments in assessment culture, as well as providing suggestions to schools to facilitate assessment for learning.

5.2 Purposes of the Chapter

- Explain key concepts and basic principles relating to assessment
- Reflect on past experience and respond to changes, and explain the future direction of assessment
- Suggest how to plan and develop the whole-school assessment policy in order to promote students' self-directed learning

5.3 From Curriculum, Learning and Teaching to Assessment

5.3.1 Connections between Curriculum, Learning and Teaching and Assessment

The central or the school-based curriculum of each Key Learning Area/subject has set out the learning targets and objectives, for example, knowledge, capabilities, values and attitudes. Assessment is the practice of collecting evidence of student learning in various aspects (including the learning process and learning outcomes); interpreting data, assessing students' performance for the purpose of providing feedback to students, teachers, schools, parents and other stakeholders as well as the education system, which are fundamental to improving learning and teaching. Therefore, assessment is an integral part of the curriculum, learning and teaching and feedback cycle. (as illustrated in Figure 5.1)

Figure 5.1 Learning, Teaching and Assessment Cycle
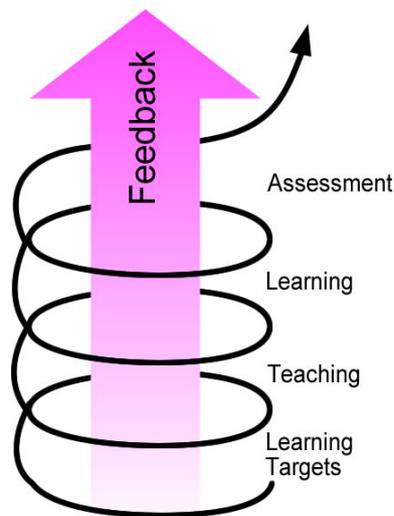
5.3.2 Aims of Assessment

The aims of assessment differ with different stakeholders, as summarised in the following:

For students

⬤ To understand the learning objectives, as well as their learning progress

⬤ To understand their strengths and weaknesses in learning

⬤ To identify their learning needs and ways to improve learning so that they can eventually become self-directed learners

For teachers and schools

- To identify the strengths and weaknesses of their students in learning

- To provide quality feedback and concrete suggestions for students on how to improve their performance

- To review and adjust the learning objectives/expectations on students, curriculum design and content, teaching strategies and activities so that they can better suit the needs and abilities of their students and enhance the effectiveness of learning and teaching

- To evaluate the effectiveness of the school-based curriculum and improve the quality of teaching

For parents

- To understand the strengths and weaknesses of their children

- To consider how to collaborate with schools in improving their children's learning

- To have reasonable expectations on their children

For the government

- To evaluate the standards of students in specific areas

- To review the quality of education

The modes of assessment can be divided into the three categories below according to the purposes of assessment:

| Assessment of Learning	Assessment for the purpose of evaluating the quality of education or understanding students' standards.
Assessment for Learning	Assessment for the purpose of helping students to understand their strengths and weaknesses in learning and to make continuous improvement. It also enables teachers to review and adjust their teaching objectives, teaching plans and teaching strategies.
Assessment as Learning	Assessment for the purpose of enabling students to be more active in connecting learning and assessment, thereby developing their self-directed learning abilities. （Please refer to section 5.4 "The Way Forward for Assessment"）

When formulating an appropriate assessment strategy at primary level, "formative assessment" and "summative assessment" should be differentiated and adopted to serve different purposes.

"Assessment for Learning" is formative in nature and "Assessment of Learning" is summative in nature. There are different objectives for the two modes. Formative assessment is used to collect evidence of student learning and provide feedback to enhance learning. Summative assessment is usually conducted at the end of a teaching module, a school term or a school year, to evaluate students' learning performance or outcomes.

Regarding the conceptual framework of assessment practices, see Figure 5.2 below.

Figure 5.2 Conceptual Framework of Assessment Practices

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES
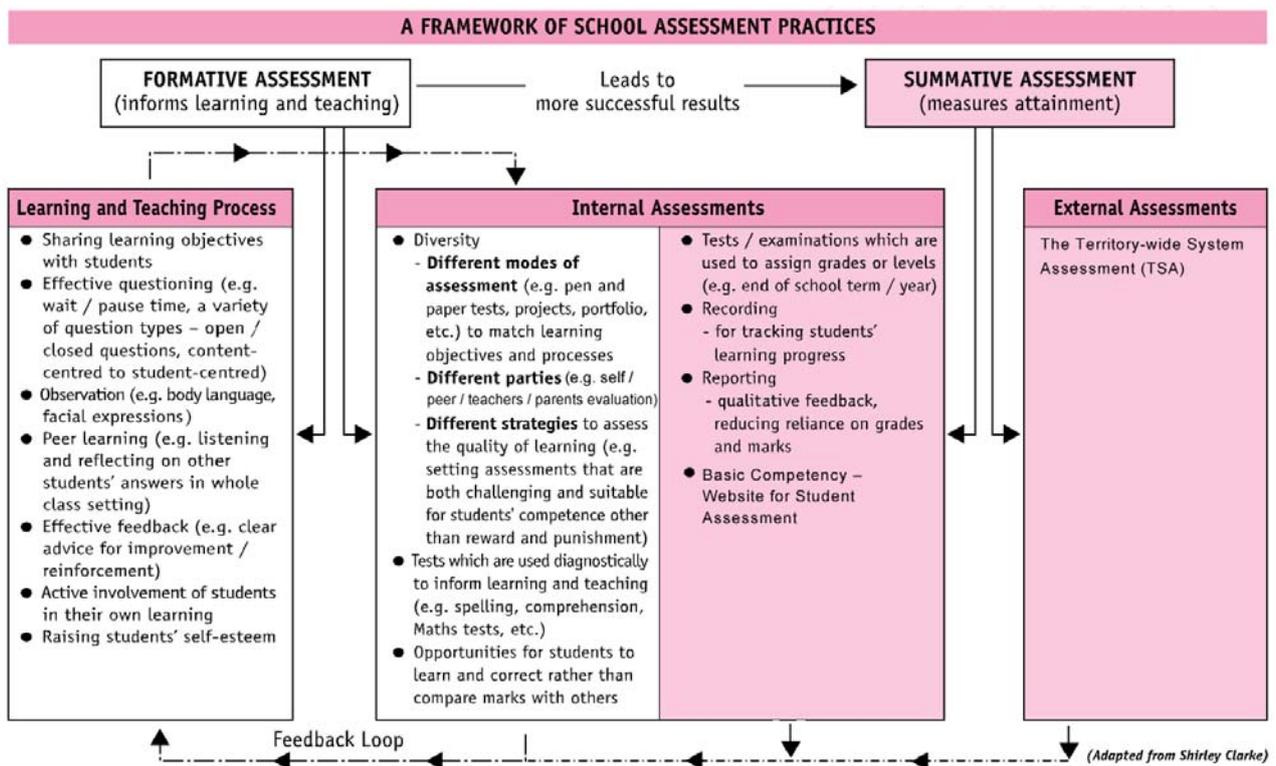
*   Internal assessments refer to the assessment measures which are taken in response to the aims of the school, carried out as part of the learning and teaching process, formative in nature and capable of facilitating "Assessment for Learning". However, schools can also use the assessment data to determine whether students are ready for promotion to the next level.

**   External assessments refer to the assessments which are held by external organisations such as the Hong Kong Examinations and Assessment Authority in accordance with the established mechanism, summative in nature and capable of facilitating "Assessment of Learning". However, schools can use the assessment data, such as data in the Territory-wide System Assessment to review students' overall performance, improve teaching strategies and facilitate learning.

> **For Reflection and Action**
>
> ● What kind of assessment practice can schools adopt to gauge students' performance in various aspects?
>
> ● How can schools further improve the assessment design, feedback, data analysis and follow-up measures in order to enhance learning effectiveness?
>
> ● What measures can be adopted to help students understand their own strengths and weaknesses, and improve their learning?
>
> ● What can schools do to inform parents on how to help their children improve learning?

5.4 The Way Forward for Assessment

Reflecting on the experience gained from the implementation of "Assessment for Learning" over the past decade and responding to the needs of the future, the following are the directions in which schools can further enhance the effectiveness of assessment.

Full coverage of curriculum objectives and learning outcomes

● To be able to develop effective and reliable assessment tasks, teachers should make reference to the curriculum guides of various subjects, so as to understand the learning objectives of the curriculum. For the three subjects of English Language, Chinese Language and Mathematics, teachers could also refer to the "Learning Progression Framework" and the "Basic Competency Descriptors".

● The "Learning Progression Framework", which outlines the knowledge and skills that students are expected to master in different areas, is developed according to the learning objectives and learning focuses of the respective curriculum and with reference to the actual performance of students. Students' performance and progress in the related subjects are divided into eight levels to enable teachers to have a better understanding of students' learning performance and progress. It enables teachers to adopt effective strategies to facilitate learning and teaching.
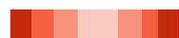
⚫ The "Basic Competency Descriptors", which are set with the help of experts, educators and community members, describe the essential subject knowledge and skills which students should possess in relation to the learning targets and objectives set out in the curriculum by the end of each key stage of learning in order to progress to the next stage of learning. With data generated from the Basic Competency Assessment, teachers and parents can understand students' performance and learning needs so as to provide timely assistance. Schools may also take the assessment data as well as the needs of school development into consideration in developing more effective learning and teaching programmes.

> *Details of the Basic Competency Descriptors are available at "Assessment for Learning Resource Library: Basic Competency Assessment":*
> *http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm*

⚫ The "Basic Competency Descriptors" refer to the basic standards that students should achieve in the curriculum and should not be viewed as the ultimate set of expectations on students. Taking into account the needs of students and school contexts, schools should introduce diversified modes of assessment so that students with different capabilities and learning styles have the opportunity to demonstrate their learning outcomes, thus have a full understanding of the strengths and weaknesses of the students in different areas.

Effective allocation of resources for teaching and assessment activities

⚫ Teachers can make use of regular pre-assessment activities to gauge students' standards. Appropriate learning and teaching activities can be designed based on teachers' own experience to meet the special needs of students.

⚫ During the initial implementation stage of the new assessment mode, teachers may need more time to prepare the assessment activities. Therefore, schools should allocate sufficient resources to support teachers in trying out the new modes of assessment while not compromising the quality of every lesson.

Making good use of feedback to promote learning

⚫ Analysing students' mistakes is often the "window" through which teachers understand how well students are learning. By analysing students' performance in assessment activities, for

example, observing the patterns of mistakes and the relationships between different mistakes, teachers can find out the errors in students' understanding of concepts or what they have failed to fully grasp. Teachers can explore ways to improve student learning and design activities to address students' problems, or even adjust the school-based curriculum if necessary.

- Schools need to be aware that continuous and frequent assessments do not necessarily enhance students' learning. Schools should adjust their assessment activities and reflect on how to mark students' assessment work effectively. It is also important to analyse students' performance in the assessment and plan for follow-up activities based on the assessment data.

Enhancement of teachers' assessment literacy

Teachers' assessment literacy plays a vital role in optimising the positive impacts of assessment. Assessment literate teachers are able to:

- understand the expected learning outcomes in the curriculum and how each of them is manifested.

- select and design appropriate assessment activities according to the nature of learning targets and the purposes of assessment, and understand how to reduce potential problems and deviations.

- equip students with the necessary knowledge and skills for different types of internal and external assessment activities.

- conduct diverse modes of assessment activities, mark and interpret students' evidence of learning.

- explain clearly students' performance to different stakeholders.

- make use of the data collected from assessments to provide feedback to individual students, improve learning and teaching strategies, develop the school-based curriculum and plan for the school's future development.

- help students develop a positive attitude towards assessment activities so that they participate actively in these activities, and develop continuously their self-directed learning abilities through assessment activities.
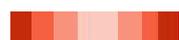
Towards "Assessment as Learning"

- Student learning is all that matters in the context of school education. Therefore, cultivating students' interest in and responsibility for learning is of utmost importance. At the same time, with the rapid growth of information and knowledge in the 21st century, it is impossible for students to spend just about a decade in schooling, and yet be able to acquire the knowledge they need for their whole lives. Therefore, we need to develop students' effective learning skills and habits to help them achieve life-long learning.

- In order to develop skills and habits for self-directed learning and effective learning, students should not passively wait for their teachers to judge whether their answers are correct or not, or rely on their teachers' advice on how to improve. They should be more proactive in connecting learning and assessment, which is the essence of "Assessment as Learning". Under "Assessment as Learning", students should understand their learning targets, monitor their learning progress, reflect on what to learn and the learning strategies to adopt based on feedback, adjust their learning methods and future learning targets, or even plan for their future direction of learning. In the long run, students should become their own best assessor and provide feedback for their own learning.

- Enhancing students' role in assessment does not mean that teachers no longer have a role to play in the "Assessment as Learning" process. On the contrary, teachers should integrate their teaching with the assessment activities. Teachers play a major role before, during, and after the learning activities, including:

  - using assessment to understand students' prior knowledge and their modes of learning.

  - designing appropriate and diversified teaching and assessment activities according to the learning targets and students' learning needs.

  - explaining clearly to students the learning objectives and assessment criteria to enable them to make informed decisions about their own learning direction.

  - providing opportunities for students to study quality learning outcomes or work to enable them to understand what constitutes the achievement of the learning targets and how to achieve them.

  - equipping students with the skills and attitudes for conducting self-assessment and peer assessment, for example, how to determine their level of achievement, compare it against the expected performance and analyse the mistakes and reasons.

  - providing regular and challenging activities for students to perform self-assessment and

peer assessment, through which students develop self-confidence and become competent assessors.

◆ recording students' learning process and providing timely feedback and support.

◆ training students to systematically record their learning process.

◆ developing in students the habit of evaluating their own learning process and progress, and enabling them to propose ways for improvement and set their future learning goals.

● "Assessment as Learning" can be structurally integrated into the learning and teaching activities so it is not necessary for teachers to spend extra time conducting related activities.

For Reflection and Action

● How can the alignment between the content and mode of assessment and the curriculum objectives be ensured? How can students be informed of the assessment criteria?

● How do teachers and students in your school utilise feedback at present?

● What are the ways through which your school assists teachers to enhance their assessment literacy?

● What are the ways through which your school informs students of their own learning targets and progress?

● How can we assist students to systematically examine their own learning evidence and learning progress?
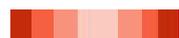
5.5 Formulating School Assessment Policy

Changes in school assessment practices are necessary to enhance the effectiveness of "Assessment for Learning" and increase students' incentive in learning and assessment, i.e. "Assessment as Learning". They need to be planned, discussed, shared, negotiated and agreed by all teachers. A corresponding assessment policy and mechanism also needs to be worked out at the school, Key Learning Area/subject, classroom or teacher levels. Figure 5.3 illustrates how the related key issues can be addressed.

Figure 5.3 Flow Chart of School Assessment Policy Planning

Step 1

Develop an assessment policy to reinforce the effectiveness of "Assessment for Learning" and develop "Assessment as Learning" in order to integrate the assessment policy, whole-school curriculum planning and targets of the curriculum reform.

Step 2

Develop an annual assessment plan.

Step 3

Integrate formative assessments with learning and teaching.

Step 4

Review and reflect on the effectiveness of the implementation of the assessment policy, and use the review findings to feedback on the planning of the school-based curriculum and the learning and teaching strategies.

5.5.1 Linking Assessment Policy to the Whole-school Curriculum Planning and the Targets of the Curriculum Reform

According to the consensus reached by teachers in the development of the whole-school curriculum, the following should be considered:

⬤ Schools should set out the assessment aims to be achieved with reference to section 5.3.2, for example:

◆ allowing students to understand how learning outcomes are manifested and the various assessment criteria to enhance their self-directed learning abilities.

◆ providing effective feedback to students and planning with the students ways to improve learning.

◆ providing effective feedback for teachers to adjust the curriculum objectives, and learning and teaching strategies as appropriate.

◆ informing parents of students' performance through summative assessment.

⬤ Based on the curriculum objectives and the learning progression framework, schools should reach consensus on the aspects to collect students' evidence of learning, so that an equitable assessment mechanism is formulated and all students could be assessed comprehensively. For example:

◆ Formulate assessment measures to assist students with special education needs; adopt the internal assessment tool for non-Chinese speaking students learning Chinese as a second language.
(https://cd.edb.gov.hk/chi/resource/index_e.htm)

◆ Examine the content and modes of assessment, in order to allow students of different abilities and learning styles to perform well.

⬤ Develop a clear target for the school assessment policy in line with the targets of the curriculum reform, and appropriate assessment criteria (with specified learning outcomes) for individual levels/subjects. For example:

◆ The generic skills, such as collaboration skills, which are accorded a high priority for development in different Key Learning Areas/subjects in the school year

◆ Personal attributes, such as responsibility, commitment and perseverance, which are emphasised in Moral and Civic Education or Life-wide Learning

◆ Reading to Learn and Project Learning as effective strategies to promote learning to learn capabilities
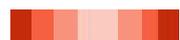
5.5.2 Formulating Year Plan of Assessment

⚫ Review the assessment practices adopted in the previous school year and find out which ones do not match the considerations listed in section 5.5.1. Make suggestions on how they could be improved gradually. For example:

Imperfect areas	Improvement methods
Coverage of assessment, which only meets the requirements of basic competency, was too narrow, failing to cover student learning comprehensively.	Broaden the coverage of assessment according to the learning objectives of the curriculum or Learning Progression Framework.
Too many assessments and too dependent on written tests.	Reduce the number of written tests, and use more coursework that reflects students' learning progress.
The assessment items are confined to question types of the Territory-wide System Assessment.	Include a greater variety of question types, and introduce an appropriate number of open-ended questions.
Insufficient feedback on student learning - only marks and grades are given.	Give more qualitative comments and cut down on awarding marks and grades.
Failure to diagnose the weaknesses of students.	Be observant and develop a higher level of diagnostic sensitivity.
Spending too much time on marking assignments and homework.	Revise the marking requirements for assignments and homework, for example, in light of the expected impact of feedback, determine the assignments and homework for detailed and impression.
Students' self-assessment and peer assessment skills are not mature.	Train students on self-assessment and peer assessment skills, build collaboration and appreciation, rather than creating a competitive atmosphere and attitude among students.

⚫ Plan how to strike a better balance between formative and summative assessment. For example:

◆ Conduct formative assessment for Reading to Learn and Project Learning.

◆ At the end of the semester or school year, conduct summative assessment on students'

mastery and application of knowledge in various key learning areas.

◆ Conduct formative assessment for learning at the end of a lesson/a module.

● Determine suitable frequency and modes of assessment according to the purposes to be fulfilled, the learning targets and processes. For example:

◆ Be more sensitive to students' responses in class and give verbal comments rather than setting tests.

◆ Reduce homework which mainly focuses on copying, and adopt other types of homework, such as performance assessment; using concept mapping or mind-mapping to summarise what has been learned; reading and role-playing the characters in a book to demonstrate understanding of the content; preparation for the following lesson; organising information gathered from the Internet.

◆ Make good use of self-assessment activities such as completing the learning reflection booklet and learning portfolio.

◆ Make good use of peer assessment activities, such as conducting peer assessment in writing to help students understand better the skills and requirements of writing.

◆ Invite parents to assess students' life skills, study habits and attitudes etc at home.

◆ Make good use of online assessment tools, such as the student online assessment website of the Basic Competency Assessments, and diagnose whether students have attained the Basic Competency.

◆ Conduct a 10-minute assessment after the completion of each learning unit, so that teachers can identify students' weaknesses early and provide timely intervention.

◆ Conduct one less uniform test each term so that 2 to 4 weeks of teaching time can be used for Project Learning to develop students' self-directed learning capabilities.

Schools should pay attention to the workload of teachers from assessment, and adopt appropriate measures to facilitate the conduct of assessment, which include the following:

◆ Review the appropriateness or effectiveness of the assessment activities in relation to the learning objectives.

◆ Adopt different modes of assessment initially in part of the course content or at certain class levels as a pilot, and then gradually extend the scope in subsequent years.

◆ Reduce some of the existing assessment activities in order to make room for new trial.

◆ Make good use of information technology to reduce the burden on teachers regarding paper work, marking and analysis.

⬤ Decide how to provide effective feedback to students in formative assessment to enhance their motivation and achievement in learning and how to report on students' learning outcomes. (Please refer to section 5.5.3 for more details.)

⬤ Decide how to provide useful feedback to teachers in formative assessment to enhance their teaching effectiveness. (Please refer to section 5.5.3 for more details.)

⬤ Devise strategies to support teachers to improve their assessment practices. Enhancing teachers' assessment literacy is an important aspect of a school's assessment development, and providing teachers with relevant professional development opportunities is particularly important. For example:

   ◆ Enrich library stock of references on assessment.

   ◆ Use collaborative lesson planning time for analysing students' performance, exploring feedback strategies, and reviewing the teaching strategies such as questioning techniques.

   ◆ Provide opportunities for interflow with other schools and teachers, or invite people with experience or tertiary academics to share their successful experience in, e.g. enlisting parents' support, guiding students to reflect on their learning habits and planning for future learning.

   ◆ Encourage teachers to complete a teaching reflection log, so that they will be in the habit of doing regular reflection on daily teaching.

   However, in arranging teacher professional development, schools must consider teachers' expertise, interest and workload, and set development priorities with teachers. Schools can create a better learning environment for teachers through the following appropriate measures.

   ◆ Create an open and inclusive campus environment, reduce the negative emotion incurred by assessment, and highlight that the purpose of assessment is to improve learning and teaching rather than to punish the students and teachers involved, in order that teachers will be more ready to try out different modes of assessment.

   ◆ School leaders strategically lead teachers to practise different modes of assessment.

   ◆ Enhance understanding and monitor practices through regular meetings, and provide support in a timely manner.

   ◆ Explain to different stakeholders the reasons for different modes of assessment, and how to interpret the results and analysis.

⬤ Examine the co-ordination and coherence of the assessment practices of different subject panels at different class levels. For example:

   ◆ Introduce different modes and numbers of assessment for different class levels of the

same subject group, e.g. gradually introducing more writing and summative assessment at the upper primary level, inviting parents of lower primary students to help assess the learning and self-care performance of students at home, progressively enhancing students' role in self-assessment and peer assessment at the upper primary level.

◆ Coordinate the implementation of assessment practices in different subject groups in order to avoid inconsistent assessment concepts, which create confusion for students.

◆ Coordinate the scheduling of Project Learning or enquiry-based learning assessment activities for different subject groups at different class levels.

(Suggestions related to assessment policy of subject groups, please refer to Chapter 5 of the Curriculum Guides for each Key Learning Area and General Studies for Primary Schools.)

● Communicate with different stakeholders, including parents and students, to explain the assessment policy of the school to get support.

◆ For parents or guardians, schools need to explain to them:

➤ the purpose of assessment activities;

➤ how to complement and participate in their children's assessment activities;

➤ how to interpret their children's assessment reports; and

➤ how to cooperate with the school to further meet the learning needs of their children.

At the same time, provide opportunities for parents or guardians to express their views and ask questions about the assessment activities. Teachers can also better understand the learning and development of students through communicating with parents or guardians.

◆ For students, schools are required to explain to them that there will be different modes of assessment and requirements at different class levels and allow them to know clearly their roles and responsibilities in learning and assessment. Schools need to make sure that students understand the dual objectives in assessment are to promote learning and to let them know their own learning progress and outcomes. It is not just for competing with their classmates every year.

> ### For Reflection and Action
>
> ● In what ways does your school coordinate the assessment practices of different subjects and levels?
>
> ● What can be done to enable parents understand and support the school assessment policy?

5.5.3 Connecting Formative Assessment with Learning and Teaching

● Set learning objectives and enable students to understand the learning objectives and assessment criteria, for example:

◆ Explain to students the performance pointers in the Number Dimension under the Mathematics Learning Progression Framework.

◆ Explain to students the methods to accurately measure body height, weight and body fitness.

● Allow students to perform self-assessment, for example:

◆ Select related questions provided on the website of Basic Competency Student Assessment; determine whether they understand the value of decimal places and whether they can conduct four operations on decimals.

> *"Hong Kong Examinations and Assessment Authority：Basic Competency Student Assessment" is available at:*
> *http://www.bca.hkeaa.edu.hk/web/SA/zh/Introduction.html*

◆ Students conduct fitness test and record their own weight and height.

◆ Students review their own reading strategies.

● Help students to know their own levels and the levels they should attain, for example:

◆ Students and teachers enter into a "Learning Contract" to set their expected learning performance.

◆ Upon completing the mathematics assessments provided on the website of Basic Competency Student Assessment, students know their performance on the understanding and arithmetic of decimals.

◆ Students know their fitness levels and find out that they weigh heavier than the reference value.

◆ Students understand their own reading strategies are slightly below standard, and that they seldom use comprehension or summarising strategies.

● Feedback formative assessment data to students, so that they understand what to do next and how to do it.

Effective feedback not only helps students to improve their learning, but it also enhances students' interest in learning. However, if feedback is not properly handled, it may make students give up studying. Therefore, teachers should pay attention to the following points when providing feedback:

◆ Feedback is best when it is truly informative in nature, clearly identifying areas of strengths and weaknesses in light of the learning goals and assessment criteria, and explicitly pointing out how to improve.

◆ Feedback should be positive and constructive so that it enhances students' learning motivation, e.g. highlighting areas where the students have shown improvement, and directly or indirectly show areas they have not yet achieved.

◆ Feedback should be dynamic and adaptable, allowing exchanges of ideas and adaptable to the learning needs of individual students.

◆ Feedback should be timely. Delay in providing feedback to students diminishes its value for learning. The value of oral and blackboard feedback in the classroom should be emphasised.

◆ Feedback should be presented in the language and ways that students can understand. Teachers should also pay attention to whether students can understand the content of the feedback.

◆ Feedback can clarify the content and requirements of the learning activities. It can also focus on the learning skills to be adopted, while reminding students the relevant self-directed learning skills and direction for reflection.

◆ Ways of giving feedback can be diversified, including in oral or written form; with individuals, small groups or the whole class. Feedback can be given by teachers, but it can also be given by students, peers or parents.

◆ When giving oral feedback, teachers could use follow-up questions to guide students to reflect on the justification of their answers, and should not rush to decide whether students' answers are right or wrong.

◆ When raising questions, there should not be excessive yes/no questions (or closed-ended questions). Adequate number of questions which stimulate students' thinking and multi-level questions may be added. Students can also be encouraged to raise questions.

◆ In giving written feedback, marking is not limited to pointing out if students' answers are right or wrong, or awarding marks and grades. Using only a symbol that means "Correct" and writing the word "Good" is not enough to explain what is good about students' piece of work and what constitutes good work. Teachers can use diagrams or charts and supplement with written comments to point out to students the merits and areas for improvement of their work.

◆ When giving written feedback, depending on the subjects and learning objectives, teachers should use different marking methods or criteria, and reach consensus regarding the basic principles, methods, frequency and quantity of marking. Schools should not expect teachers to mark all the assignments in great detail, and teachers should not have to do so.

Upon giving feedback, teachers should design follow-up learning activities and pay attention to the following points:

◆ Follow-up learning activities should be focused, and geared to particular students and learning objectives, thus only the students in need should participate in the related follow-up learning activities. Different short, medium and long-term targets should be set according to students' needs. Regarding the content of the follow-up activities, it should focus on the problems or difficulties students encounter, rather than revising the entire chapter or doing the exercise again. For example:

➤ When diagnosing the basic competencies that students fail to attain, download the corresponding support learning activities from the learning and teaching support webpage.

"Education Bureau: Web-based Learning and Teaching Support" is available at:
http://wlts.edb.hkedcity.net/en/home/index.html

> ➤ Introduce the impact of food calories and exercise on body weight and fitness, as well as analyse individual students' dietary and exercise habits.

> ➤ Introduce reading strategies.

◆ According to individual students' learning situation, teachers guide them to review their learning process and reflect on their understanding of concepts and misconceptions if any, and discuss with the students possible follow-up learning activities. In the long run, teachers should help develop students' self-directed learning capabilities. Where necessary, teachers can also invite parents to participate in the discussion, planning and follow-up. For example:

> ➤ Design appropriate learning activities for the students to master the basic competencies.

> ➤ Discuss with students and parents the recipes to improve diet.

> ➤ Formulate appropriate and progressive exercise programme with students.

> ➤ Practise reading strategies and implement reading programmes.

● Provide teachers with formative assessment data, improve the planning of the school-based curriculum, and enhance the effectiveness of teaching. For example:

◆ Teachers share effective teaching strategies on topics that students demonstrate good performance.

◆ On topics that students have unsatisfactory performance:

> ➤ analyse student performance, observe error patterns, and interpret the areas that students misunderstand or are unable to master;

> ➤ examine the appropriateness of existing teaching strategies, teaching contents, teaching materials and teaching aids such as worksheets;

> ➤ through collaborative lesson planning, action research or inviting experts, explore effective teaching strategies and design corresponding teaching activities; and

> ➤ keep systematic records of students' performance, such as recording their difficulty in the teaching log. When necessary, modify the teaching scheme of the same class level and the same cohort of students in the next school year, in order to enable teachers to follow up appropriately.

◆ Collating and analysing students' performance in the basic competency in the school reports of the Territory-wide System Assessment. Allow teachers of related subjects and classes to understand students' performance, and choose the topics which require follow-up for in-depth discussion and plan for follow-up activities.

> ### For Reflection and Action
>
> ● When developing assessment criteria, how can the school ensure that students' work will not be marked as wrong because the students express their answers in different formats?
>
> ● How can you guide students to reflect on feedback and make improvements?
>
> ● What system does your school use to help teachers analyse assessment data and improve teaching?
>
> ● How does your school keep assessment records? How can the assessment records help improve teaching strategies?

5.5.4 Reviewing Assessment Policy and School Curriculum Development Plan

At the end of the school year, assessment plans and implementation should be reviewed by the school at three levels as listed below:

School Overall Planning Level

● Examine whether teachers, students, parents and other related persons can clearly understand the purposes of the assessment.

● Examine whether a balance has been struck between formative assessment and summative assessment in their implementation.

● Examine whether the assessment of each subject group and the arrangements for life-wide learning activities are coordinated appropriately.

● Examine whether all the data needed is obtained as expected after the implementation of assessment.

● Examine whether the information provided is inadequate.

Key Learning Area/Subject Level

● Examine how Key Learning Areas/subjects implement the school assessment policy.

● Examine whether Key Learning Areas/subjects effectively utilise different modes of assessment to fully understand student performance.

● Examine whether Key Learning Areas/subjects effectively utilise assessment data to promote

student learning.

🔴 It should be noted:

🔶 whether there is consistency in the assessment criteria of the same subject at different class levels while at the same time students are allowed to express their learning outcomes in different formats;

🔶 whether the assessment frequency and feedback mode are appropriate within the subject panels;

🔶 whether the support mechanisms are effective within the subject panels; and

🔶 whether the mechanisms improve teaching, such as teaching research, perform their functions and are efficiently carried out.

Classroom/Teacher Level

As part of sharing or monitoring mechanisms, teachers have to understand and reflect on the daily assessment practice ("Assessment for Learning" and "Assessment as Learning") from time to time, to determine:

🔴 whether learning and teaching objectives are clear.

🔴 whether feedback is connected to the learning targets and objectives.

🔴 whether marking helps students improve learning.

🔴 whether students' self-assessment and peer assessment skills have improved.

🔴 whether feedback can guide students to learn further.

🔴 whether the guidance to students on the skills of self-reflection has improved.

🔴 whether the feedback has been put to good use to inform the teaching plan.

🔴 whether development of students' self-directed learning is effective.

In addition, schools should also consider collecting opinions from parents and students on assessment through different channels, such as Parent-Teacher Associations, parents' opinion surveys. Upon completion of the review, schools, subject panels, and teachers are required to develop an action plan to improve the assessment modes to meet the targets of school curriculum planning for the next school year.

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EDB: Life-wide Learning
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EDB: Assessment for Learning Resource Library: Basic Competency Assessments
<http://cd1.edb.hkedcity.net/cd/eap_web/bca/index3.htm>

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<http://wlts.edb.hkedcity.net/en/home/index.html>

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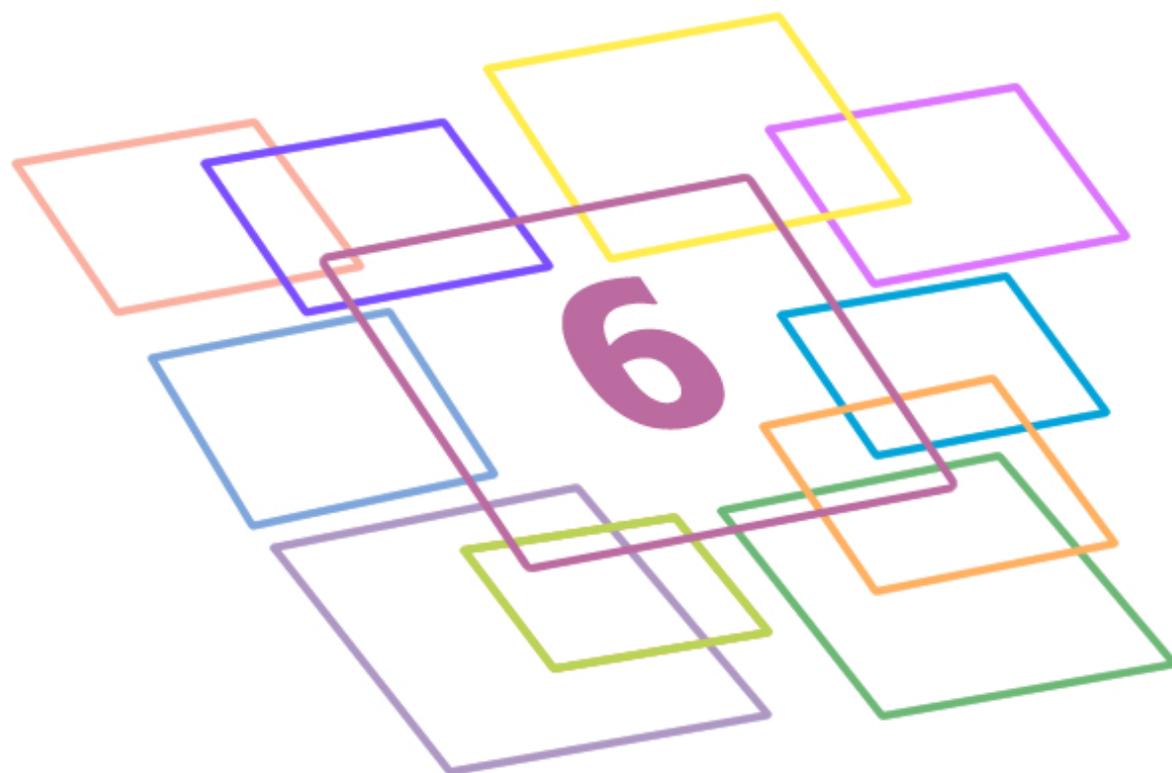
Life-wide Learning

Contents

Life-wide Learning

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

6 Life-wide Learning

6.1 Background

Life-wide learning is a strategy that aims to move student learning beyond the classroom into other learning contexts. By using flexibly the diversified settings and community resources under learning contexts created by a combination of time, space and people, teachers enable students to gain experiences that are more difficult to acquire in ordinary classroom settings. In the past ten years, schools have implemented life-wide learning in accordance with the *Basic Education Curriculum Guide* launched in 2002. Life-wide learning strategies have been integrated into the learning and teaching of each Key Learning Area (KLA) in order to facilitate whole-person development of students.

6.2 Purposes of the Chapter

- Clarify the relationship between life-wide learning and the curriculum

- Illustrate how to implement life-wide learning in the school curriculum in order to help students achieve whole-person development

- Illustrate the reflection strategies, principles and key issues schools should consider when devising the action plan for life-wide learning

6.3 Aims and Meaning of Life-wide Learning: Relationship with Curriculum

Life-wide learning places emphasis on student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning targets that are more difficult to attain through classroom learning alone. For instance, the development of problem-solving skills in daily life and positive attitudes for the betterment of society and mankind in general requires frequent contact with people from all walks of life and a variety of environments and situations.

Life-wide learning also provides students with opportunities to learn from reflecting on their experiences, which helps students achieve the aims of whole-person development and enables them to develop the life-long learning capabilities that are needed in our ever-changing society.

Life-wide learning emphasises that the school curriculum has to move from the transmission of knowledge as focused in the past, to placing greater importance in extending and enriching students' learning experiences, which should be closely linked with the curriculum and across KLAs. Life-wide learning thus plays the role of "extending", "enriching" and "facilitating" student learning in curriculum development:

- Extending: Some learning opportunities linked with different KLAs, such as visits to museums and field trips, can deepen students' understanding of a certain learning area in terms of knowledge, skills and attitudes.

- Enriching: There are other relevant learning experiences which are outside the KLAs, such as co-curricular activities, interest classes and community services held by schools. These experiences facilitate students' exploration of their multi-potentiality and also broaden their horizons.

- Facilitating: Most of the life-wide learning activities develop students' life skills and study skills, which in turn facilitate their classroom learning. Other life-wide learning activities, such as leadership training camps and team spirit building courses, are specially designed to develop students' generic skills and facilitate their whole-person development.

For Reflection and Action

- Would you discuss with members of your school/department to see whether they recognise the importance of life-wide learning?

- Does your school review regularly the policy on life-wide learning including the strategies for guiding students to reflect? For example, does your school conduct reviews on the role of life-wide learning in the school curriculum?

- What are the strengths of your school in creating life-wide learning opportunities in order to extend, enrich and facilitate student learning?

6.4 Life-wide Learning for Five Essential Learning Experiences

Through life-wide learning opportunities, students should be able to acquire the following five essential learning experiences in order to facilitate whole-person development:

- Moral and Civic Education

- Intellectual Development (mostly through classroom learning in KLAs)

- Community Service

- Physical and Aesthetic Development

- Career-related Experiences

Figure 6.1 shows that life-wide learning for enriching the five essential learning experiences can take place in different contexts outside the school, and different organisations may also offer related learning opportunities.

Figure 6.1 Different Contexts for Life-wide Learning
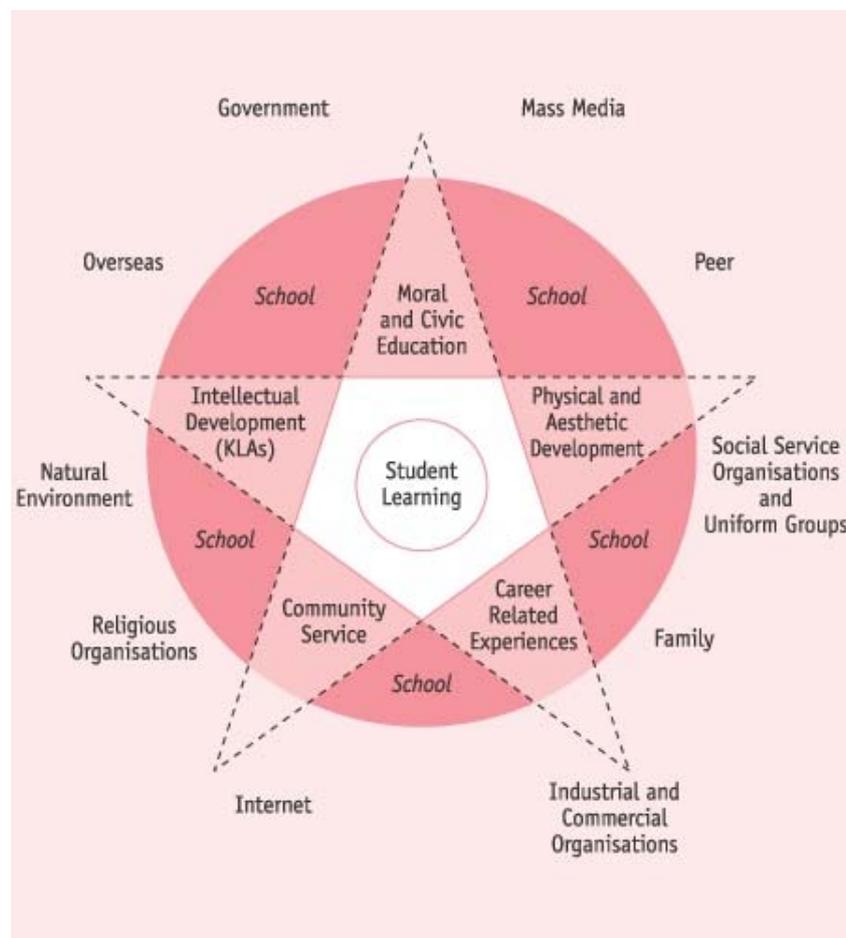
6.5 Action Planning for Life-wide Learning in the Whole-school Curriculum

Planning for life-wide learning in the whole-school curriculum essentially involves deciding which learning targets, aims and objectives of different KLAs or cross KLAs can be more effectively achieved through extra-curricular learning activities, when conditions allow. Schools should develop strategies to ensure that students are engaged in meaningful learning experiences that align with the aims of school education.

Different models are adopted by schools to integrate life-wide learning into students' learning experiences. These models can be summarised into the following six categories:

- Curriculum integration model
- Event-based model
- Session-based model
- Whole-school thematic model
- Project-based model
- Co-curricular activities-based model

Exemplars

Exemplar 1: Curriculum integration model

A primary school adopts the curriculum integration model every year to arrange a two-week "Cross-curricular Fortnight" in order to implement life-wide learning. The school selects certain curriculum content as the theme of the "Cross-curricular Fortnight" to link up different subjects. For example, one learning theme of the "Cross-curricular Fortnight" is "Try your best and commit wholeheartedly", which is mainly based on the learning content of General Studies and extended to other subjects. Through cross-curricular learning, students take part in visits, research, group discussions, reflection activities and presentations. These cross-curricular activities not only broaden students' learning space, but also enhance students' interest and motivation in learning, as well as strengthen their life-long learning capabilities.

Exemplar 2: Event-based model

A primary school adopts the event-based model in implementing life-wide learning. The school schedules three to four days each year in the school calendar for arranging life-wide learning activities in diverse learning modes such as camping, museum visit, English day camp in school, enquiry learning, reading promotion activities. Different activities are organised to go beyond the confines of traditional classroom learning and enrich students' learning experiences, enable them to demonstrate their creativity, enhance collaboration skills and develop social skills.

Exemplar 3: Session-based model

A primary school adopts the session-based model in implementing life-wide learning. The school carries out a "Multiple Intelligences Programme" every Friday afternoon for all students with the aim of broadening students' learning space beyond the classroom in order to enrich their learning experiences, develop multiple intelligences, and nurture their capabilities and interest in life-long learning, thereby facilitating whole-person development.

Exemplar 4: Whole-school thematic model

A primary school adopts the whole-school thematic model to implement life-wide learning. With "Environmental Education" as the school theme, the school is developed into a green primary school through systematic and structural planning which covers the school environment management system, a sustainable education programme, school activities and project learning. The theme "Environmental Education" has become the focus for the development of life-wide learning in the school.

Exemplar 5: Project-based model

A primary school initiates project learning in Primary Three and Primary Four and then extends it to all levels. Through project learning, students are able to work on a specific theme within a set scope, master the ways to carry out project learning during the enquiring process, and at the same time develop their self-management skills, collaboration skills and communication skills, etc.

Exemplar 6: Co-curricular activities-based model

A primary school adopts the co-curricular activities-based model to implement life-wide learning with the aim of broadening the learning space beyond the classroom. Through providing various types of activities, the school enhances students' development in the five aspects (i.e. moral, intellectual, physical, social and aesthetic), stimulates students' thinking as well as fosters their development of positive attitudes and values in order to attain the goal of whole-person education.

6.5.1 Key Emphases of Life-wide Learning for School Curriculum at Different Key Stages

In general, as the students' range of subject knowledge and social exposure gradually widen, the contexts for life-wide learning should also be broadened to accommodate a greater range of learning opportunities. The emphases in life-wide learning from Key Stage 1 to Key Stage 2 can be summarised as follows:

(1) Key Stage 1 (Primary 1-3)

- Use life-wide learning to complement the classroom learning of the KLAs of Chinese Language Education, English Language Education, Mathematics Education, Arts Education and the subject of General Studies for primary schools in order to make students more aware of real-life situations, satisfy their curiosity and nurture their creativity.

- Provide opportunities for physical and aesthetic development as well as life experiences in Moral and Civic Education in a safe environment.

- Help students develop a strong sense of personal responsibility and belonging to the community using the neighbourhood as a starting point.

- Schools are not advised to arrange students to acquire career-related experiences in real-life working environments. Students at this key stage are considered rather young and career-related experiences can be gained through classroom or school activities. For example, understanding the work conditions of family members can be integrated into the thematic topic related to family members in General Studies so as to enhance students' knowledge related to career-related experiences and ensure a smooth interface between Key Stage 1 and Key Stage 2.

(2) Key Stage 2 (Primary 4-6)

- Make use of life-wide learning activities to broaden students' other learning experiences such as extending community services to contexts beyond the school campus, neighbouring districts, or even outside Hong Kong to complement the classroom learning of different KLAs and General Studies for primary schools.

- Satisfy students' interests and aspirations, and increase their understanding of the relationship between the workplace and one's personal attributes and skills, e.g. the requirement of having a sense of responsibility and problem-solving skills, in order to guide students to reflect and deepen their basic understanding of the workplace and help them develop positive values

towards the world of work gradually. In this way, students could develop a diverse and flexible outlook on the multiple pathways open to them in Key Stage 3 and Key Stage 4.

⬤ Utilise resources available in the community to provide a broader range of learning opportunities for students. For example, different government departments, non-government organisations (NGOs), uniform groups or employers keen on education can become partners.

Exemplars

Exemplar 1

To strengthen students' understanding of the world of work, a primary school invites members of alumni, parents and people engaged in different professions to give talks to the students in Key Stage 2. Teachers guide students to find out more about some common jobs before the talk and share the knowledge and contributions of these jobs, as well as answer questions or discuss some common "misconceptions". For example, students may have received partial or distorted information on particular jobs from TV dramas and mistaken that one's success in work depends only on their qualifications. After the talk, teachers give a debriefing session to students based on the sharing by the guest speakers.

Exemplar 2

A primary school strengthens the element of "career-related experience" in General Studies for Primary Five and implements a theme-based learning module on "Saving Lives out of Danger" to link up with other subjects. In collaboration with the School Discipline Team, a team of "Safety Ambassadors" is formed and trained to enhance students' safety awareness on campus. Apart from this, the school arranges for each student to visit the disciplinary forces they like and observe the actual duties the disciplinary forces have to perform in their workplace. At the same time, officers are invited to share their work experience with students. The expected learning outcomes are achieved through involving students in a series of innovative learning activities.

For Reflection and Action

⬤ Review the emphases in the curriculum development of your school last year. In the coming school year, how could your school or your department further implement life-wide learning in the following areas?

   - in KLAs and cross KLAs

   - in the four Key Tasks (Moral and Civic Education, Reading to Learn, Project Learning, and Information Technology for Interactive Learning)

⬤ What are the strengths of your school in promoting life-wide learning? How does your school make use of these strengths?

For more information on organising life-wide learning activities, schools may refer to the website of "Life-wide Learning Activity Databank":
http://lwldb.edb.hkedcity.net/lwl/index.php?lang=en

6.5.2 Life-wide Learning, Classroom Learning in KLAs and Five Essential Learning Experiences Complementing Each Other

For Reflection and Action

- Reflect upon the learning and teaching activities that could be conducted outside the classroom to enhance learning effectiveness.

Cross-References

- Identify other KLA learning targets, objectives or areas which could be attained through life-wide learning activities at Key Stage 1 and Key Stage 2.

Classroom learning of different KLAs and life-wide learning can complement each other. Based on their professional judgement, teachers can generally arrange some of the learning and teaching activities to be conducted outside the classroom for more effective learning. Schools can schedule regular reviews to identify other KLA learning targets, objectives or areas which could be attained through life-wide learning activities. Such learning targets, objectives or areas are closely linked with the following five essential learning experiences.

Moral and Civic Education

Life-wide learning puts emphasis on student learning in real contexts and authentic settings beyond the classroom, which in turn enhances the effectiveness of Moral and Civic Education. There is a rich repertoire of experiences on facilitating students' achievement of the aims of personal and social development (knowledge, skills, values and attitudes) among schools and other relevant organisations in Hong Kong.

For Reflection and Action

- Based on your school's past experience in organising activities for Moral and Civic Education (e.g. effectiveness of activities, motivation of students), which life-wide learning activities can best achieve the school's target for Moral and Civic Education?

- How would you fit the activities into the annual plan?

Community Service

Community service is effective for developing students' empathy, social concern and respect for different groups in society as well as values and attitudes for Moral and Civic Education. Through contact with different sectors, students can develop interest in certain areas of community service such as health service, tourism, housing, social welfare, or aspire to develop expertise in these areas in future to improve them. So this is often the cradle of our future leaders in society.

> ### For Reflection and Action
>
> - What community service experience has your school offered to your students before? What should be avoided or improved?
>
> - What particular learning targets would your school expect students to achieve through engaging in community service?
>
> - What community service can your school arrange or harness to provide students with learning opportunities in order to achieve particular learning targets?
>
> - What other activities might be conducive to attaining particular learning targets apart from community service?
>
> - Would those activities also achieve other learning targets of community service? How would you integrate the learning processes/activities to achieve multiple targets?
>
> - How can you ensure that every student would benefit from community service or serving others before they leave school?

The Experiences of Physical and Aesthetic Development

Schools should explore and value the learning opportunities beyond the classroom and outside school to facilitate student learning in physical and aesthetics education. Schools should also enhance students' development in generic skills such as self-management skills and collaboration skills.

> ### For Reflection and Action
>
> - Are there opportunities for every student in your school to acquire and benefit from physical and aesthetic experiences? How effective is the learning process of such experiences?
>
> - How does your school guide the parents to reflect on the following questions: Is fostering children's generic skills through physical and aesthetic development more important than simply training their techniques? Have parents considered important factors like their children's preferences, interests and learning motivation? Are their children given enough space to develop other personal interest?
>
> - In view of the constraints of limited resources and students' attitudes, how does your school provide more learning opportunities related to physical and aesthetic development to help students recognise the importance of such activities to learning?

Career-related Experiences

Students can learn about the world of work through career-related experiences. These activities emphasise the importance of work ethics like integrity, commitment and sense of responsibility, which enable students to understand the necessary qualities required in their future careers.

Schools can progressively provide students with career-related experiences in Key Stage 1 and Key Stage 2, starting from the kinds of jobs they frequently come across and then gradually enhancing their knowledge of the world of work and the required personal attributes so that students can better understand the qualities required in the workplace. Students would be better prepared for their career planning in Key Stage 3 and Key Stage 4, and their exposure to career-related experiences would be broadened gradually when they proceed to the junior secondary and senior secondary levels. Some of the career-related experiences are connected to particular KLAs such as Technology Education. Responsible teachers in school can help coordinate relevant activities to prepare students for their future careers.

For Reflection and Action

- What are the strengths of your school with regard to providing career-related experiences?

- How do you strengthen the provision of career-related experiences in the face of limited resources and other constraints?

6.5.3 Quality Reflection: Key to Turning Experiences into Learning

Reflection on learning experiences can deepen and facilitate student learning. Sufficient space and support is required for students to learn effectively from their experiences and this can be achieved by reflecting on the following three areas:

- To connect relevant prior learning experiences for meaningful learning, for example, "What have I learnt?", "Why should I learn these?"

- To broaden their knowledge, for example, "How can I learn more about it?"

- To review and reorganise prior knowledge, for example, "I used to think…; now I think…", "Why do we learn in this way?"

Key issues in the facilitation of student reflection on life-wide learning activities are as follows:

⬤ Providing students with sufficient space for reflection before and after the activities. For example, reserve some time for students to reflect after the activities so as to develop the habit of reflection.

⬤ Designing diverse learning and teaching activities to stimulate deeper thinking and develop their reflective ability, e.g. highlighting the learning targets, debriefing of the activities, providing students with opportunities to share their reflections.

⬤ Establishing a "reflection-conducive" environment on the basis of mutual trust and acceptance as well as respect for individual feelings, perceptions and beliefs. For example, every student is respected and encouraged to share different reflections on the same experience.

⬤ Considering reflection activities of different levels, for example, summarising, internalising and applying what has been learnt in other scenarios. Without reflecting on what has been learnt, mere description of the process will render the activities and experiences meaningless.

Reflection can simply be interpreted as a summary and foresight of an experience. Therefore, reflection is not necessarily done in written form. In fact, reflection on life-wide learning activities could be expressed in a wide range of forms, for example, worksheets, recording of one's own thoughts, dialogue with peers, Powerpoint presentations, debriefing through group discussions, drawing, designing mini-dramas for specific audience or producing promotional videos collectively.

Exemplars

Exemplar 1

A primary school organises a life-wide learning activity related to voluntary service in school for their lower primary students. Before the activity, teachers brief students that the objectives of the activity are learning how to communicate with and respect others through serving those in need, and explain further by quoting students' past experience. After the activity, teachers guide students to choose three adjectives to describe their learning regarding their communication skills and respect for others, and encourage their sharing of relevant experiences in the activity.

> **Exemplar 2**
>
> A primary school organises a life-wide learning activity aiming at developing students' leadership skills through an adventure training camp for their Primary Five students. Apart from the debriefing in each session, students are also guided to conduct in-depth reflection after the training camp. Teachers design some guiding questions such as "Recall three experiences that surprised you most in the training camp", "Why did these experiences surprise you?", "Think about what these experiences mean to you". After the reflection, students prepare a Powerpoint presentation in groups to share their learning.

For Reflection and Action

- How much time and support have you provided for students to reflect on life-wide learning activities?

- How would you enhance students' reflective ability? What strategies are considered effective so far? How do colleagues in your school share those strategies?

- How do you deepen students' reflection and develop their habit of reflection?

6.5.4 Key Issues and Considerations for Life-wide Learning Opportunities

Leadership Level

Effective school leadership significantly affects the quality of life-wide learning. School leaders should:

- have a clear direction and targets for life-wide learning.

- reach a consensus with colleagues and formulate a holistic plan.

- connect classroom learning with life-wide learning, strengthen students' active participation, broaden students' choices, launch diverse life-wide learning activities and adopt effective communication strategies so as to encourage the involvement of teachers and active participation of students.

- make good use of resources and partnership to implement meaningful life-wide learning.

Schools should conduct a comprehensive and inspiring review on the effectiveness of life-wide learning through some crucial questions such as:

- How is life-wide learning implemented at present?

- Which tasks are completed successfully?

- Which tasks need improvement?

- How can we improve them?

Exemplars

Exemplar 1

A primary school places great emphasis on the connection between life-wide learning and classroom learning. Steered and led by the Primary School Curriculum Leader, the school curriculum is adapted. Subject teachers are required to adopt life-wide learning strategies to extend classroom learning and review and report the progress on the Staff Development Day in order to promote sustainable education development.

Exemplar 2

Under the leadership of the Primary School Curriculum Leader, a primary school conducts an analysis of the school contexts, which enables all teachers to engage in life-wide learning tasks in various degrees. For proactive colleagues, the school asks experienced teachers to partner with new teachers in task force meetings to help them solve problems so as to help new colleagues build up confidence through experiencing success. Besides, the Primary School Curriculum Leader invites new colleagues to attend sharing sessions with other schools in order to enhance their knowledge in launching life-wide learning activities. As for the rest of the teachers, the Primary School Curriculum Leader provides them with detailed guidelines and sufficient resources and materials. The school also organises sharing of the work outcomes to encourage more colleagues to take part in organising and planning life-wide learning activities.

Exemplar 3

A primary school places much emphasis on the different learning outcomes of students' participation in activities, including the changes in knowledge, skills and attitudes. While the policy directions are formulated in executive meetings and endorsed by all teachers in the staff meetings, the details of the implementation plan are set out by the relevant functional groups. The school decides to set up various prizes including certificates, presents, souvenirs and merit awards and also offers appropriate recognition of students' effort through verbal praises, parents' positive feedback, students' sharing, publications, CD-ROMs and exhibitions. For example, on the Variety Show Day, the school plays the video clips which showcase the learning outcomes so that the participating students as well as the parents, teachers and participating organisations can share the joy together.

For more information on school leadership, schools may refer to the website of "Organising School-based Life-wide Learning: A Package for Self-improvement (Trial Version)", which provides flexible and easy-to-understand frameworks and tools. Schools may choose the whole package or select some relevant parts for self-evaluation on the implementation of school-based life-wide learning.

> *"Organising School-based Life-wide Learning: A Package for Self-improvement (Trial Version)" is available at:*
> *http://cd1.edb.hkedcity.net/cd/lwl/QF/02_eng_main.html*

Experience Level of Life-wide Learning

To provide quality life-wide learning experiences, schools can consider the quality of the activity process and the depth and effectiveness of the learning. The quality of the activity process includes the participants' interests, concentration and satisfaction. A quality life-wide learning experience should also be an "effective learning experience". For example, students should have the opportunity to reflect and collaborate, learn certain skills, build up positive values and link up their learning with relevant experiences. Schools can facilitate student learning using the following reflective questions:

- Depth and effectiveness of learning:

    - Are there clear targets for this life-wide learning experience?

    - Is there a variety of learning strategies in this activity to cater for students' different learning styles?

    - Is there sufficient space to encourage students to reflect on what they have learnt in this activity?

    - Does the experience foster teamwork and build up mutual trust?

    - Are the students given more autonomy to participate in the activities?

- Quality of the activity process:

    - Is this life-wide learning experience enjoyable?

    - Can this life-wide learning experience strike a balance between enabling students to acquire skills and providing opportunities for them to challenge themselves?

Exemplars

Exemplar 1: Self-management skills

Before a primary school holds an outdoor learning camp, teachers have empowered some students to set up rules for behaviour management and the majority of students agree on the rules. Both teachers and students are required to observe the rules in order to enhance students' self-management skills.

Exemplar 2: Learning how to learn

The upper primary students in a primary school take part in a series of environmental protection and community service activities. Students not only nurture positive values, but also change their daily behaviours and attitudes as revealed from their self-assessment data. They are more willing to participate in voluntary services outside school and are interested in learning more about the relevant issues. Their understanding of the school and the community is also enhanced.

Apart from this, after participating in a clean-up activity in the community jointly organised with an environmental group, the students, teachers and members of the group conduct an in-depth discussion. They share their feelings, reflect on what they have learnt, and make suggestions on how to improve the activity. Finally, it is agreed that, as citizens, they should convey the opinions they have collected to the Food and Environmental Hygiene Department and make suggestions on how to improve the community.

For more relevant information, schools may refer to the website of "Life-wide Learning Experience: A Quality Framework":
http://cd1.edb.hkedcity.net/cd/lwl/QF/03_main_eng.html

Table 6.1 summarises the key considerations for planning, conducting and assessing life-wide learning activities for students:

Basic Education Curriculum Guide (Primary 1-6)

Table 6.1 Key Considerations for Planning Life-Wide Learning

Key Questions	Points for Consideration	Remarks
What should be considered in curriculum planning?	● The emphases in each Key Stage, KLA and cross-KLA learning ● The learning objectives to be achieved ● The types of essential learning experiences to be provided ● Any overlapping efforts or gap identified	● Coordination among different KLAs/subjects ● Design of activity manuals/information leaflets (for parents/teachers/activity leaders)/worksheets
Who are involved?	● Those with experience and expertise in helping the school ● Students of different levels ● Individual students/small groups/whole class ● Teachers/teaching assistants/other staff members/parents/prefects of senior students/leaders/coaches ● External experts or professionals taking up the role of advisors/speakers or leaders ● Working collaboratively with other schools/groups/organisations ● Professional development for teachers/coaches/leaders	● Early involvement for better results ● Defining roles of different key players ● Addressing the needs of underprivileged students
Where does learning take place?	● In school, nearby areas of the school, neighbouring communities or other districts? ● Indoors or outdoors? Countryside or urban areas? ● Within or outside Hong Kong?	● Seeking permission or approval for using public facilities ● Facilities or equipment required ● Safety measures/insurance ● Transport to be used ● Contact established with related bodies/ organisations

What should be emphasised when students are engaged in their learning?	🔴 Clarify the learning targets to students (e.g. through a briefing session) 🔴 Align the learning experiences and contexts with the learning targets or objectives 🔴 Engage students all the time in meaningful learning activities designed to meet the learning targets 🔴 Provide opportunities for students to reflect	🔴 Provision of opportunities for students to reflect on their progress in learning 🔴 Collect evidence of students' significant learning progress throughout the Key Stage with student learning portfolios
What and how to assess and evaluate students' performance? What to assess?	🔴 Adopt feedback strategies which allow students to understand specifically their own learning performance, as well as learning strategies which facilitate students' improvement in subsequent learning experiences 🔴 Set concrete assessment goals and adopt appropriate assessment methods such as observation of changes in attitudes, reflective journals, experience sharing, showcase of learning outcomes and learning portfolios	🔴 Information and professional advice required 🔴 Types of recording tool to keep track of students' progress 🔴 Methods to obtain feedback from students and other stakeholders 🔴 Reporting methods 🔴 Assessment criteria

6.6 Issues of Life-wide Learning

🔴 It is not quantity but quality that matters. Hence, teachers need to ensure that the experiences students gain from life-wide learning align with the learning targets being pursued, and students are guided to reflect on and learn from the events in the process.

🔴 Life-wide learning is not a reward for good students only. It is important to provide opportunities for all students to develop their potential in different ways.

🔴 The focus of life-wide learning should be on the learning targets and processes; the "activity modes" are merely the means to the end. As learning is situated in specific socio-cultural

contexts, responsible teachers or organisers of the learning opportunities are advised to be sensitive to different students' needs and adapt the activities accordingly.

● Cost-effectiveness should be considered when planning life-wide learning activities. Schools should avoid organising life-wide learning activities that incur high costs as expensive life-wide learning activities are not necessarily more effective than those of low costs. It is important not to deprive students from less favourable socio-economic background of opportunities for taking part in such learning activities.

● Life-wide learning is not a combination of unconnected activities. To ensure that life-wide learning is conducive to the personal development of students during schooling in the long run, it is necessary for schools to develop a mechanism for providing life-wide learning, to establish networks to enhance it, and to use continuous assessment to further improve it.

● Reflection can facilitate "learning from experiences". Having experienced life-wide learning activities, students are able to turn experiences into learning when they are guided by teachers to reflect. As a matter of fact, when students actively take part in the learning experiences, they tend to have more in-depth reflections, which in turn will bring positive impact on individual values and beliefs, and stimulate sustainable thinking and develop the habit of reflection.

● Quality life-wide learning can bring positive impact on students' learning attitudes and habits. Therefore, schools should devise holistic planning for the development of life-wide learning and examine whether any areas of students' life-wide learning experiences are overlapping, missing or in need of improvement.

● Apart from quality feedback from teachers, schools can incorporate strategies of peer assessment or self-assessment among students, and demonstrate the assessment outcomes through displaying concrete learning evidence so that students are able to understand the assessment criteria better, strengthen their role as self-directed learners and facilitate further learning.

● In the contexts of life-wide learning, apart from nurturing in students the top three priorities of students' generic skills, i.e. creativity, communication skills and critical thinking, schools should also strengthen students' self-management and collaboration skills to prepare them for self-directed learning.

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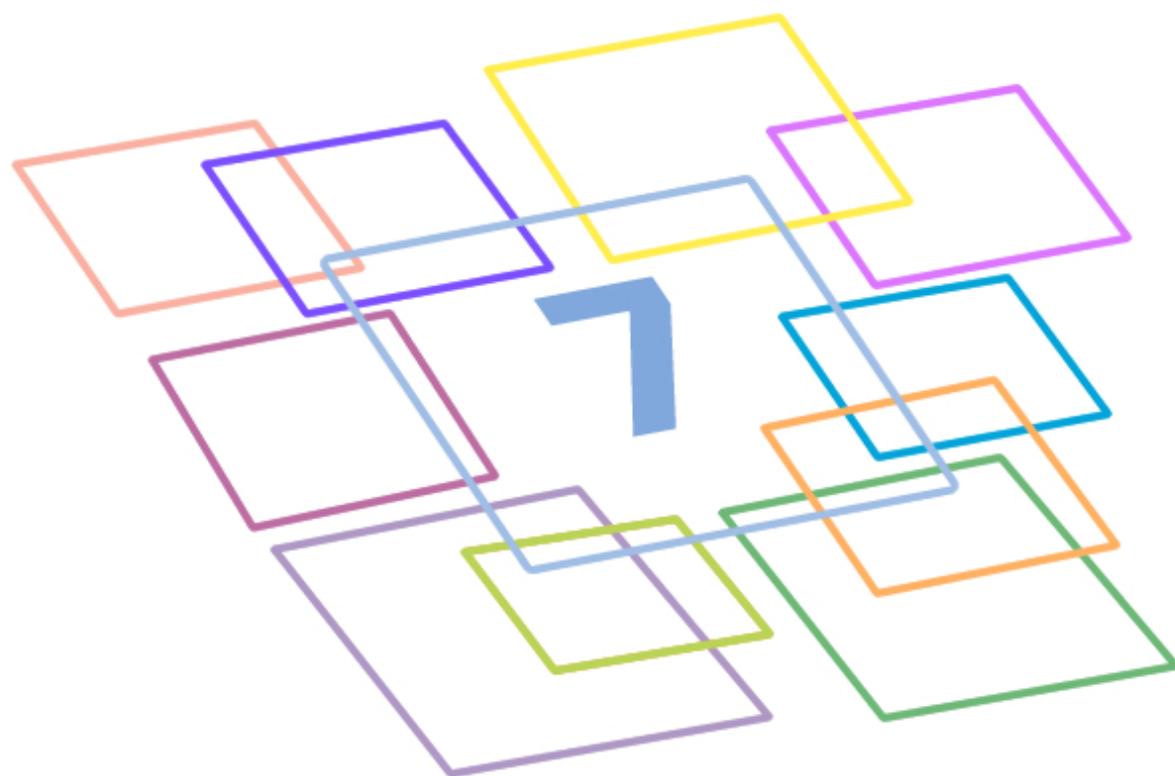
Quality Learning and Teaching Resources and School Library Development

Contents

Quality Learning and Teaching Resources and School Library Development

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

7 Quality Learning and Teaching Resources and School Library Development

7.1 Background

With the continuous improvement made to the infrastructure for information technology and the telecommunication network at schools, multimedia and Internet resources are commonly used in learning and teaching activities. The emergence of social network enhances the communication between teachers and students and also among students. Learning in a collaborative way has become more popular and the mode of teaching has also become more diversified. Schools have generally adopted a learning management system to provide students with an online learning platform. In recent years, the presence of interactive and creative e-books has further raised students' interest in learning.

In accordance with the provisions regarding copyright exemptions of the Copyright (Amendment) Ordinance 2007 (《2007 年版權(修訂)條例》), when non-profit making educational establishments use copyright works for teaching purposes, the coverage of such provisions has extended from "permitted acts" that lack flexibility to "fair dealing" that provides more convenience for learning and teaching. As the Education Bureau (EDB) has assisted schools to enter into the Licence Agreement on reproducing printed copyrighted materials, and many newspapers and magazines have granted schools with the exemption of copying their copyrighted materials, schools can now benefit from such favourable conditions in using copyright works for teaching, thereby bringing about flexibility and variety in resources for school-based curriculum development.

In the new digital era, the use of electronic resources has become a trend. Teachers can now make full use of the interactive and real-time functions of e-resources to cater for the learning needs of different students and to establish effective learning communities in class for the sake of enhanced learning and teaching effectiveness, and the learning outcomes that cannot be achieved by adopting traditional printed textbooks and pedagogy. Moreover, effective use of the flexible features of e-learning helps to facilitate students' self-directed learning and empowers teachers to play the role of a facilitator in learning.

In addition to the learning and teaching resources mentioned above, the school library also plays a pivotal role in the provision and management of learning and teaching resources. To enhance library services in primary schools, the provision of a Teacher-librarian1 has been fully implemented in regular aided primary schools. Moreover, serving Teacher-librarians are provided with a series of professional development programmes, including the Diploma Course in Teacher Librarianship for newly appointed Teacher-librarians, to ensure that they are fully equipped with the professional knowledge to provide library services.

Since schools are dedicated to providing students with a better reading environment by, for example, enriching the library collection and embellishing the libraries, school libraries have now become a multifarious and resourceful learning "hub". With years of professional development, Teacher-librarians are responsible for not only managing the school library, but also playing the important roles of a reading coordinator, an information specialist, a teaching partner and a curriculum resources facilitator.

At present, the school library collection is becoming more diversified and most school libraries are playing an important role in promoting a reading culture in schools. Teacher-librarians develop students' reading interests and habits through library lessons, collaborating with subject teachers and organising relevant activities. They also teach students information skills and enhance their information literacy, for example, by introducing to them the features of different reading materials, and the skills in information search and application. Such activities have a positive impact on broadening students' knowledge and enhancing students' learning capabilities.

The collaboration between Teacher-librarians and teachers is a key to promoting effective learning and teaching as it helps students become more independent and self-directed in learning. Therefore, many schools have already strengthened the collaboration between Teacher-librarians and teachers. To facilitate in-depth and meaningful learning, some schools have integrated reading and information literacy into their school-based curriculum to enhance students' mastery of subject content, thus further nurturing their abilities and attitudes for self-directed learning. To this end, strengthening the partnership between Teacher-librarians and teachers as well as the role of Teacher-librarians as curriculum facilitators will continue to be the direction for the development of Teacher-librarians.

7.2 Purposes of the Chapter

🔴 Illustrate the importance of the selection and proper use of quality learning and teaching resources (including textbooks) to student learning

🔴 Illustrate how schools can enhance school library services and strengthen the roles of Teacher-librarians in supporting learning and teaching to help students learn to learn

7.3 Purposes and Functions of Learning and Teaching Resources

Effective use of learning and teaching resources helps to create meaningful learning experiences for students. In addition to textbooks, all different types of resources, including reference books, exercise books, worksheets, online learning materials, computer software packages, e-books, the natural environment and community resources, do play a key role in promoting student learning. Appropriate use of learning and teaching resources not only can facilitate the interaction between teachers and students but also broaden students' learning experiences and cater for their different learning needs. The use of the various platforms for knowledge sharing, for example, libraries, learning communities and the Internet helps students construct knowledge systematically and develop their positive values, attitudes and generic skills, laying a solid foundation for life-long learning.

For Reflection and Action

🔴 What different learning impacts can be brought to students by using different types of learning and teaching resources? How can teachers choose suitable learning and teaching resources?

🔴 What learning and teaching resources do you use? Do they bring about the expected teaching outcomes?

🔴 How does your school enhance the professional capacity of teachers so that they can make effective use of different types of learning and teaching resources to cater for the needs of students and achieve the learning targets?

7.4 Effective Use of Textbooks and Other Learning and Teaching Resources

Teachers should refer to this Guide and the related Key Learning Area/ subject curriculum documents to set the curriculum goals and to choose or develop suitable teaching materials based on student needs.

To facilitate schools in choosing appropriate printed textbooks and learning materials, the Recommended Textbook List for all levels and subjects has been uploaded to the EDB webpage and is updated regularly. Textbooks and learning materials on the Recommended Textbook List have been reviewed and considered to be acceptable by the textbook review panels of the relevant subjects in terms of content, structure and organisation, language and layout design, and meet the requirements for quality textbooks.

> *The Recommended Textbook List is available at "EDB: Textbook Information":*
> *http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html*

7.4.1 Making Good Use of Textbooks and Other Learning and Teaching Resources

Teachers should adapt the content of textbooks and cautiously select other relevant materials to meet the needs and abilities of different students. Teachers should also ensure that all basic elements and key learning points are covered.

Factors taken into consideration in the selection of learning and teaching resources

The following factors should be taken into consideration in the selection of printed textbooks, e-textbooks and other learning and teaching resources:

- providing a channel for knowledge acquisition and a framework for progressive construction of knowledge to help students make progress

- generating students' motivation to engage in learning, thereby enhancing learning effectiveness

- providing students with the opportunity to explore, discuss and co-construct knowledge to

nurture their critical thinking skills for making wise judgement

- complementing and extending what students have learnt in class to broaden their learning experiences

- providing learning activities at different levels of difficulty and a variety of learning experiences to cater for learner diversity

- developing students' positive values and attitudes as well as various generic skills and self-directed learning strategies

- using quality language and of reasonable price and weight

By using learning and teaching resources including reference books, multimedia resources and online teaching materials, teachers can encourage students to use the information from different sources for their research and study so that students can understand and analyse issues in a more comprehensive way. Teachers can bring the real-life issues to the classroom to enable students to apply what they have learnt in real-life situations.

EDB One-stop Portal for Learning and Teaching Resources

The EDB has launched the "One-stop Portal for Learning and Teaching Resources" to help teachers in their selection and development of learning and teaching materials to meet students' needs. This online portal covers digitalised learning and teaching resources for the eight Key Learning Areas across the four Key Stages (Primary 1 to Secondary 6), General Studies at the primary level and Liberal Studies at the senior secondary level. The resources are categorised into four parts, namely, "Learning and Teaching Resources", "Assessment Tasks Bank", "Curriculum Documents" and "Professional Development". In the part on "Learning and Teaching Resources", the learning and teaching resources developed by the EDB over the years are organised in accordance with the curriculum framework. In addition to browsing the online resources by KLAs/subjects, teachers can search for relevant teaching materials using keywords, nature of resources and digital formats, and design appropriate learning materials to enrich classroom teaching, thereby enhancing learning and teaching effectiveness.

"EDB One-stop Portal for Learning and Teaching Resources" is available at:
http://www.hkedcity.net/edbosp

For Reflection and Action

⬤ As we know, textbooks are not the only learning materials for students. How do you select the content of textbooks in a suitable way and supplement with other appropriate learning and teaching resources to cater for the learning needs of students?

⬤ Can your school systematically store various learning and teaching resources and categorise them properly to facilitate teaching?

⬤ How do you make effective use of the EDB One-stop Portal for Learning and Teaching Resources to provide students with diversified learning activities?

7.4.2 Sharing of Teaching and Learning Resources

Schools could consider the following arrangements to create an environment facilitating the sharing of resources:

⬤ Share learning and teaching resources among students and teachers through the Intranet or other means within the school with appropriate measures to protect intellectual property rights.

⬤ Organise professional development groups for teachers to reflect on and share experiences in the use of different types of learning and teaching resources.

⬤ Implement resource-based learning through the collaboration between Teacher-librarians and teachers of different Key Learning Areas so that appropriate teaching materials could be designed to support teaching and enhance learning and teaching effectiveness.

⬤ Place some copies of reference materials or storybooks in classrooms or the school library for rotational use by students.

For Reflection and Action

- How well has your school promoted the culture of sharing learning and teaching resources? How can the sharing culture be further promoted?

- Some schools launch the textbook recycling programme to encourage students to keep textbooks clean and tidy for their school juniors, and to promote a caring culture among students. This also nurtures their habit of note-taking and develops their self-learning capability. If your school is to launch the textbook recycling programme, how should the targets be set? How can the sharing of resources be promoted effectively?

- How do the Teacher-librarian and subject teachers collaborate in your school to implement resource-based learning?

- How can students be encouraged to set up a reading resources bank in class?

7.5 School Library Development and Resources

The school library plays a significant role in providing students and teachers with effective and convenient channels to have quick access to useful knowledge and information, which helps nurture life-long learners.

7.5.1 Functions of the School Library

The school library should provide diversified reading and learning resources such as newspapers, magazines and e-books for students not only to get pleasure and construct meaning through reading, but also to learn how to deal confidently and competently with the plethora of information. Being a learning centre, the school library serves the following core functions:

- A resource centre where students and teachers can read, share, learn and grow through interacting systematically with the vast amount of information in a variety of formats

- A favourable environment equipped with conventional, technological facilities and human

resources support for students to enjoy reading and engage in learning so as to develop their critical thinking skills

⬤ A virtual reality for students to study independently or collaboratively, and use information technology for information search and knowledge construction

Exemplar: A Well-designed Learning World

The Environment

With sufficient lighting, colourful set-up decorated with different patterns and items such as photos, dolls and plants, the school library is an inviting place for children. The Teacher-librarian intends to attract students to visit the school library and motivate their reading interests. The library houses a wide range of collection, for example, picture books, storybooks, informational reading materials and even educational comics, which not only caters for students' interests but also supports the promotion of reading in various subjects.

Learning Resources

The school library is well-equipped with six computers for students to access online self-learning resources and other learning software. It also provides audio recorders and CDs including "Listening to English Stories", "Let's Learn Putonghua", "Religious Stories", etc. to support student learning.

7.5.2 Operation of the School Library

With the development of information technology, the school library functions as a resource centre, providing students with various learning opportunities. Through careful planning with the School Head and teachers, the Teacher-librarian can ensure success in the following areas:

Resources

● Manage ready-to-use learning and teaching references and reading materials through an automated library system on the Intranet or Internet with the support of students, parent volunteers or clerical staff.

● Provide multimedia resources, for example, e-books, electronic databases and DVDs, taking into consideration the school-based curriculum and students' diverse needs, reading abilities and interests.

Activities

● Equip students with study and information skills through independent activities or collaborative teaching activities developed with subject teachers.

● Organise diversified reading programmes such as story-telling, book sharing, reading for cross-curricular projects, reading schemes.

Administration and Management

● Annual Plan: including budget planning, operational planning, scheduling, loan and use policies and collaborative planning with teachers and parents

● Human Resource Management: conducting training for library prefects, parent volunteers, supporting staff who assist in the operation and organisation of activities of the school library, as well as organising or participating in professional exchange activities

● Collection management: formulating collection development policies, sourcing and selecting library resources, and evaluating the collection and its use

● Classification and cataloguing: classifying, organising and sorting the materials based on cataloguing standards

● Facility management: managing various facilities including the library automated system and information technology facilities

● Marketing and publicity: for example, slogans, posters, notices, promotion activities, messages to teachers and parents, user feedback and surveys

7.5.3 Roles of the Teacher-librarian

The Teacher-librarian is the key person of the school library. His/her professional knowledge and experience are very important in promoting reading and developing students' information literacy, both of which are indispensable for the development of students' learning to learn capabilities and the curriculum implementation. The Teacher-librarian plays a pivotal role in the following aspects:

- Library-in-charge: planning and managing the daily operation of the school library to allow the school library to maximise its role as a learning centre

- Reading coordinator: coordinating and managing reading materials and curriculum-related resources to support students' reading and promote reading to learn

- Information specialist: developing students' information literacy so that they are equipped with the abilities to search for, retrieve and evaluate information, and use such information effectively and ethically to construct and communicate knowledge

- Teaching partner: collaborating with teachers in promoting the learning and teaching of different Key Learning Areas (KLAs) and across KLAs

- Curriculum resources facilitator: collaborating with teachers in the selection of appropriate resources based on student needs and curriculum requirements to promote reading, project learning, life-wide learning, etc.

Exemplar: A Lesson in Collaboration with the School Library

The Teacher-librarian, the class teachers and General Studies teachers implement a collaborative programme in the second term of P6 in a primary school.

Project learning is implemented in General Studies in the second term of P6. To enhance the learning effectiveness, the content of library lessons is organised in line with the related topics in the General Studies curriculum. The collaborative activities mainly consist of two parts: book sharing and the development of learning strategies. In the former, reading texts related to the project themes are selected for students to read and share. The strategies covered in the latter include, for example, PQRST strategy[2], identifying facts and biases and multi-perspective thinking, which are all curriculum-related.

The duties taken up by the Teacher-librarian in this programme are:

- To set the curriculum objectives, development direction, curriculum content, implementation schedule and evaluation in collaboration with the Primary School Curriculum Leader and the Panel Heads of General Studies and Computer Studies
- To regularly organise theme-based book fairs and provide diversified learning resources for teaching activities
- To design learning and teaching materials with the General Studies Panel Head and to teach students learning skills with subject teachers
- To include the learning content of General Studies in the "Parent-child Reading Award Scheme Record Book" developed by the school library
- To coordinate the teaching schedule and tap external resources for organising seminars for parents and students

Figure 7.1 illustrates how to enhance school library services to facilitate learning to learn.

Figure 7.1 Enhancing School Library Services and Learning to Learn

Students learn to learn

Left labels	Central pyramid content	Right labels
SH, P	Integrate the teaching of information skills across KLA subjects	Impact on Curriculum development and learning outcomes
S	Conduct a variety of reading programmes	
TL ↔ T	Involve parents and external partners	
TL ↔ T	Collaborative teaching and training information skills	Collaboration with T,S (CPT)
	Become involved in the planning and design of the school curriculum and in developing reading habits	
TL → T,S	Develop curriculum-focused collections to support learning and promote reading	Resource-based learning
	Participate in some teaching activities	
T,S → TL	Conduct library lessons	Support basic learning and teaching needs
	Provide general information for teaching	
TL	Provide basic library services	Seek enhancement
	Support reading schemes	
	Book acquisition Cataloguing Book-Lending	

Teacher-librarian's involvement in learning is minimal

SH - School Head
P - Parents
T - Teachers
S - Students

TL - Teacher-librarian
CPT - Collaborative Planning and Teaching

The roles of different school members in enhancing school library services are as follows:

- **The School Head/Deputy Head**

    - Understand the importance of school library services to students' reading and learning.

    - Enrol the newly appointed Teacher-librarian in the training programmes organised by the EDB or other professional training programmes in accordance with the regulations.

    - Ensure that the Teacher-librarian has sufficient capacity and space to carry out his/her major roles and responsibilities effectively.

    - Ensure that the library collection policies developed by the library development team are in line with the school-based curriculum and student needs.

    - Provide a technology-rich environment, including networks, hardware, software and technical support, to enable the application of a variety of information in diverse formats.

    - Make time arrangements and allocate resources to encourage and support collaborative programmes and teaching between teachers and the Teacher-librarian.

    - Allow the Teacher-librarian to participate in school committees related to reading and information literacy.

- **Primary School Curriculum Leader**

    - Allow the Teacher-librarian to participate in the development and implementation of school curriculum plans.

    - Encourage and support teachers to collaborate with the Teacher-librarian in the implementation of school-based reading schemes and information literacy programmes.

    - Encourage teachers to make effective use of the resources and support provided by the school library in their learning and teaching.

- **Teacher**

    - Integrate reading tasks in daily learning activities and project learning, and encourage students to use authentic materials.

    - Collaborate with the Teacher-librarian to develop students' information skills as well as to select and provide access to resources through collaborative teaching and curriculum development.

    - Collaborate with the Teacher-librarian in planning and formulating strategies for promoting students' reading interests and encouraging them to use various sources of information.

⬤ **Teacher-librarian**

◆ Attend to different needs of students and teachers with a flexible and open attitude.

◆ Develop a collaborative partnership with the School Head, teachers and parents.

◆ Extend the network and communication channels, and create more professional development opportunities.

◆ Review the strengths and weaknesses of the existing library services and programmes, and formulate improvement plans.

◆ Discuss with and seek advice from teachers, the School Head, parents and fellow Teacher-librarians in other schools.

7.5.4 Conditions Facilitating the School Library Development

Conditions facilitating the school library development are as follows:

⬤ **Maximising the Use of Resources**

◆ Make good use of relevant funds to purchase state-of-the-art equipment, enrich and diversify collections and update the existing IT facilities according to the school curriculum, various needs of students and technological advancement.

◆ Assign subject teachers to the library development team and enlist them for the development of the collection plan with the Teacher-librarian.

◆ Ensure that teachers and the Teacher-librarian attend relevant professional development programmes.

⬤ **Creating time and space**

◆ Involve the Teacher-librarian in planning and coordinating reading programmes, developing students' information and generic skills, and in collaborative teaching with subject teachers.

◆ Provide training for and delegate meaningful tasks to the library prefects and library support staff.

◆ Provide training for parents in support of library operation and activities.

Exemplar: Strengthen the Parents' Participation

Parents' participation has great impact in promoting reading of students. The school librarian can mobilise parents in promoting reading schemes and building the reading culture in school

Shared Reading Scheme

A shared reading scheme is implemented in a school library. Students are required to have shared reading with their parents, then collect their parents' signature for record in a reading booklet. The scheme not only enables parents to understand school's concern on reading, but also helps create the reading atmosphere in families by nurturing the reading habit and parent-child relationship.

"Story Dad/Mum"

Mobilising volunteers are beneficial for schools in promoting reading. In September of every year, a school librarian recruits parent volunteers to serve as "Story Dad/Mum". From September and October, the school librarian gives them training on their roles, skills of story-telling, guiding students' thinking, book acquisition and making props. After practice, Story Dads/Mums are arranged to conduct shared reading with P1-P2 students in class, along with regular sharing and review. The scheme is widely accepted by the parents as it helps promote reading in the school and strengthen their sense of belonging. In addition, the Story Dads/Mums find what they learn can enhance their children's reading competence.

Select Appropriate Cut-in Point

- Evaluate outcomes of the latest schemes and activities of the school library;

- Adjust the year plan of the school library for the next school year;

- Make reference to experience of other school libraries and seek EDB's comments and recommendations; and

- Prioritise different projects, such as renovation of library facilities and IT equipment, expansion of library collection, training of student/parent leaders and staff, formulating reading promotion strategies, as well as developing students' generic skills, information skills and reading literacy through cross-curricular activities.

7.5.5 Effective Operation of the School Library in Support of Student Learning

The school library can function more effectively in support of student learning in the following conditions:

- The School Head takes the lead and provides resources for the development of quality library services in support of student learning.

- A collaborative culture between the Teacher-librarian and teachers is established, and partnership with public libraries and community organisations is developed to enhance information access and promote reading habits among students.

- The school library provides support for the implementation of the Four Key Tasks:

  - Moral and Civic Education: Help students develop positive values, show respect for intellectual property rights and copyright, acknowledge sources of information when using learning and reading materials, and compile a reference bibliography when necessary.

  - Reading to Learn: Provide reading materials and other information of diverse sources and formats, and assist in or organise cross-curricular activities to support student learning and achieve relevant objectives.

  - Project Learning: Teach students, through project learning, to search for, select, analyse, synthesise information of diverse sources and formats in an effective manner and to master and apply information skills.

  - Information Technology for Interactive Learning: Teach students how to locate the information they need from the library automated catalogue, e-database and the Internet.

Exemplar: Library services meeting learning needs

Before the start of the school year, the Teacher-librarian of a primary school participates in the school's meeting on curriculum development to enhance his/her understanding of the needs of different subjects. Subsequently, he/she checks if the library collection can support various plans and identify areas that need to be strengthened. The Teacher-librarian then contacts the publishers and collects relevant booklists for teachers to select the titles and magazines to be ordered. Furthermore, the Teacher-librarian borrows relevant materials from the Hong Kong Public Libraries through the "Block Loan of Library Materials Services".

Subject terms are added to the booklist based on learning needs to facilitate students and teachers to locate library materials using the library catalogue. Before the implementation of the teaching plan, the library is requested to print out a relevant booklist for teachers' reference. In line with the learning and teaching activities, the Teacher-librarian also holds thematic book displays on topics related to subject themes to support student learning.

7.5.6 Support Measures to Facilitate School Library Services

The following measures are provided by the Education Bureau to support schools and teachers:

- Reference materials have been published for Teacher-librarians on how to develop effective library services. Resource packages have also been developed for School Heads and teachers to illustrate the support that the school library can provide in fostering student learning and promoting reading.

- Seminars, workshops and sharing sessions are held regularly for Teacher-librarians, school management and teachers on how to develop and make effective use of library services in promoting reading among students and enhancing students' information skills. Diploma courses in Teacher Librarianship are also organised.

- Collaborative research and development projects have been conducted to explore how to improve information skills and reading habits of students through collaborative teaching activities between subject teachers and Teacher-librarians.

- A series of curriculum resources for sharing the successful experiences of school libraries have been published and developed. Relevant resources have also been provided for Teacher-librarians' reference. They include:

  - "Exemplars on School Library Services": It contains the experiences of twenty schools on how to maximise the role of the Teacher-librarian and the functions of a school library, and how to allocate library resources to support learning and teaching.

  - "Fostering the Culture of Reading and Enhancing Information Literacy: Exemplars of School Libraries": The Education Bureau commissioned Centre for Information Technology in Education (CITE) of the Faculty of Education and the University of Hong Kong to conduct a research study on the factors that enable Teacher-librarians to provide solid support to learning and teaching. The selected cases exemplify the positive outcomes of making effective use of the Teacher-librarians and summarise the success factors of such schools.

⬤ The "Web-based Union Catalog for School Libraries" is implemented to facilitate the cataloguing process of school libraries and to foster collaboration and sharing of resources among school libraries.

⬤ The "Book Works" Reading Site, which aims to enhance the reading motivation of primary students, has been in use since 2004.

> *"Book Works" Reading Site is available at:*
>
> *http://edb.hkedcity.net/bookworks/en/login.php*

⬤ Information on school library services is provided to schools. For details, please browse the "School Library Services" webpage.

> *"EDB: School Library Services" is available at:*
>
> *http://www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html*

7.6 Flexible Use of Other Resources

7.6.1 The Use of Relevant Grants

Schools should make good use of different types of grants to purchase learning and teaching materials which are in line with the aims of the school curriculum. Authentic reading materials, such as newspapers, magazines and pamphlets, should be made available, so that students and teachers can flexibly supplement the textbooks with these materials in the process of learning and teaching.

7.6.2 Community Resources

The use of community resources includes strategic use of manpower, places, financial resources, websites and materials. Teachers can make use of public libraries (please refer to the "Information" section), museums, educational parks (such as the Wetland Park) and media (including newspapers

and television), as well as services provided by HKEdCity and non-government organisations. Effective use of the community resources not only can supplement the insufficiency of human resources, wealth and professional knowledge but also enhance the professional effectiveness of school operation.

HKEdCity is available at:
http://www.hkedcity.net

For Reflection and Action

- How does your school make use of various grants to purchase relevant resources for learning and teaching?

- To what extent do you make use of these resources in your daily teaching?

Remarks

[1] EDB Circular No. 30/2001－Provision of Teacher-librarians in Aided Primary Schools. To enhance the library services in primary schools, the Education Bureau (formerly known as the Education Department) has been providing regular aided primary schools by phases with an additional teaching post in the rank of Certificated Master/Mistress (CM) since September 1998. The provision aims to support school library service and to co-ordinate reading schemes. Full implementation of the provision has already taken place in the 2001/02 school year.

[2] PQRST is: Preview (預覽), Question (發問), Read (閱讀), Self-recite (自述) and Test (測驗).

Reference Notes

Hong Kong Public Libraries (website: http://www.hkpl.gov.hk) provide diversified library services in support of life-long learning, including:

- Library collection covering all subjects
    - Books and print materials: books, maps, music scores, etc.
    - Non-print materials: audiovisual materials, CD-ROMs, microforms, etc.
    - Newspapers and periodicals
    - Online database
- Various reading activities
    - Reading Programme for Children and Youth
    - Hong Kong Public Libraries Reading Clubs: Teens' Reading Clubs, Family Reading Clubs
    - 4‧23 World Book Day
    - Summer Reading Month
    - Thematic Storytelling Workshops
    - Meet the Authors
    - Book Displays
- Online e-resources: free e-books and e-databases are available at

    (Website: http://www.hkpl.gov.hk/en/e-resources/index.html)
- Children's collections
    - Recommended Lists for Children
    - Kid's Project Guides
    - Electronic Resources

    (Website: http://www.hkpl.gov.hk/en/hkcl/resources/children_library.html)
- Multimedia information system: The digital library provides various multimedia information, which mainly consists of audio-visual materials and digitalised images or documents.

    (Website: https://mmis.hkpl.gov.hk/)
- Various special collections

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EDB: Inspection Annual Reports
<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/reports/insp-annual-reports/index.html>

EDB: Textbook Information
<http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html>

EDB: One-stop Portal for Learning and Teaching Resources (In Chinese)
<http://www.hkedcity.net/edbosp>

EDB: "Book Works" Reading Site
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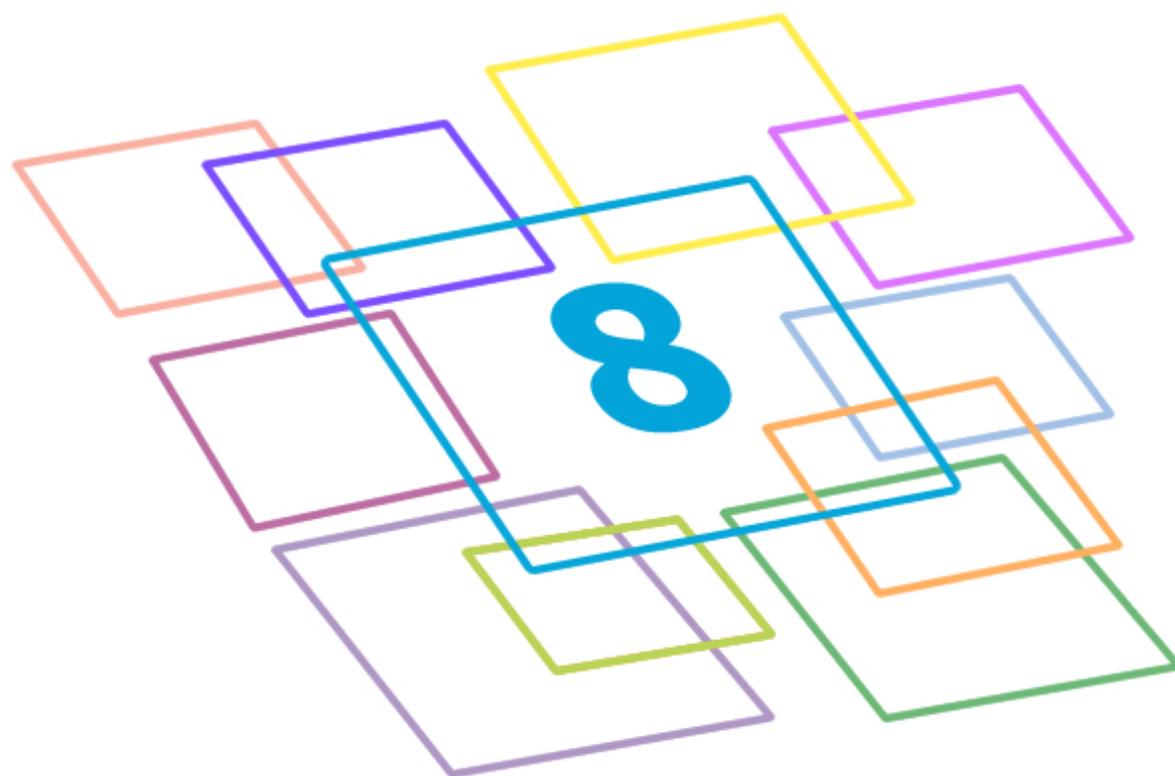
Meaningful Homework

Contents

Meaningful Homework

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

8 Meaningful Homework

8.1 Background

Homework is an important component of the learning process and has always been an area of concern of the educators and parents. Since the Curriculum Reform, most primary schools have made reference to the guidelines provided by the EDB for drawing up a school-based homework policy. To summarise what is seen over the last decade, the design of homework has become more and more diverse, and it not only aligns with the development of the curriculum but also caters for the learning needs of students. In order to maximise the benefits of homework, schools should balance the quality and quantity of homework and conduct review and holistic planning on a regular basis, so as to facilitate alignment among various KLAs/subjects and further improve the schools' homework policy.

8.2 Purposes of the Chapter

- Illustrate how homework can contribute to students' self-learning

- Explain how teachers should set homework that suits the abilities of students and provide students with effective guidance and feedback on homework

- Make recommendations to schools on the arrangement of homework taking into consideration students' learning needs and the role of parents

- Illustrate how to strike a balance between the quality and quantity of homework

8.3 The Place of Homework in the Learning, Teaching and Assessment Cycle

Schools and teachers should make effective use of homework to extend and consolidate students' learning outside classroom, and help students deepen their understanding and construct knowledge. Formulating a school homework policy helps to achieve the following:

- It not only consolidates classroom learning but also prepares students for new learning and facilitates self-learning.

- It helps students understand their own progress and problems, and provides them with opportunities to learn to solve problems.

- It helps teachers identify students' learning problems and adjust the teaching plans and strategies in order to provide timely feedback to students and enhance their learning effectiveness.

- It provides information on the knowledge students have acquired and the skills, attitudes and values they have developed. It gives effective feedback on the planning and implementation of the curriculum.

- Parents can understand their children's progress and learning styles so as to provide timely support for their children.

- Parents can understand the requirements of the school curriculum so that parents and schools can work together to help students improve their learning.

8.4 Setting Meaningful Homework

Well-planned and well-designed homework can help students consolidate their knowledge, explore different issues and apply what they have learned. It also enables students to learn to take up their responsibility, build their confidence and develop their capabilities in independent learning. Quality homework can even enhance students' high-order thinking and inspire students to set their goals and pursue excellence.

In setting meaningful homework, the following should be taken into account:

- Well-defined goals: The homework given aligns with the school curriculum and has clear learning goals. A piece of homework should not contain too many concepts. In addition, the goals and requirements set for the homework should be easily grasped by students. They should not be too hard or too easy but motivate students to do their best.

- Strengthening reading: The homework is conducive to developing students' interests in and habit of reading, so as to help students build a solid foundation for life-long learning.

- Diversification: Different types and formats of homework can be assigned to motivate students in learning. Interesting and challenging tasks can be designed for students, e.g. experiments, surveys and creative work to develop students' habit of self-directed learning, independence and creativity. Students can be invited to give oral reports based on the findings from their observation or discussion with parents and friends, or given homework such as model-making and other learning activities that interest them.

- Thinking and collaboration skills: The homework assigned helps improve students' thinking skills and develop their deeper understanding of a specific topic, or nurture students' communication, organisation and collaboration skills through group work.

- Relevance to daily life: Contexts and themes familiar to students are adopted so that classroom learning is linked to students' daily lives, which helps to enhance their interest in learning.

- Using learning resources: Students are asked to make effective use of different learning resources including libraries and other community resources, the Internet and e-learning platforms so as to develop their learning to learn and independent learning capabilities.

- Flexibility and tailor-made materials: Homework with the same design may vary in requirements and allow flexibility to cater for students of different abilities and learning styles. It enables teachers to understand students' performance in learning and help them solve problems.

- Meaningful and appropriate amount of recitation: Recitation or other forms of memorisation, such as comprehension, appreciation and memorisation of literary texts, should be selectively used to help students build a good language foundation.

- Adjustment in learning progress: Make use of homework to help students plan and monitor their own learning progress so as to develop a good habit of learning. Assignments that last a longer time such as projects and book reports allow students to plan their own pace of work, delve into subjects that interest them, and integrate various information, ideas and opinions.

Exemplars

Exemplar 1

A primary school has designed a "Reading Journal for Self-selected Themes". It allows upper primary students to take the initiative in selecting themes, planning and employing appropriate thinking strategies for compiling and recording the information obtained from reading. Students can achieve their personalised targets within the scheduled time and experience the process of self-directed learning. Students can also choose to complete the journal either individually or in collaboration with their classmates, which helps to cater for individual differences.

Exemplar 2

A Mathematics teacher provides a pre-lesson worksheet, which contains tips on preparation steps, revision mnemonics, practice exercises and self-assessment, to help students prepare for the lesson on specific topics effectively.

Schools should formulate the homework policy according to the school's vision, goals in curriculum development and students' needs. The homework set can vary in design to achieve different learning goals and outcomes. Table 8.1 provides some examples of homework design and their special features:

Table 8.1 Examples of homework design and their special features

Examples of homework design	Special features
a learning plan or a daily-life plan	Placing emphasis on helping students to develop good learning habits such as reading habits and positive values and attitudes including self-discipline, self-reflection, responsibility and passion for learning
cross-curricular homework or theme-based homework	Giving students opportunities to connect concepts, develop their thinking skills and spirit of enquiry, and ability to apply their knowledge, skills and attitudes in different contexts
diversified design related to students' daily life	Allowing students to decide the amount and depth in their participation according to their needs, in order to arouse their motivation and interest in learning

For Reflection and Action

- What are the characteristics of your school's homework? What can be done to further improve its design to help students learn better?

- Collect homework of different types from various subjects. Which is interesting, challenging and able to enhance students' motivation and interest in learning?

8.5   Balance of Homework Quality and Quantity[1]

It is the quality rather than the quantity of homework that matters. An appropriate amount of meaningful homework should be assigned to motivate students to learn. In addition, students should be given sufficient time so that they are willing to complete their homework. To this end, schools should note the following when they assign homework to students:

- A holistic homework policy should be formulated through collaboration between subject departments. The Vice School Head or Primary School Curriculum Leader can be assigned to oversee and coordinate the homework policy across different subject departments, and monitor the implementation and effectiveness of the policy.

- Class teachers can check the amount of homework assigned by different subject teachers to avoid assigning too much homework on certain days.

- When assigning project work within or across key learning areas, teachers should check if the total number of projects for a particular level or class is reasonable.

- Currently, there is a wide variety of homework including worksheets, lesson preparation, note-taking, research, book reports, oral practice, newspaper clippings, drawing and handiwork. When formulating the homework policy, schools should draw on their previous experience and strike a balance between quality and quantity. Homework which helps to consolidate and facilitate learning should be given as much as possible. Excessive mechanical drills and copying such as copying texts or words and penmanship practice should be avoided in consideration of students' levels and practical needs.

- Meaningful homework not only motivates students to learn independently after class but also connects what they have learnt with the content/issues of the next lesson. Under the principle of life-long learning, quality homework should naturally fit into students' schedule after school and enhance their motivation for learning in the long run but not take up all their time.

- Schools should flexibly arrange the timetable and encourage teachers to make effective use of double lessons, tutorials and class-teacher periods to guide students in completing some of their homework with a view to reducing their pressure and enabling them to enjoy more leisure time.

For Reflection and Action

- How can the school homework policy help to develop students' good learning attitude and positive values?

- Is the quantity of daily homework for different levels appropriate in your school? How can coordination between teachers of different subjects ensure that an appropriate quantity of homework is assigned so that students' family life and participation in sports or aesthetic activities are not adversely affected?

- How are the guidelines for teachers on setting and allocating homework formulated in your school? How can schools help teachers to strike a balance between the quality and quantity of homework?

- To encourage students to be more focused when doing homework and practise time management skills, a school suggests the time required for completing each piece of homework for students' and parents' reference. Do you think this is feasible?

- To address the differences in students' learning progress, some schools provide individual assistance to the students in need after consulting their parents. Do you think this practice can serve as a reference?

- Some schools conduct a questionnaire survey to gauge parents' views on the pressure of homework on students so that timely adjustments could be made to the homework policy. Do you think this practice works?

8.6 Guidance and Feedback on Homework

8.6.1 Guidance on Homework

- Teachers should ensure that students know the meaning and purpose of homework, which is to help them enhance learning effectiveness. Teachers should let students understand their expectations of homework at the beginning of the school year. It is a common practice for some teachers to ask students to sign a contract on their personal goals for the academic year. Mutual expectations of homework (e.g. quality and completion on time) may also be part of the contract.

- When setting homework, teachers should provide sufficient guidance and explanation in order to ensure that every student understands the requirements and ways to complete the homework.

- Schools should encourage students to complete their homework. Schools and teachers should look into the reasons when students persistently fail to complete their homework. Parents' assistance should be sought and resources should be reallocated to help students overcome difficulties in completing their homework.

- A range of supportive programmes can be set up to help students with different needs. For example, "Peer Support Scheme", "Big Brother and Sister Scheme", support measures for helping students with special needs or those who cannot catch up with the progress and homework guidance sessions before or after school can all positively support students in need.

- Parents can be informed of their involvement and the extent to which they are expected to support their children with homework.

Exemplars

Exemplar 1

A primary school uses different channels such as notices to parents, "Parents' Classroom", "Parents as Learners" and Parents' Handbooks to strengthen parent education and enhance their understanding of the school-based curriculum and homework. Besides, parents' views on the homework quantity at all levels and subjects are gauged through parent questionnaires. This facilitates effective parent-school communication and cooperation as well as evaluation of homework policy.

XＸ小學家課調查問卷

年級：_____
日期：_____

請在方格內填上☑表示自己的意見。

（一）家課量

1. 你的子女每天要完成家課平均需時：
☐少於 30 分鐘　☐30-60 分鐘　☐60-90 分鐘　☐多於 90 分鐘

2. 你的子女在每天做家課需要指導或協助才能完成家課嗎？
☐經常　☐有時　☐甚少

3. 你認為子女每天應用多少時完完成家課才合宜？
☐少於 30 分鐘　☐30-60 分鐘　☐60-90 分鐘　☐多於 90 分鐘

4. 你的子女有沒有特殊需要調或家課量？
☐有，與教師已商議調適方案　☐有，正考慮與教師商議　☐沒有需要

（二）對各科家課的意見

科目	過多	適中	過少	無意見
中國語文				
英國語文				
數學				
常識				
音樂				
視藝				
體育				
電腦				

（三）其他有關家課的意見

_____

謝謝！

Exemplar 2

A primary school adopts a whole-school approach to student support and formulates appropriate homework and assessment policies to address students' learning needs. Teachers also discuss with parents to facilitate their understanding of and involvement in particular support programmes.

天主教善導小學
家課調適紀錄表

學生姓名：_____　班別：_____　學號：_____

家課調適項目	調適內容	備註
中文科 1.抄書		
2.詞語		
3.默書及改正		
4.工作紙/作業 較艱深題目		
5.其他(例如作文、朗文、閱書報告、專題研習等)		
英文科 1.Copybook		
2.英默及改正		
3.Workbook　Worksheet　Task Writing 較艱之練習		
4.Penmanship		
5.其他(例如作文、朗文、閱書報告、專題研習等)		
數學科 1.課本/作業 較艱深之習題		
2.數學補充作業		
3.工作紙		
4.其他(例如專題研習)		
常識科 1.作業/工作紙 較艱深之習題		
2.其他(例如專題研習)		
其他		

施行日期：由_____年_____月_____日至_____年_____月_____日
檢視日期：_____
科任老師姓名：_____　　科任老師簽署：_____
學生輔導教師姓名：_____　學生輔導教師簽署：_____
家長姓名：_____　　　　家長簽署：_____

8.6.2 Feedback on Homework

⬤ Specific and constructive feedback should be given to students to help them understand their strengths and weaknesses and to enhance their learning.

⬤ In addition to scores, grades and written comments, feedback should include specific suggestions for students. Feedback through online platforms might also be provided for students.

⬤ Students' efforts in learning should be frequently recognised and development of problem-solving skills and creativity should be encouraged to stimulate their motivation and build their confidence.

⬤ Peer feedback helps students to learn how to assess the learning outcomes of their own and others' efforts, and develop the positive attitude of appreciating others and accepting different opinions.

⬤ Self-evaluation should be encouraged to help students understand their learning progress and weaknesses so as to adjust their learning plan and strategies.

⬤ Parents' feedback can help students to understand their learning performance from different angles. Parents' recognition and support can stimulate students to move forward and improve parent-child relationship.

Exemplar

A Chinese teacher in a primary school adds four columns, namely, Teacher's Comments, Peer Comments, Student's Self-evaluation and Parents' Feedback at the top of the Chinese writing paper. Students are encouraged to improve their writing skills after reading the feedback from various parties.

For Reflection and Action

⬤ For guidance on homework, how could your school further strengthen the support for students in consideration of the students' family background or academic performance?

⬤ What kind of problems do your students usually encounter in their homework? How can your school encourage students to solve these problems to improve learning?

8.7 Drawing up a School Policy on Homework

To draw up an overall school policy on homework, schools should have adequate communication with teachers, parents, guidance teachers or educational psychologists, and listen to and accept opinions of different stakeholders including those of students, where appropriate. The following should be taken into consideration when drawing up the school policy on homework:

- Homework should be designed to achieve the goals of the school curriculum, e.g. nurturing reading habits and a sense of responsibility. The needs of students at different levels should also be addressed, e.g. assignments for lower primary should be simple. More advanced study skills should be incorporated gradually in homework at higher levels so that students can gradually grasp such skills.

- Schools should take into account the time students need for participating in after-school activities when setting the type and amount of homework for each class and each level.

- Schools should conduct regular review of the school homework policy to meet the needs of students and the curriculum development. Schools should involve teachers of different subjects in the evaluation of the quality and quantity, variety and balance of homework. Parents' feedback should also be taken into account.

- Schools and teachers should inform parents as soon as problems in students' homework completion arise to work out a solution.

- Schools should explain the homework policy, specific implementation arrangements and appropriate parental support strategies to students and parents at the beginning of the academic year. Schools should also communicate with parents frequently and help them understand the purpose of homework and explain that quality is more important than quantity, so as to gain their understanding and cooperation.

> **Exemplar**
>
> A primary school has conducted an action research to draw up the homework policy for Mathematics at Primary Two. They believe homework can consolidate learning as well as develop students' creativity. They set up three principles and the results are as follows:
>
> - De-emphasising the place of written homework → Students' capability in oral presentation and mental arithmetic is enhanced.
> - Strengthening the interaction and communication in homework design → The relationship between teachers and students, between parents and children, and among peers could be improved.
> - Encouraging students to take the initiative in reporting their learning outcomes from homework → Students are more willing to show their creativity and share their success experience.

8.8   The Role of Parents in Homework

As most of the homework is completed at home, schools should help parents understand that they play an important role in helping students develop good habits and learning skills. Schools should maintain communication with parents through different channels including Parent-Teacher Association meetings, Parents' Night, Parents' Day, notices, web pages of schools and other information to suggest how parents might assist their children in homework.

The following are some suggested duties for parents on their children's homework:

- Schools should help parents understand the learning objectives and learning focuses of homework so that they can provide suitable guidance for their children. They should help their children develop a sense of responsibility, instead of doing the homework for their children.

- Parents can help in setting a regular schedule for homework and creating an environment at home that enables learning to take place, e.g. turning off the TV to remove distractions. Parents may also help their children develop a good habit of rest and work and help them plan their homework based on the requirements and priority, make schedules and start working well ahead of time to ensure that the homework can be completed on time.

● Parents should have appropriate expectations on their children and understand more about their children's difficulty and needs so as to provide timely support for their children. They should care about their children as well as appreciate and acknowledge their efforts. When their children encounter difficulties, understanding and encouragement should be offered. Parents can make use of questions beginning with "why", "how", "what do you think", etc to guide their children to think about the issues from different perspectives.

● Parents should ensure that their children have sufficient time to rest so that their children can enjoy extra-curricular activities such as reading, sports and arts programmes. All-round and balanced development, both physically and mentally, should be fostered.

● Life-wide learning or parent-child learning activities arranged by schools require the support and participation of parents. Children can be guided to make reflection and share the learning outcomes.

● Parents should make effective use of different channels for communication, keep in contact with teachers and understand students' learning progress, attitudes, habits and performance. Parents can also understand more about their children's strengths and weaknesses through the teachers' feedback on their homework so that they can help their children improve and further develop their potential.

● In order to assist their children in knowing their responsibility regarding learning and self-care and in developing their own self-management skills, parents may make reference to the following methods and help their children develop the habit of completing their homework and packing their school bags independently at a young age.

For example, parents may guide their children to make effective use of the Homework Log in their handbooks. Students should first prioritise the homework to be completed. Then, they tick the homework that has been completed and pack their school bags by themselves according to the Homework Log and the school timetable. In doing so, their sense of responsibility and time management skills are developed.

Homework Log

Date: 8 April (Wednesday)

Subject	Homework		
Chinese	Workbook (12)	②	✓
English	Creative Writing	①	✓
Mathematics	Workbook Ex 10	③	✓
	Bring a container or a picture of it tomorrow.		
General Studies	No need to bring the Workbook tomorrow.		
Others	Bring along colour pencils tomorrow.		✓
	Pack the school bag according to the Homework Log and school timetable.		
	Student signature:		
Message for teachers and parents		Parent signature	

> Students indicate the order of homework to be completed and the homework done with numbers and symbols respectively.

> Students refer to the Homework Log and school timetable to pack their school bag by themselves. They then tick the items and sign on the Log upon completion.

🔴 Parents may refer to the "Parent Pamphlet on Meaningful Homework" to facilitate their children's learning and help their children develop their potential to the full by supporting the homework policy of the school. They can also help their children develop good learning habits and a sense of responsibility.

The "Parent Pamphlet on Meaningful Homework" published by the EDB in 2011 can be downloaded from the EDB's website at:
http://www.edb.gov.hk/attachment/en/curriculum-development/
major-level-of-edu/primary/materials/meaningfulhomework_html.htm

○ Parents may refer to the pamphlet on "How to Help Your Children to Reduce the Weight of School Bags" to develop their children's habit of packing school bags and enhance their children's self-management skills, and avoid the problem of over-weight school bags.

> *The pamphlet on "How to Help Your Children Reduce the Weight*
> *of School Bags" published by the EDB in 2014 can be downloaded*
> *from the EDB's website at:*
>
> *http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/Primary_School_Bag_Pamphlet_Eng_web.pdf*

For Reflection and Action

○ Regarding the homework policy, what new measures are proposed by your school to improve students' learning?

○ How can teachers, parents and students cooperate to enhance students' learning effectiveness through homework?

Remark

[1] Since the modes of homework have become more diversified, it is difficult to set the maximum amount of homework for schools. According to recent research, most primary students agree that teachers give them various types of homework and there has been improvement in the extent to which students are given excessive mechanical drills such as copying. As a result, the suggestion of setting a maximum amount of homework stipulated in the Guidelines (2002) (i.e. lower primary students' daily writing homework should not exceed 30 minutes and upper primary students' daily writing homework should not exceed 60 minutes) has been removed. Instead, schools can exercise their own discretion in deciding the amount of homework according to their school-based policy.

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"How to Help Your Children Reduce the Weight of School Bags" (如何協助子女減輕書包重量)
  <http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/Primary_School_Bag_Pamphlet_Eng_web.pdf>

9

Interfaces at Various Key Stages

Contents

Interfaces at Various Key Stages

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

9 Interfaces at Various Key Stages

9.1 Background

The interface between kindergarten and Primary One as well as between Primary Six and Secondary One is one of the issues that parents and educators are most concerned about. Kindergarten, primary and secondary education are different stages of learning and there are varying degrees of differences in their learning modes and environments. Therefore, when entering a new stage of learning, students may encounter various levels of difficulties in adapting to the new environment at the beginning. Summarising the observation in the past 10 years of the curriculum reform, the majority of the schools have made reference to the guidelines provided by the Education Bureau in conducting a variety of activities to enhance the interface, for example, mutual visits, lesson observations and induction programmes. They have also made adjustments in the curriculum and teaching strategies to strengthen the interfaces between different Key Stages to help students successfully move from kindergarten to the primary level and from the primary level to the secondary level.

9.2 Purposes of the Chapter

- Suggest to schools ways to strengthen the school-based comprehensive and collaborative approach to ensure that students adapt to the interface between different Key Stages

- Suggest ways to further help students adapt better to the new environment when moving from kindergarten to Primary One and from Primary Six to Secondary One

- Suggest to schools strategies to help students adapt quickly to a new learning environment through maximising the role of parents

9.3 The Importance of a Smooth Interface

🔴 When moving from kindergarten to Primary One and from Primary Six to Secondary One, students need a period of time to adjust to the new learning environment. Careful handling of the transition period helps students of different backgrounds and learning and developmental needs build up positive self-image and learn more confidently and proactively in the new stage and environment.

🔴 Effective means to enhance the interface helps nurture students' positive learning attitudes and habits, strengthens their foundation for learning in the new stage, enhance their independent learning capabilities, as well as fosters students' physical and psychological growth.

9.4 A Comprehensive and Collaborative Approach

🔴 Adopting a comprehensive and collaborative approach steered by the Primary School Curriculum Leaders and involving all staff (including class teachers of the lower primary classes and the Head of Guidance Team) and students (including upper primary students of the "Big Brothers and Sisters Scheme") is more effective than relying only on class teachers in providing comprehensive and focused support for students.

🔴 Schools should listen to students' voices and help parents understand the emotional and psychological responses of students. Schools have to take into consideration the developmental growth, learning needs and parents' roles when formulating coping measures.

🔴 Schools are encouraged to formulate school policies through comprehensive planning to help Primary One and Six students adapt to the new learning stages with success. The focuses are as follows:

◆ Establish a working group under the guidance of the Primary School Curriculum Leader. Plan the vertical development of the curricula across different Key Stages to address the developmental growth and adjustment needs of students. This helps to organise and coordinate the work related to the interface effectively.

◆ Plan stage-specific teaching strategies to appropriately cater for the developmental growth and learning needs of students at different stages. Sustain students' proactive learning attitude and develop their independent learning capabilities, especially their self-management and collaboration skills. Devise corresponding assessment policy to tie in with students' different learning experiences and provide feedback on learning and teaching.

◆ Train a group of upper primary students to help newly admitted students adapt to the new school life.

◆ Encourage home-school cooperation through establishing partnership and effective communication channels, e.g. inviting parents to share experiences and express views, so that students can grow in a secure and pleasant environment with acceptance both at school and at home.

◆ Invite experienced early childhood educators, the Head of Guidance Team or Guidance Teachers to organise activities to deepen teachers' understanding of student development and strengthen their professional capacity to master the effective strategies for promoting a smooth interface.

For Reflection and Action

● Some schools assess students with extremely difficult questions in the Primary One or Secondary One admission interview. This leads to excessive training of children by overstrained parents and a vicious circle, resulting in unnecessary pressure to all stakeholders involved. What is the view of your school?

● How does your school nominate suitable staff members or parents to be involved in the implementation of various interface plans and measures?

● When formulating policies, how can a school collect opinions from students and parents?

● How can pre-teaching the primary curriculum content in kindergarten and pre-teaching the secondary curriculum at the primary level be avoided?

● How does your school understand the difficulties students encounter during the transition period? How can the school find the entry point for enhancing the interface?

9.5 Suggested Actions to Enhance a Smooth Interface for Students at Different Key Stages

● Primary schools should maintain close communication with pre-primary institutions and secondary schools through professional exchange activities such as mutual visits, class observations, open days and seminars to enhance mutual understanding of the curriculum and pedagogical practices. By doing so, schools can better cater for students' need for continuous learning, help them adapt to the new learning environment and take up new challenges.

● Schools can further help students adapt to the new learning stages through:

   ◆ attending to their social, emotional and psychological needs

   ◆ considering the interface with regard to their prior learning experiences and cognitive abilities

9.5.1 Action Plan for Enhancing the Interface between Kindergarten and Primary One

● Pre-primary institutions can adopt the following measures at the end of the term to familiarise K3 students with the new learning environment and requirements gradually, and prepare them for Primary One:

   ◆ Simulating the setting of a Primary One classroom;

   ◆ Slightly increasing the amount of writing assignments and introducing different types of assignments such as reading, information collection and parent-child collaborative tasks;

   ◆ Helping students develop the habit of recording assignments on the student handbooks;

   ◆ Simulating Primary One routines and timetabling of learning activities

   ◆ Arranging K3 students to visit primary schools;

   ◆ Organising sharing sessions for parents on the selection of primary schools and distributing related reference materials such as "Primary School Profiles" published by the Committee on Home-School Co-operation and "Going to Primary School – Parent-child Reading & Colouring Booklet"; and

   ◆ Collaborating with parents in helping students learn to make new friends actively and develop their social skills through games or parent-child activities.

⦿ Pre-primary institutions should maintain close communication with primary schools through activities such as mutual visits, class observations, open days and seminars to ensure kindergartens and primary schools understand each other's curriculum design and pedagogical practices, as well as to facilitate exchanges and discussion of issues considered important to the interface.

> *The exemplars of the interface between kindergarten and Primary One are available at:*
> *http://cd1.edb.hkedcity.net/cd/curr/sept/c11_pdf/Chapter11-1%28p246-247%29xxx.pdf (Chinese version only)*
>
> *Chapter 6 of Guide to the Pre-primary Curriculum (2006) illustrates the interface between kindergarten and Primary One. The Guide is available at:*
> *http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/pre-primaryguide-net_en.pdf*

9.5.2 Action Plan for Primary Schools

⦿ Organise various induction activities to familiarise the new Primary One students and their parents with the school environment. This enables the school to have an initial understanding of the students, and establish rapport between students and the teaching staff. The focuses of the activities can include:

  ◆ Introducing the vision, mission, motto and history of the school to new Primary One entrants by, for example, distributing leaflets and information booklets

  ◆ Helping students get to know the class teachers, subject teachers, Heads of Guidance Teams and Guidance Teachers through activities such as games

  ◆ Having senior students share their experience to help newly admitted students understand primary school life

  ◆ Introducing the curriculum and modes of learning and teaching to newly admitted students (for example, by showing videos of classroom learning)

  ◆ Introducing the school activities and support available to students (for example, by visiting the school library and special rooms)

◆ Familiarising students with the daily routines and school rules (for example, through questioning and discussion)

● Continuous care for new Primary One students is conducive to their social, emotional and psychological adaptation. The emphases include:

◆ Enhancing teachers' understanding of children's developmental growth and mode of learning in the kindergarten

◆ Creating a warm and interesting classroom environment and atmosphere to satisfy students' emotional needs and strengthen their sense of belonging, for example, by organising activities such as "Campus 123", birthday parties and celebrations

◆ Arranging a daily class period/meeting time such as "Sharing My Thoughts" to create more time for the class teachers to interact with the Primary One students in order to understand their emotional and other needs so that timely assistance can be provided and their sense of security can be strengthened

◆ Making effective use of peer support to help new Primary One students integrate into the new school life and reduce the confusion and anxiety induced by the change of environment. For example, schools can launch peer support schemes such as "Junior Teacher" and guidance programmes such as "Care and Support Services" conducted by the "big brothers and sisters"

● Schools are advised to adopt various measures in teaching and conduct appropriate curriculum planning and adaptation to align with the learning modes that the new Primary One students used to have in kindergartens, their prior experiences and cognitive abilities, and to cater for their adaptation needs effectively and facilitate a smooth and gradual transition in learning and teaching. The emphases are as follows:

◆ Adopt flexible timetabling for conducting thematic or modular enquiry-based learning activities to extend students' curiosity developed in kindergartens as the division of subjects are not always clear-cut in kindergartens and learning activities are usually integrated instead of subject-based.

◆ Help the new Primary One students develop self-management, self-discipline and collaboration skills through holistic curriculum planning so that they can gradually adapt to the more active and independent learning mode at the primary level.

◆ Provide instructions for students on handwriting with patience, give clear instructions and set concrete requirements for their sitting posture and pen grasp. Allow students sufficient time for writing to cater for their diverse needs and to enhance their interest and confidence in learning.

Exemplar

Daily recording of the assignments in the student handbooks is one of the learning routines new Primary One students have to adapt to. Not only does this help them complete their assignments, it also nurtures their self-management skills and enhances self-confidence.

A primary school implements the following measures to help new Primary One students take on the responsibility of recording their daily assignments duly in the student handbooks.

- A student handbook is specially designed for Primary One students' use during the first two months of the school year. The handbook provides wider spacing between lines and more blank space for Primary One students, who are still developing their handwriting skills. This makes it easy for them to complete the task, builds up their self-confidence and helps them gradually adapt to the new routine.

- During the class period, students are taught the way to record daily assignments in the student handbooks. For example, when a teacher writes the homework on the blackboard, students are taught to copy them onto the student handbooks immediately and check if all the items are correct before school ends. This can develop students' sense of responsibility and enhance their self-management skills.

◆ Cater for learner diversity through adopting a student-centred curriculum. Use a variety of learning materials closely connected to students' daily life to sustain their attention and interest in order to enhance the learning effectiveness.

◆ Plan and implement an appropriate and diversified primary English Language curriculum as the majority of students have been exposed to English learning at the pre-primary level, for example, by creating a relaxing and enriched language learning environment to motivate new Primary One students to learn. Consider students' previous knowledge to enable students of various proficiency levels to learn English in a systematic way and build a solid foundation from different starting points.

◆ For language learning including the Chinese language, Putonghua and the English language, use more games, songs, nursery rhymes, stories and role-plays instead of written assessments such as dictations, tests and examinations to help students consolidate what they have learned.

◆ Emphasise that the objective of assessment is to enhance learning but not to rank or compare students. Design diversified modes of assessments to display students' learning progress. Provide appropriate and positive feedback for students to make improvement in

various aspects, including knowledge, skills and attitudes. As praises from adults help children develop good self-esteem, provision of appropriate feedback, commendation, rewards or display of students' work can stimulate their learning interest and motivation.

The booklet on "Enhancing the Smooth Transition from Kindergarten to Primary School" (Chinese version only) can be downloaded at:
http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/primary/materials/transition-from-k-to-p/interface_final.pdf

Exemplar

A school takes a series of measures to plan holistically for addressing the interface and the various needs of Primary One students.

At the start of the school year, adaptation activities are organised for Primary One students. For example:

Aim	Activity/Measure	Description
Get to know the school campus	Campus 123	Upper primary students take on the duty as ambassadors and show Primary One students around the campus, including the library and special rooms, to familiarise them with the campus environment.
Get to know the school life	My School	Distribute leaflets, show videos about classroom activities, hold group discussions and organise quiz contests to familiarise Primary One students with the school life, learning modes, new teachers and schoolmates.
Understand the needs of new entrants	Support group meetings and gatherings after lunch	Arrange a period for class and subject teachers to chat with Primary One students. Appoint upper primary students to be ambassadors who chat with Primary One students after lunch to further understand their needs and provide support.
Take care of emotional needs	Primary One celebration	Organise a celebration event for Primary One students after the first month to acknowledge their efforts, enhance their sense of achievement and boost their confidence.

In everyday teaching, the school adopts measures to help Primary One students adapt to the new learning modes. For example:

Aim	Activity/Measure	Description
Trigger learning motivation and interest for learning; Allow students to acquire knowledge and adapt to the new environment at the same time	Theme-based teaching of the module "Making New Friends"	Design interesting learning themes that are closely related to students' daily life and integrate learning contents across different subjects. For example, the module "Happy Campus" in the Chinese Language allows students to experience the joy of making new friends through reading and language learning. In the English Language and Putonghua, students learn to make new friends and greet each other through singing, storytelling and role-plays. In General Studies, students learn good manners to get along with other people.
Cater for different learning needs	Diversified teaching strategies and assignments	During collaborative lesson preparation, teachers intentionally incorporate diversified learning activities such as group games, enquiry activities, colouring activities as well as music and movement for Primary One students. Tasks are designed and adapted to cater for the diverse needs of learners.
Allow students to gradually adapt to assessment modes	Fun Dictation	As most Primary One students have no prior experience in dictation, the school does not arrange dictation in the first term. After a period of adaptation, instead of dictating a whole text, worksheets with interesting word games and gap-filling activities are designed.

In addition, the school organises activities regularly to cater for Primary One students' needs for adaptation. For example:

Aim	Activity/Measure	Description
Understand the needs of newly admitted students to enhance teacher-student relationship	Chat Time	Arrange a class period for class teachers to chat informally and relaxingly with Primary One students to understand their progress of adaptation.
Develop self-management ability	Lunch support service	Upper primary students help Primary One students develop self-management abilities by teaching them to tidy up their tableware during lunchtime and provide guidance on the correct ways to record assignments in the student handbooks after lunch.
Facilitate home-school communication	Parent leaflets and seminars	Maintain regular communication with parents through the school website, notices, parent booklets and parent seminars in order to help them understand their children's learning in school and progress of adaptation.

For Reflection and Action

- What measures does your school adopt to cater for Primary One students' social, emotional and psychological needs?

- What do you think can cater better for Primary One students' sense of security, belonging and confidence?

- In what ways does your school make adaptations in learning, teaching and assessment in accordance with Primary One students' abilities, needs and characteristics?

　　　　　　　　　　　　　　Basic Education Curriculum Guide (Primary 1-6)

9.5.3 Action Plan for Enhancing the Interface between Primary Six and Secondary One

To address students' various concerns about progressing from Primary Six to Secondary One and enhance the vertical continuity of curriculum development of the two key stages, schools are advised to plan for the following:

Catering for students' social, emotional and psychological needs

Based on the problems anticipated for Secondary One students and their adaptation needs, measures should be implemented well ahead of time to support Primary Six students to settle into their new secondary school life, develop a positive attitude and become engaged in the new life, building a good foundation for pleasurable learning and campus life in future. The emphases include:

- Maintain close ties and communication with secondary schools. Provide Primary Six students with ample information on secondary school life through organising visits to schools, open days and induction days to reduce their anxiety of studying in a new environment.

- Utilise the resources and network provided by the alumni associations. Invite alumni to share with upper primary students their experience of secondary school life to familiarise them with the secondary school environment at an earlier stage. Keep in contact with graduates and encourage them to provide individual support to students who are admitted to the same secondary schools as theirs.

- Encourage Primary Six students to actively participate in orientation programmes in the secondary schools in order to adapt to the new school life more readily. Studies have shown that students are likely to have fewer disciplinary problems and better teacher-student relationship if orientation activities are held before the commencement of the school term.

- Encourage parents to pay close attention to children's changes and needs, take the initiative to communicate with the school to understand their children's learning progress and provide support when necessary to help children undergo the transition period smoothly.

Exemplar

A primary school holds orientation activities to prepare Primary Six students for the new Secondary One school life and support their adaptation needs.

Aim	Activity	Description
Help Primary Six students understand and experience secondary school life	A day in secondary school	In order to understand secondary school life, Primary Six students are arranged to visit secondary schools, talk with secondary school students and join activities led by secondary school students such as news analysis and book sharing.
Reduce Primary Six students' anxiety about entering secondary schools	Alumni sharing	Alumni are invited to share with Primary Six students their experience as secondary students, including features of different secondary schools, difference between the learning modes at the primary and secondary levels, challenges and personal experiences. A Q&A session is held for Primary Six students to raise questions and for teachers to understand students' concerns or anxiety and provide timely follow-up and assistance.
Promote home-school cooperation to help children adapt to secondary school life	Primary Six parent seminars	A parent seminar is held at the beginning of the school year for the parents of Primary Six students. Not only is the secondary school selection process introduced but parents of alumni are also invited to share their experience to raise parents' awareness on the transitional needs from Primary Six to Secondary 1.

● Organising life education programmes in collaboration with other professionals such as educational psychologists to strengthen students' time management skills, foster their sense of responsibility, facilitate their social development, and enhance their confidence and self-esteem.

For Reflection and Action

How does your school guidance programme address the social, emotional and psychological needs of Primary Six students who are promoted to Secondary One?

Interface between the Primary and Secondary Curricula

The secondary curriculum is built on what has been covered in the primary school and it is an extension of the primary curriculum in terms of depth and breadth. At the primary level, schools should provide a balanced curriculum to develop students' knowledge, skills and positive values and attitudes, as well as to help them build a solid foundation for advancing into the secondary stage. Key emphases in the interface between primary and secondary curricula include:

● Strategies to facilitate the interface between the primary and secondary curricula should be adopted based on students' needs and features of the subjects. For instance, General Studies provides students with opportunities to integrate knowledge, skills, values and attitudes across the three Key Learning Areas (KLAs) - Personal, Social and Humanities Education (PSHE), Science Education (SE) and Technology Education (TE). At the junior secondary level, schools have different subject combinations from these three KLAs. Primary school teachers can focus on developing students' generic skills to prepare them for the junior secondary curriculum, Liberal Studies and other elective subjects at the senior secondary level. For example, the learning objectives on developing students' generic skills are set at each level based on students' abilities and opportunities are provided for students to develop their generic skills progressively through the learning activities in General Studies.

> *For information on the relationship between General Studies and secondary school curriculum, please refer to the "Parents' Leaflet on General Studies for Primary Schools" (Chinese version only) from the EDB's website at:*
> *http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/general-studies-for-primary/gs_edb_parent-guildline_8pp.pdf*

⬤ A broad and balanced curriculum should be provided to lay a solid foundation for learning so that students can adapt better to the secondary school life. For example, opportunities can be provided to develop students' biliterate, trilingual and mathematical abilities, nurture their self-learning habits and spirit for enquiry, and cultivate their multiple intelligences.

Exemplar on General Studies

Upper primary school teachers can strengthen students' information processing skills in General Studies or through collaboration across different subjects. Students are required to give reasons for the information they have collected. This enhances their ability to select and process information, as well as to summarise key ideas, thereby developing their ability for independent learning.

For example, a cross-subject learning task on natural disasters is incorporated in General Studies at the upper primary level. Students are required to choose a country that is currently hit by or has undergone a natural disaster. They collect information on the country's climate and geographical conditions from books and atlases as well as news related to the natural disaster from newspapers, television programmes and the Internet for a discussion on whether the disaster is mainly a natural one. They then participate in a role-play and assume the role of a government official and discuss effective measures to be adopted by other areas affected by similar problems and submit a proposal on relief measures to the authority concerned.

This learning task aims at guiding students to understand the problems caused by natural disasters from different perspectives. Students are not only able to develop care for the world and positive values and attitudes, but also their critical thinking skills.

Specific learning activities include reading, collecting information, analysing data, summarising key points, presenting conclusions and reflecting on learning. The collaboration between the General Studies panel and the School Library, the Chinese Language panel and the Mathematics panel helps to connect and extend students' learning space, building a good foundation for learning and strengthening their independent learning capabilities.

⬤ Primary School Curriculum Leaders are advised to strengthen the vertical continuity among primary and secondary school subjects through adopting holistic curriculum planning. To provide a coherent learning experience for students, schools should make appropriate

arrangements on the school policies and curriculum design. Based on the learning focuses of different subjects and the objectives of horizontal development, schools can formulate school-based measures to enhance the interface between the primary and secondary curricula with reference to the experience from the "Seed" projects by the Education Bureau. This can raise the awareness of the need to help students adapt to the learning of subjects in different KLAs at the secondary level systematically among Chinese Language, English Language, Mathematics and General Studies teachers.

> *For the experience and measures generated from the "Seed" projects on enhancing the interface between primary and secondary curricula in Chinese Language, English Language, Mathematics and General Studies in eight primary and secondary schools, please refer to the leaflet on "Interface between Primary and Secondary Curricula" (Chinese version only) from the EDB's website at:*
> *http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/pri_sec_curr_interface_leaflet.pdf*

◉ Students in secondary schools will have more opportunities to study subjects with English as the medium of instruction. Schools should create an environment conducive to English learning, for example, organising English Day and English Book Recommendation Week to strengthen students' basic English competencies and help them build a solid foundation for secondary education.

◉ Communication between primary and secondary school teachers can be enhanced through conducting meetings, lesson observations, lesson study and collaborative lesson planning. Teachers can share their understanding of student learning and design effective learning and teaching strategies collaboratively, for example, strengthening the training for students' self-learning capabilities, encouraging students to prepare for lessons and take notes.

For Reflection and Action

◉ What is the plan for enhancing the interface between the primary and secondary curricula in your school?

◉ Among all the experiences generated from the participating schools of the EDB's "Seed" projects on enhancing the interface between primary and secondary curricula in Chinese Language, English Language, Mathematics and General Studies, which ones are the most enlightening?

9.6 Promoting Home-School Cooperation

Both families and schools play an important role in the process of educating and socialising children. Good home-school communication and collaboration can help children adapt to the new stage of education. Schools should encourage parents to face future challenges with children and provide appropriate psychological and emotional support to effectively cater for children's needs in learning and personal growth.

Suggested Activities

- Hold seminars, meetings, talks and sharing sessions for the parents of Primary One students to enhance their understanding of the school so that they can provide better support for their children in adapting to the new environment.

- Encourage parents of Primary One students to take part in parent support groups.

- Establish a support team for the Parent-Teacher Association.

- Invite professionals such as specialists in early childhood education, Heads of Guidance Teams or Guidance Teachers to brief parents on the physical and psychological development of children at different stages.

- Provide support for parents to help children overcome the pressure and anxiety of entering a primary or secondary school. Encourage them to seek support services from professionals such as the Head of Guidance Team or Guidance Teachers, social workers or professional medical staff in the school when necessary.

- Establish effective home-school communication channels to facilitate students' smooth transition to Primary One or Secondary One collaboratively.

Tips for Parents

- Give children a certain degree of freedom, autonomy and independence to explore the new environment and learn to solve problems. This helps them build the confidence in facing new environments and a good foundation for future development and learning, as well as prepare them for life-long learning.

- Parents should have reasonable demands and realistic expectations on their children. Give them appropriate and adequate room for development.

- Parents should be aware of and understand their children's developmental characteristics and help them adapt to a new learning stage gradually. Do not compare your child's achievements

with those of other children or push them beyond their capacity, which may result in negative impact on students.

🔴 Parents should help children develop good learning habits and master effective learning strategies such as preparing for lessons and taking notes in class.

🔴 Parents and children are encouraged to share feelings with each other to strengthen communication.

🔴 Parents should be guided to nurture their children's generic skills, particularly the development of self-directed learning habits, to prepare them for the challenges in a new learning stage.

The following information can help parents understand their role in supporting children to adapt to a new learning stage.

🔴 "Guide to the Pre-primary Curriculum — Parent Booklet", which aims to facilitate parents' understanding on the pre-primary education curriculum to collaborate with the school in helping their children adapt to Primary One, can be downloaded at:

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ curriculum-guide_parent-booklet.pdf

🔴 "Going to Primary School - Parent-child Reading & Colouring Booklet", which aims to help parents cater for children's psychological and emotional needs, enhance communication and prepare for future challenges together through parent-child reading, can be downloaded at:

http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/preprimary/s torybook2013.pdf

"Parents' Pamphlet on Enhancing Children's Learning for Smooth Transition from Primary to Secondary Level" (Chinese version only), which aims to provide parents with suggestions to help children adapt to secondary school curriculum, can be downloaded at:

http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/materials/trans ition-from-p-to-s/index.html

🔴 "Parents' Leaflet on General Studies for Primary Schools", which aims to provide parents with information on the relationship between General Studies and secondary school curriculum, can be downloaded at:

http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/general-studies-for-primary/ gs_edb_parent-guildline_8pp.pdf

The Myths of Interfaces

- Can teaching students more advanced curriculum contents prior to entering Primary One and Secondary One give them an edge over the others?

  - ➤ Apart from academic learning, effective measures on enhancing a smooth interface include taking care of students' social, emotional and physical and psychological well-being and helping them adapt to learning in a new stage and taking up new challenges in a new environment.

  - ➤ Teaching students curriculum contents far in advance violates the direction of developing a progressive, comprehensive and balanced curriculum. In addition, this will do more harm than good to students because they are over-stressed far too early, which will in turn kill their interest in learning.

  - ➤ Primary schools should maintain close ties with pre-primary institutions to enhance their mutual understanding on curriculum and pedagogical practices so that schools can cater for students' continual learning needs, nurture students' curiosity in learning, develop their potential, self-esteem and confidence, and help them build a good foundation for life-long learning.

- To enhance students' competitiveness, schools and parents plan students'/children's learning activities in order to maximise their learning time. Does this help develop students'/children's independent learning abilities and enhance the interface to Secondary One effectively?

  - ➤ To help students/children adapt to the secondary school curriculum, apart from strengthening their knowledge and skills, it is more important to develop their proactive and self-directed learning attitudes and daily habits.

  - ➤ To nurture positive attitudes and habits, and continue to develop independent learning abilities in students/children, schools and parents should work collaboratively to reduce the amount of instructions given to them. Give timely feedback on classwork/homework and try to provide opportunities for them to explore an issue, seek truth, solve problems, find out the answers on their own and reflect on their learning outcomes to develop their independent learning capabilities and critical thinking skills.

  - ➤ We encourage schools and parents to leave some room and time for students/children to decide on their schedule for the development of multiple talents. On the contrary, arranging excessive learning activities for students/children or even a fully-packed schedule for learning deprives them of the opportunity to learn to be independent. Excessive learning and activities reduce students' time for rest and fun, which is not conducive to the development of personal interest and potential.

- Does drilling students with exercises about current issues in General Studies at the primary level enhance students' ability in learning Liberal Studies at the secondary level?
  - General Studies at the primary level is designed for students aged 6 to 12. It provides them with opportunities to integrate knowledge, skills, values and attitudes across the three Key Learning Areas (KLAs) of Personal, Social and Humanities Education (PSHE), Science Education (SE) and Technology Education (TE). We recommend schools to adopt diversified teaching approaches to help students construct related knowledge, develop generic skills, and nurture positive values and attitudes. Teachers can use a variety of information, including materials from the mass media to connect the learning objectives with the lesson focus. Students should be guided to think from multiple perspectives, understand themselves and recognise their roles as members in a group, society and the world gradually and enrich their learning experiences. Therefore, the use of current issues does not aim to transfer information but enhance students' learning interest, encourage participation, stimulate thinking and foster a habit of showing concern for current issues. Regarding the activity design, implementation, evaluation as well as the choice of vocabulary, schools should select appropriate learning materials that align with the curriculum objectives and contents as well as students' cognitive development and life experience. On the contrary, excessively difficult materials will only bring negative effects. They will kill students' learning interest and induce unnecessary pressure on students and parents.
  - Furthermore, when planning for General Studies lessons, teachers can help to develop students' generic skills such as communication, collaboration and analytical skills by guiding them to discuss controversial current issues from multiple perspectives. This helps prepare students for meeting the learning requirements of different subjects at the junior and senior secondary levels. However, schools should not over-emphasise the role of current issues in enhancing students' learning in Liberal Studies in future. To conclude, the learning contents and processes at different stages should tie in with students' abilities and standards to help them build a solid foundation in a progressive manner.

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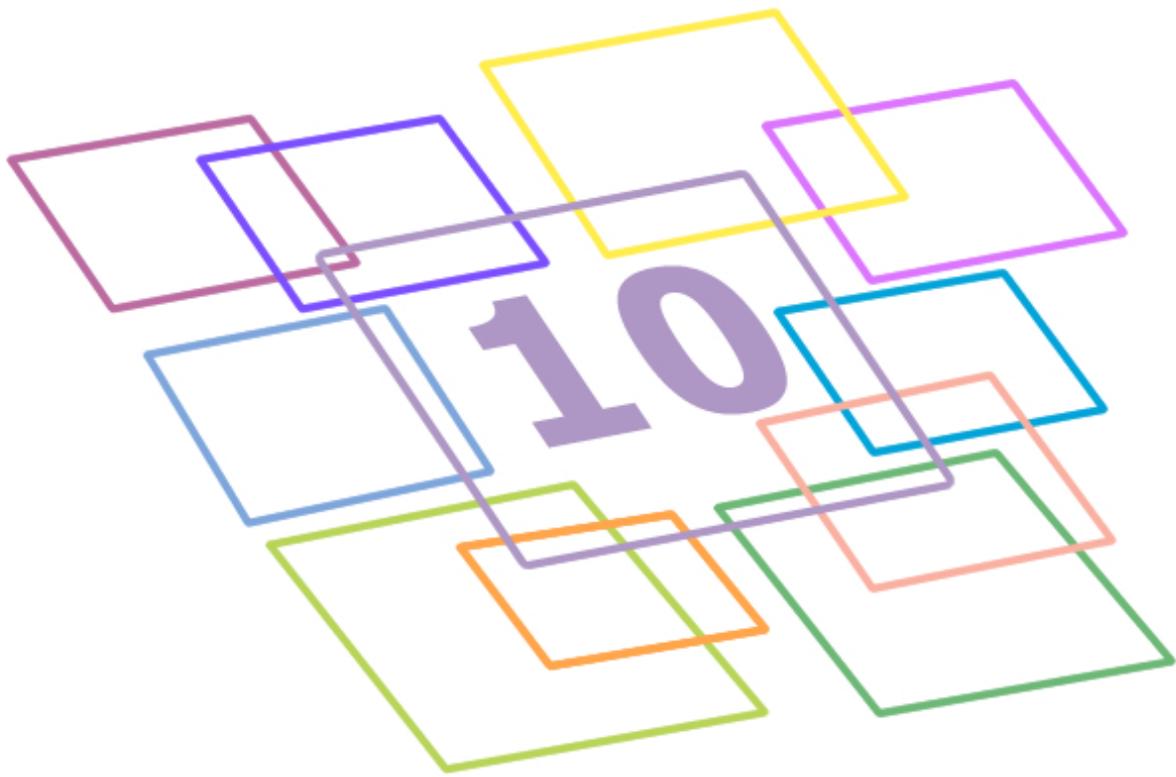
Continuing Professional Development

Contents

Continuing Professional Development

This is one of the chapters of the *Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

10 Continuing Professional Development

10.1 Background

There is an inseparable relationship between student learning outcomes and teaching effectiveness of teachers[1]. As the curriculum reform proceeds, the expectation of schools on teachers has gradually evolved from teachers' individual capability into the collaboration within a subject panel. Teachers are expected to implement the school-based curriculum and adopt a whole-school approach in learning and teaching with a view to enhancing student learning effectiveness and catering for learner diversity.

At present, the role of teachers is not limited to teaching. They are facilitators for helping students learn to learn for whole-person development. Development of a learning culture and a knowledge management system is now advocated in both public and private sectors to enhance corporate effectiveness. Resources are also invested in providing training opportunities for their employees. In this connection, adjustments should be made to teachers' professional development to meet the new challenges in the future.

10.2 Purposes of the Chapter

- Provide an overview of the professional development of teachers in the past decade
- Review different opportunities for professional development of teachers
- Illustrate how professional development of teachers can effectively facilitate the attainment of student learning outcomes

10.3 Review and Reflection

Education is a profession, and by definition, "a profession is the work of persons who possess a body of knowledge, skills, and practices that their professionalism must be continually tested and upgraded with colleagues" [2]. For this reason, life-long learning is just as pertinent to teachers as it is to students.

There are various dimensions to the continuing professional development (CPD) for teachers,

including support for new education policies, implementation of new tasks in school and response to major concerns of the school as well as personal professional growth[3]. Professional development for teachers involves the personal, school and community levels, with the prime goal of enhancing student learning outcomes. (See Figure 10.1)

Figure 10.1: Teacher Professional Development on Different Levels
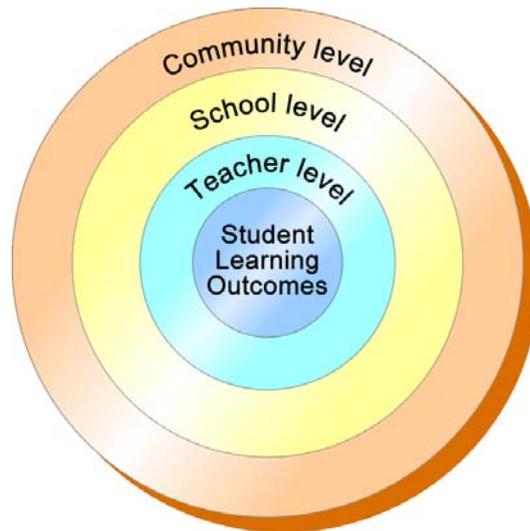
There have been a number of changes in teacher professional development in the last decade. The Advisory Committee on Teacher Education and Qualifications (renamed as the Committee on Professional Development of Teachers and Principals (COTAP) since 1st June 2013)[4] devised the "Teacher Competencies Framework" in 2003, which proposes the four domains of "Teaching and Learning", "Student Development", "School Development" and "Professional Relationships and Services" for schools and teachers to plan and evaluate the direction and content of teacher professional development. Aiming to improve teachers' professional standards by encouraging teachers to participate in structured or other modes of CPD activities in different domains, the Committee has also devised a "soft indicator" involving 150 hours of CPD activities within a 3-year span. In the 2003/04 school year, the *Chief Executive's Awards for Teaching Excellence* was launched to acknowledge outstanding teaching performance, with an emphasis on the pursuit of excellence and culture of collaboration. Nowadays, schools are improving teaching quality and effectiveness through a range of diversified professional development activities, as mentioned in the Inspection Annual Reports over the years. These activities include the introduction of external professional support and/or making use of collaborative lesson planning and peer observation to encourage professional interaction and exchanges among teachers.

The information above can be accessed from the Education Bureau (EDB) website:

The Committee on Professional Development of Teachers and Principals (COTAP):
http://www.cotap.hk

"Towards A Learning Profession: The Teacher Competencies Framework and Th Continuing Professional Development of Teachers" can be downloaded at:
http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development /development/cpd-teachers/ACTEQ%20Document%202003%20-%20Eng.pdf

The Chief Executive's Awards for Teaching Excellence:
http://www.ate.gov.hk/english/index.html

Inspection Annual Report:
http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/reports/insp-annual-r eports/index.html

To consolidate the experiences of professional development programmes held by different schools, some good practices and areas for reflection are observed and briefly reported as follows:

Recommended Measures

- Encourage teachers' participation and reach a consensus among them when mapping out teacher professional development activities and policies.

- Devise the school-based CPD policies according to its developmental needs.

- Implement teacher professional development as a long-term human resource strategy.

- Facilitate school-based curriculum development through teacher professional development activities.

- Align the major concerns of the school with all teacher professional development activities, e.g. teaching Chinese to non-Chinese speaking students as a second language, and conduct evaluation as appropriate.

- Establish a mechanism for experience sharing in the school for teachers who have

completed external professional development activities.

- Designate specific slots in the timetable for collaborative lesson planning for teachers teaching the same subject and level for discussion of teaching strategies and teaching difficulties.

- Exploit information technology such as the intranet to upload teaching notes and PowerPoint slides to promote the sharing of knowledge.

- Create a collaborative learning atmosphere and encourage teachers' self-evaluation, peer evaluation, etc to foster professional growth.

- Refer to the *Professional Development for Beginning Teachers – An Induction Tool Kit* published by the COTAP for setting up or improving school-based induction programmes to help new teachers integrate into the school.

> *Professional Development for Beginning Teachers – An Induction Tool Kit can be downloaded at:*
> *http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/TIS_Tool%20Kit%20-%20Eng.doc*

- Combine collaborative lesson planning and peer lesson observation; establish clear foci in observation; strengthen post-observation evaluation and discussion to enhance teaching effectiveness.

- Devise teacher capacity enhancement plans for teachers alongside the introduction of external professional support for the sake of sustainable development.

- Organise joint events with other schools to enable teachers to make reference to their success experience in the learning and teaching and gain insights.

Areas for Reflection

- Are the goals and directions of the teacher professional development activities clear enough?

- Have the need and priority been thoroughly evaluated before coming to the decision of joining any external collaboration and development projects?

- Will the effectiveness be monitored when these teacher professional development activities take place?

- Is there any coordination between subjects to prevent the overlapping of teacher professional

development activities?

- Are the teacher professional development activities closely connected to students' learning or other areas?

- How can schools avoid making the teacher professional development activities a routine, failing to address the major concerns of the school?

- Is consensus reached among teachers before any external professional support is introduced?

- How could the positive impact and experience be sustained and deepened after the end of external professional support services?

- How could schools make good use of *"The Teacher Competencies Framework"* to understand the professional competency of all staff members in different domains, and devise a holistic teacher professional development plan accordingly?

Exemplar: The Joint-school Teacher Professional Development Day

School A and School B jointly hold a teacher professional development day, which lasts for a whole day.

Before the event

- Questionnaires are delivered to all teaching staff of both schools to understand what issues they are concerned about or would like to understand further.

- After a statistical analysis and discussion, it is determined that "students' learning styles" is to be the theme of the professional development day. A section of "team building" is also added to facilitate collaboration among teachers.

- Before the event, the committees of teacher professional development of both schools have a conference to discuss the expected outcomes, content, guest speakers to be invited, the programme of the event, venues, extended activities, etc.

On the day of the event

- Both schools give a brief introduction to the teacher professional development in recent years and their major concerns, followed by icebreaking games that create a shared experience to help the teachers from both schools understand one another and develop team spirit.

- Guest speakers specialising in child psychology introduce the different learning styles of

students, their characteristics and areas of concern to the teachers.

● Subsequently, teachers of both schools are engaged in "cooperative learning" and divided into expert groups focusing on a particular learning style, namely visual, auditory and kinesthetic. Each group lists students' specific learning needs and major concerns based on the respective learning style.

● After discussion, each member of the expert groups returns to their respective subject panel that consists of members from both schools to devise customised learning and teaching strategies according to students' learning styles, curriculum goals and the characteristics of the subject concerned. Their ideas are presented by a selected group leader.

● After lunch, a team building activity led by adventure specialists is held at School A to enhance teachers' team spirit and a collaborative atmosphere through a series of team activities and competitions.

● The activity is concluded by the principals of both schools, followed by the collection of post-activity questionnaires completed by the teachers, for the purpose of analysis and evaluation.

After the event

● The teachers of Schools A and B remain in touch and share their experience of teaching students with different learning styles as well as exchanging teaching notes, PowerPoint slides, etc.

For Reflection and Action

● How should teachers equip themselves?

● How can the school management facilitate teacher professional development?

● How do the current professional development activities bring positive impacts on student learning?

10.4 Teacher Professional Development and School-based Curriculum Development

Schools should plan a school-based curriculum with unique features according to their developmental needs, for instance:

- Using subjects as the development core, e.g. language subjects, General Studies

- Orientating themes as the development objectives, e.g. the Four Key Tasks, generic skills

- Making reference to the school development plan and major concerns, e.g. catering for learner diversity, small class teaching

Teacher professional development functions as the momentum for school-based curriculum development as the latter requires both the school and teachers to "take on the major responsibility for deciding on the curriculum content and learning resources as well as the implementation of the 'teaching-learning-assessment cycle'"[5]. Teacher professional development activities can be very diversified, ranging from structured learning to other learning modes, which cover the personal, school and community levels (See table 10.1). On the personal level, in order to facilitate personal growth, enhance pedagogical knowledge of subject and prepare for establishing a team with "distributed leadership" in the school, teachers may plan according to their experience, specific requirements and personal learning needs.

Table 10.1：Examples of Teacher Professional Development Modes

Levels / Modes	Teacher		School		Community	
	Personal Growth	**Pedagogical Knowledge of Subject**	**Whole-school**	**KLA/ Subject**	**EDB**	**Others***
Structured Learning	Courses, conferences, seminars, talks & workshops		Teacher Development Day	Subject panel meetings (e.g. collaborative curriculum design)	Training Calendar: courses, seminars & talks	Courses, conferences, seminars & talks
	Online courses		Retreat			
	Higher education courses, and courses relevant to their teaching qualifications		Joint school events			
Other Learning Modes	Networks and social media	Become members of subject- related organisations (SROs)	Programme, pioneering projects, e.g. Quality Education Fund (QEF)		("Seed") projects	School visits
	Teacher induction schemes or mentorship programmes	Serve as guest speakers for other schools	Outbound or overseas educational visits	Collaborative lesson planning	School-based Professional Support Services	School or district networks
	Reading	Read professional articles, journals, etc.	School visits and exchange visits	Peer lesson observation	Secondment, Scheme of Voluntary postings to schools, Cross-grade Posting Scheme	School-based support
	Publish essays, reports, books, etc.	Professional Discourse	Learning groups	Collaborative analysis of students' work and data	Curriculum development visits	University-School Support Programmes (USP)
	Reflective journals	Peer Learning		Action learning and research	Collegial Participation in External School Review	Business-school Partnership Programme (BSPP)
	Sabbatical leave			Learning circles, Communities of Practice	Mainland-Hong Kong Teachers Exchange and Collaboration Programmes	
	Serve the education sector or communities (e.g. as a guest speaker, a member of a working group)			Individual guidance		

* Includes school sponsoring bodies or universities, NGOs, other schools, other parties, etc.

Besides, in response to the teacher professional development frameworks provided by the EDB in different domains, schools should devise a distinct school-based training programme to facilitate the implementation of the school-based curriculum and meet the different learning needs of students. The teacher professional development frameworks include:

● Teacher Professional Development Framework on Integrated Education: To enhance the professional capacity of teachers in catering for students with special educational needs (SEN), the EDB offers structured Basic, Advanced and Thematic (BAT) Courses for serving teachers.

> *Details of the Basic, Advanced and Thematic (BAT) Courses are available at the EDB website at:*
> *http://www.edb.gov.hk/en/edu-system/special/sen-training/index.html*

● Professional Development Framework in Gifted Education: In order to meet the needs of school stakeholders, the EDB provides appropriate training in gifted education for teachers to facilitate the sustainable development of gifted education in schools.

> *"Professional Development Framework in Gifted Education" is available at:*
> *http://gifted.edb.hkedcity.net/enarticle.php?m=2&oid=9*

In order to encourage and facilitate school-based curriculum development, the EDB has provided various support services to schools and teachers over the last decade, including:

● Primary Education - Collaborative Research and Development ('Seed') projects

● School-based Curriculum Development in the Primary Schools

● School-based Professional Support

Primary Education- Collaborative Research and Development ("Seed") projects is available at:

http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/seed/index.html

School-based Curriculum Development in the Primary Schools is available at:

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/school-based-curriculum-primary/index.html

School-based Professional Support is available at:

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/sbps-programmes/index.html

Exemplar: Collaborative Research and Development ("SEED") Project - General Studies

Objectives: To help students develop critical thinking skills and creativity through enquiry-based learning in General Studies.

This project consists of two components, namely development and research. The development component involves developing learning resources as well as teaching strategies for nurturing students' critical thinking skills and creativity. The research component is to investigate the factors affecting the implementation of the curriculum of General Studies in order to enhance the learning and teaching strategies as well as to improve the curriculum development.

To achieve the two project objectives of developing students' critical thinking skills and creativity, the seconded teachers and the SEED schools develop resources, plan and try out different learning and teaching strategies collaboratively. Drawing on the successful experiences, they compile the useful teaching resources and develop an exemplar for other schools' use and reference.

Exemplars developed from the above project include:

- Young Fashion Designers

- Adventure in the Sun's Kingdom

To sum up, not only has this project set an example for other schools, but it has also brought about a new work experience to the seconded teachers. Through discussion, collaboration and interaction with teachers from partner schools, the project has offered the teachers an opportunity for individual professional development and personal growth while bringing benefits to the schools they work for.

For Reflection and Action

- What is the current arrangement of professional development activities at your school? Does it fulfil your needs?

- In what areas do you see room for improvement? What kind of professional development activities will benefit you most?

10.5 Planning and Implementation

As the *Basic Education Curriculum Guide (Primary 1 - 6)* maps out the direction for primary curriculum development in the coming decade, planning of an effective teacher professional development programme is pivotal as it ensures a more sustainable, deepened and focused development of school-based curriculum. The figure below is part of the teaching professional development planning tools. School may refer to it according to their needs:

Figure 10.2：Planning ─ Implementation ─Evaluation
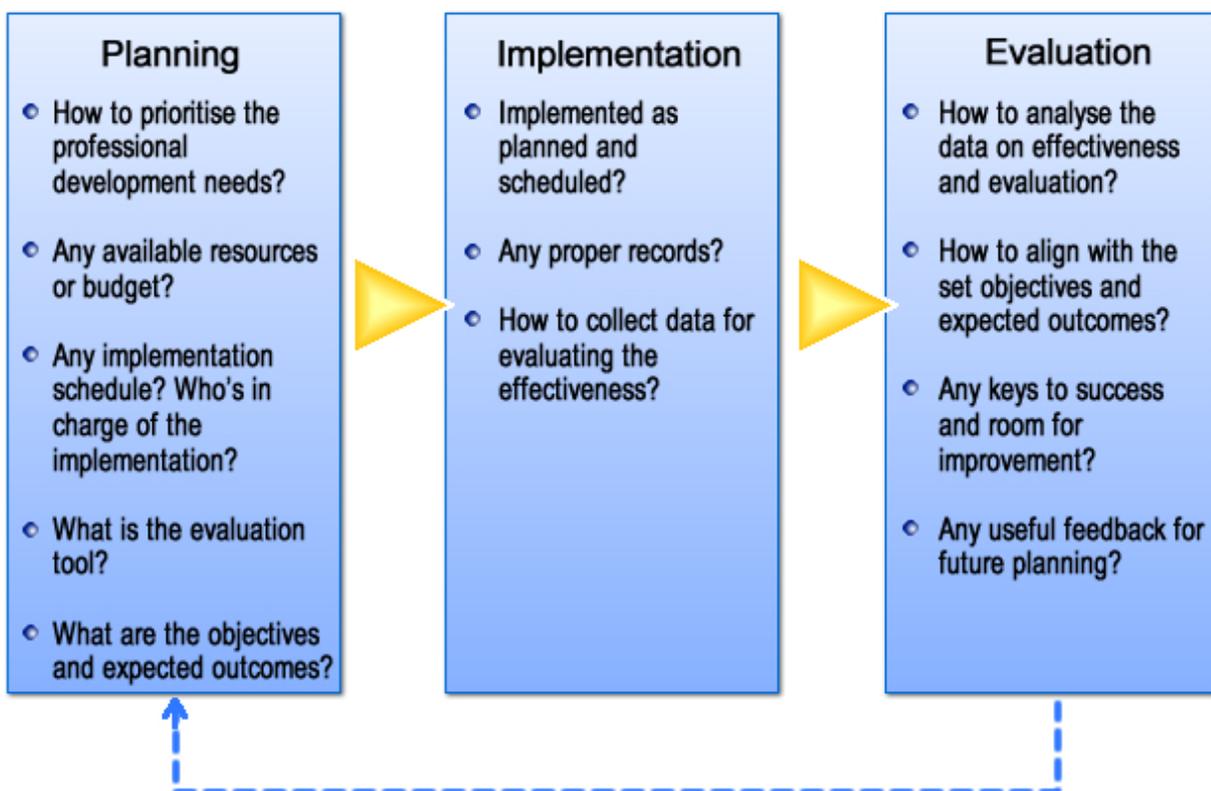
Table 10.2：Needs Analysis on Professional Development

Level of Demand / Items (Examples*)	Importance (High, medium, low)	Urgency (High, medium, low)	Level of Needs （Personal, subject panel, whole-school）	Priority （1, 2, 3…）
Small Class Teaching				
E-Learning				
Catering for Learner Diversity				
Four Key Tasks				
Generic skills				

* The above examples only cover the "Teaching and Learning" Domain of the Teacher Competencies Framework

Figure 10.3：The Importance-Urgency Matrix

Note: The priority (1, 2, 3, 4) of professional development programmes should be determined depending on their importance and urgency.

Figure 10.4：The Keep, Improve, Start, Stop (KISS) Analysis

What areas are working well and should continue? — Keep

What are the areas for improvement? — Improve

What are the areas worth starting in order to enhance teacher professional capabilities? — Start

What areas are ineffective and need to stop? — Stop
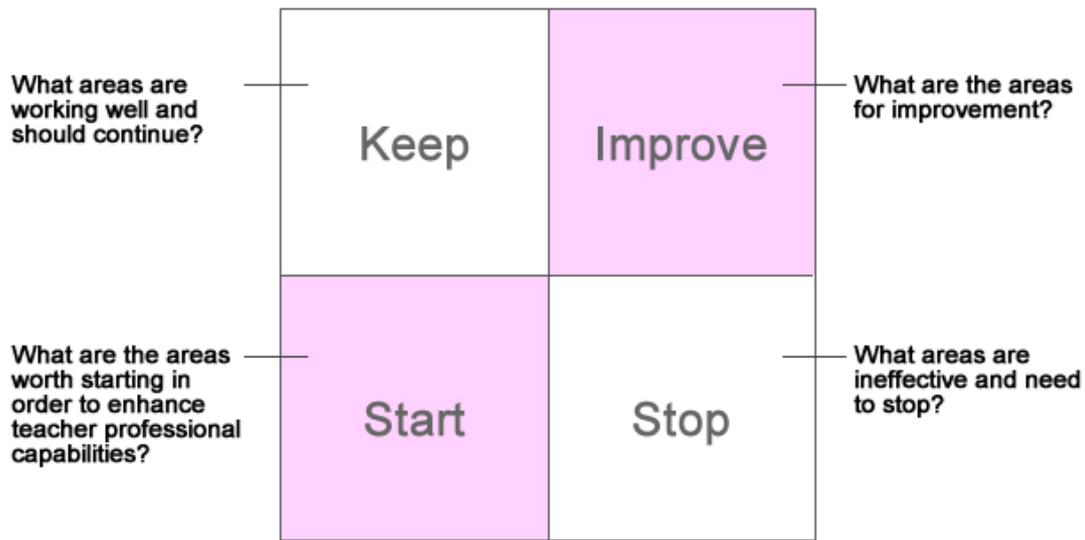
Additionally, schools may make reference to the "Professional Development for Beginning Teachers – An Induction Tool Kit" to devise an "Induction Completion Reference" (ICR) comprising a set of school-based pointers to optimise the school-based induction programmes and provide beginning teachers with appropriate induction and support. Table 10.3 provides an excerpt from the "Teaching and Learning" domain. Apart from the domain of "Teaching and Learning", schools may also devote attention to other domains including "Student Development", "School Development" and "Professional Relationships and Services" to provide new teachers with comprehensive learning experiences.

More information about the Professional Development for Beginning Teachers – An Induction Tool Kit is available at:

http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/TIS_Tool%20Kit%20-%20Eng.doc

Table 10.3： "Induction Completion Reference (ICR)"– Interim and Final Reviews (An excerpt from the "Teaching and Learning" Domain)

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Subject matter knowledge Displays a basic command of content knowledge of the subject(s) assigned to teach, and just begins to show awareness of gaps and misconceptions in the basic subject content. Has sporadic and infrequent updating of subject knowledge.							
Command of subject matter knowledge	◆ Shows a basic command of subject matter knowledge in lesson preparation and delivery and through interaction with colleagues	✔		☐Yes Area(s) for development:	Yes Area(s) for development:	☐Yes Area(s) for development:	☐Yes Area(s) for development:
Updating of subject matter knowledge and search for new subject knowledge	◆ Recognises the importance of updating subject-specific knowledge, trends and developments ◆ Make attempts at updating subject matter knowledge	✔		☐Yes Area(s) for development:	☐Yes Area(s) for development:	☐Yes Area(s) for development:	☐Yes Area(s) for development:
Sharing and exchange of subject teaching practice	◆ Attends sharing and exchange sessions on specific subject areas in school when invited to	✔		☐Yes Area(s) for development:	☐Yes Area(s) for development:	☐Yes Area(s) for development:	☐Yes Area(s) for development:

Note：Schools can adopt or adapt the "Professional Development for Beginning Teachers – An Induction Tool Kit" to meet their school-based needs. For example, school-based indicators could be inserted to the "descriptor" column. Apart from pointing out the areas for improvement, strengths can also be listed.

10.6 Building Communities of Practice at School

Communities of Practice (CoP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly[6]. There are three basic elements in the model of CoP – the Domain, Community and Practice. In the school context, the combination of these three elements constitutes a "community of practice at school", which aims to facilitate the attainment of student learning outcomes (See Figure 10.5).

Figure 10.5：Communities of Practice at school
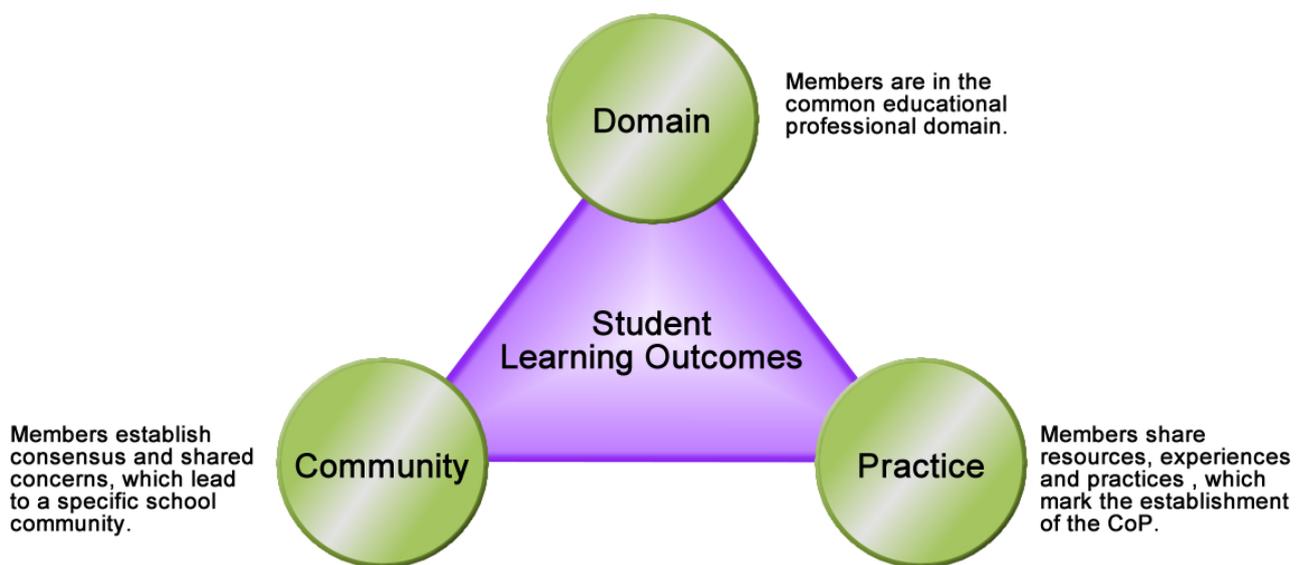
Schools are recommended to adopt the measures below to establish CoP at school:

🔴 Share the responsibility of professional development between teachers and the management to nurture CoP at school (see Table 10.4).

🔴 Cultivate a learning culture among teachers and the management to create a shared vision.

🔴 Establish teams of "distributed leadership" and breed leaders in each domain.

🔴 Starting from a point, line or plane, encourage different modes of CoP according to needs.

🔴 Create room for teachers to cultivate the culture of equality, sharing and collaboration.

🔴 Provide opportunities or create room for teachers to share their knowledge gained from professional development programmes and to conduct tryouts or action research in the key learning area or the subject panel concerned.

- Make student learning outcomes the common concern of CoP.

- Create multiple CoP at school according to needs.

Table 10.4：The responsibilities of different school staff members in contributing to the establishment of CoP at school

School staff \ Responsibility	Teacher	KLA/ Subject Coordinator	Primary School Curriculum Leader	School Head/ Deputy Head
Role	Member	Facilitator	Change agent	Supporter
Mission	Share responsibilities	Facilitate collaboration and development among KLAs/ subjects	Coordinate or catalyse interactions	Empower
Objectives Setting	Actively participate or contribute	Define the scope, prioritise and set expected outcomes	Coordinate subject panel tasks	Define objectives and areas of concern
Resources	Make optimal use of resources or share them	Devise programme budgeting plans and source relevant resources	Allocate resources	Approve budget, seek new resources
Collaboration	Co-construct pedagogical knowledge of the subject	Facilitate coordination at the subject panel level	Provide appropriate frameworks (e.g. collaborative lesson planning sessions)	Create capacity for collaboration (including resources, staffing, time)
Evaluation	Feedback	Analyse	Monitor	Evaluate

For Reflection and Action

- Do you agree with the rationale of establishing CoP at school? Why?

- Do you believe your school has the conditions for establishing CoP? If yes, how would you describe the results? If not, what is missing?

Remarks

[1] Mourshed, M., Chijioke, C., & Barber, M. (2010). *How the World's Most Improved School Systems Keep Getting Better.* London: McKinsey & Co. Retrieved from http://mckinseyonsociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/

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[4] The Advisory Committee on Teacher Education and Qualifications (ACTEQ) has been renamed as the Committee on Professional Development of Teachers and Principals (COTAP) since 1st June 2013.

[5] Curriculum Development Institute (CDI) & The Open University of Hong Kong (OUHK). (2002). *Curriculum Change: Leadership and Management (Module II: Teachers as Participants in Curriculum Development)* (In Chinese). Hong Kong: Authors.

[6] Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity.* Cambridge, UK: Cambridge University Press.

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Websites

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<http://www.cotap.hk>

Towards A Learning Profession: The Teacher Competencies Framework and The Continuing Professional Development of Teachers

<http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/ACTEQ%20Document%202003%20-%20Eng.pdf>

The Chief Executive's Awards for Teaching Excellence

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EDB : Inspection Annual Reports

<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/reports/insp-annual-reports/index.html>

Professional Development for Beginning Teachers – An Induction Tool Kit

<http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/TIS_Tool%20Kit%20-%20Eng.doc>

EDB: Teacher Professional Development on Catering for Students with Special Educational Needs (SEN)

<http://www.edb.gov.hk/en/edu-system/special/sen-training/index.html>

New Professional Development Framework in Gifted Education:

<http://gifted.edb.hkedcity.net/enarticle.php?m=2&oid=9>

EDB: Primary Education - Collaborative Research and Development ("Seed") Projects

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/seed/index.html>

EDB: School-based Curriculum Development in the Primary Schools

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/school-based-curriculum-primary/index.html>

EDB: School-based Professional Support

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/sbps-programmes/index.html>

11
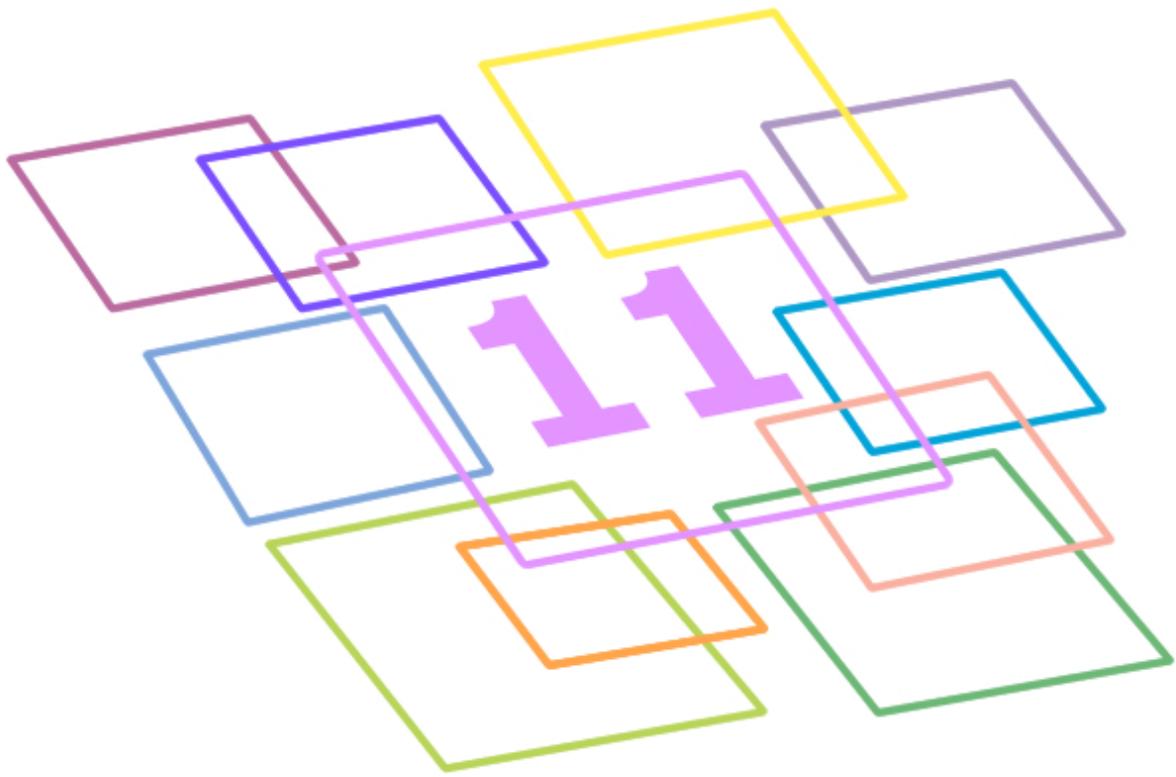
School, Family and Community Connections

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Contents

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School, Family and Community Connections

This is one of the chapters of the *Basic Education Curriculum Guide – To Sustain, Deepen, and Focus on Learning to Learn (Primary 1 - 6)*. Its contents are as follows:

11 School, Family and Community Connections

11.1 Background

Today, student learning is no longer confined to the classroom or school campus. Over the past decade, with the rapid development of information technology, as well as the promotion and arrangements of multifarious co-curricular activities for students in schools, the concept of life-wide learning advocating "learning anywhere and anytime" is widely accepted. There is no doubt that students should take responsibility for their own learning, yet different stakeholders in society may also help students learn effectively and happily in different ways. Schools, families and communities constitute important social resources to support student learning and promote quality education through partnership and cooperation. From now on, schools, families and communities are encouraged to work more closely together to promote quality education in response to the world trend in education.

11.2 Purposes of the Chapter

- Outline how schools and parents can cater for learner diversity in our changing society

- Elaborate on the respective roles assumed by different stakeholders to facilitate student learning

- List different modes of home-school cooperation and community ties to support student learning

11.3 Review and Reflection

No school is an island. The collaboration of schools, families and communities for achieving the goal of improving the quality of education has become the general direction of education reform all over the world[1]. Home-school cooperation in the past was mainly in the form of parent-child activities and regular meetings for parents to know more about their children's school life. In recent years, parents have played a more active role. For example, they joined hands with schools in seeking district resources and assistance, participated in school-related working groups, and collaborated with teachers in different ways to support student learning. Schools also actively link up with the outside world and introduce different community resources to support student learning. The relationship among schools, families and the community is like three overlapping colour circles (see Figure 11.1) which are intertwining yet distinct in their areas of development. On the other hand, the interrelationship among them creates favourable learning conditions for students. Therefore, the close cooperation of school, family and community, and their mutual respect for each other is of the utmost importance.

Figure 11.1 School-family-community Cooperation
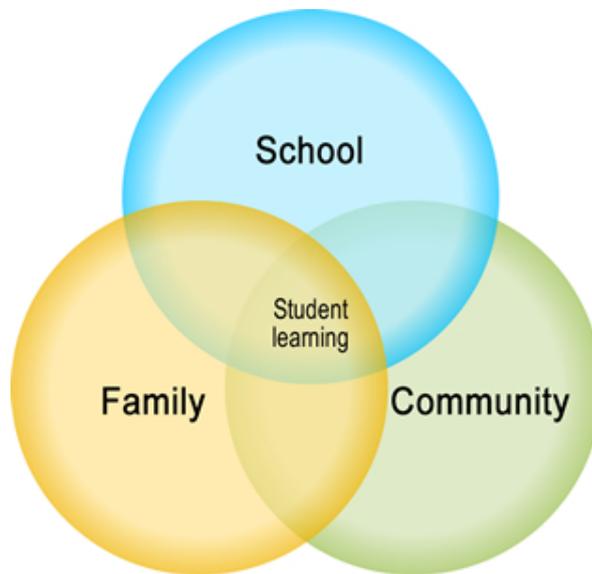
For Reflection and Action

● In your opinion, how does cooperation among school, family and community contribute to student learning?

● In terms of forging a partnership with families and the community, what are the strengths and areas for improvement of your school?

11.4 Response to the Changing Hong Kong Society

With the gradual changes in population, economic, political and environmental conditions, learners today have become more diverse. Schools and parents are encouraged to work closely together to cater to their diverse abilities and needs, and provide opportunities for students to showcase their special talents. The following are suggestions on how schools and parents can cater for learner diversity.

Suggestions for schools

- Advocate an inclusive culture that encourages students to learn together with peers of different nationalities, races, colours, religions and cultures with an equal, accepting and appreciative attitude.

- Organise inclusive culture week or activities to provide opportunities for learners to have a better understanding and develop respect for schoolmates of different nationalities, races, colours, religions and cultures.

- Be concerned with students' being overweight and obesity problems and encourage students to live an active and healthy lifestyle.

- Encourage students to strike a balance between academic and non-academic performances; while in the pursuit of excellence, students may also make good use of their leisure time to cultivate different interests.

- Promote campaigns like recycling of textbooks, books, uniforms to provide support for students from families with financial difficulties.

- Widen learners' horizons and global outlook through various school-based activities, exchange programmes, sister school schemes, etc.

- Continue to encourage teachers of all subjects to develop students' generic skills, such as collaboration, communication, creativity, critical thinking as well as self-management skills, through a variety of learning and teaching activities and assignments.

Suggestions for parents

- Encourage children to respect people of different nationalities, races, colours, religions and cultures.

- Be concerned with children's health and do physical exercise with them together.

⚫ Leave children room to develop their non-academic interests and potential.

⚫ Donate children's old textbooks, books, uniforms, etc to needy students, or actively support the school's recycling programmes.

⚫ Discuss local and world affairs with children and/or watch international news with them so as to expand their horizons.

⚫ Nurture children's self-management capabilities and encourage children to complete a task, such as project learning, on their own or with classmates to help them learn how to learn and develop generic skills.

⚫ Remind children to respect intellectual property rights, for example, acknowledging the source of the information being quoted.

⚫ Instil in children an attitude of valuing resources and not wasting money, food, water, etc.

Further Reading/References

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⚫ Special Education Services
http://www.edb.gov.hk/en/edu-system/special/overview/factsheet/special-edu-serv/index.html

⚫ School-based After-school Learning and Support Programmes
http://www.edb.gov.hk/en/student-parents/support-subsidies/after-sch-learning-support-program/index.html

⚫ Community Care Fund – School-based Fund for Cross Boundary Learning Activities
http://www.communitycarefund.hk/download/archive/SummaryofPublicConsultationSessions-en.pdf

⚫ "i Learn at home" Internet Learning Support Programme
http://www.gov.hk/en/theme/ilearnathome/programme/

11.5 Roles of Different Members in Schools

Different staff members in schools play important roles in building an atmosphere conducive to both educational and community development.

School Heads/Deputy Heads

- Lead the overall school curriculum planning through the following:

  - Set work priorities by fully considering the needs of students, school's mission and readiness of teachers.

  - Create room for students' whole-person development and life-long learning.

  - Build up a good learning environment in school.

- Enable teachers to become curriculum leaders in Key Learning Areas (KLAs)/subjects and life-wide learning, while creating time and space for their collaboration. For example, schools can arrange fixed time slots and support measures for experience sharing and collaborative lesson planning, and encourage teachers to participate in a variety of appropriate professional development programmes.

- Set goals and improvement plans for different stages in response to the new development needs of the school.

- Support the development of measures which facilitate student learning, for example, allocating resources (time, staffing, funding) to projects that yield better results, reducing teachers' non-professional work, and respecting the professional autonomy of different KLAs and subject departments in adapting the school-based curriculum.

- Communicate with the staff, students and parents on issues which may be contrary to the principle of "learning to learn", and prepare plans for improvement.

- Exchange knowledge and experience with other schools and related organisations.

- Encourage connections with the outside world, for example, getting more external resources and support for the school through close contact with alumni or the Parent-Teacher Association.

Primary School Curriculum Leaders/Panel Chairpersons

- Formulate development plans for respective KLAs/subjects, decide on the scope of curriculum, collaborate with other subject departments if necessary, as well as lead the

development of school-based curriculum and changes in learning and teaching according to the plans.

● Assist the School Head to implement curriculum plans, as well as manage and deploy resources in support of curriculum development.

● Support teachers' professional autonomy and judgement in improving the school-based curriculum and learning.

● Formulate plans and promote the professional development of teachers by various means, e.g. workshops, peer lesson observation, action research, collaborative lesson planning.

● Facilitate exchange of and discussion on knowledge and experiences within KLAs or subject panels and with other subject panels to ensure close contact and cooperation.

● Give appropriate feedback to teachers and praise them for their good practices to recognise their efforts as well as promote self-improvement through a systematic evaluation mechanism.

Teachers

● Strengthen the development of students' generic skills, in particular, collaboration, self-management, critical thinking, creativity and communication skills through learning and teaching in different KLAs/subjects.

● Use appropriate learning, teaching and assessment strategies to arouse students' learning motivation.

● Take into consideration the views of students and use appropriate learning and teaching resources to provide support and improve learning in response to the changes in curriculum.

● Nurture the concept of "sustainable development"[2] and teach students to cherish the resources on Earth.

● Set plans for own professional development and life-long learning which are in line with the latest developments and changes to keep up with the times.

● Carry out collaborative lesson planning with colleagues or external support teams, and try out strategies that have positive impacts on learning.

● Collaborate with the staff in the community to provide life-wide learning for students.

● Reflect more on the daily teaching work, discuss with other teachers, and exchange knowledge and experience with them.

● Communicate with parents to explain to them the school-based curriculum and

learning-related policies, e.g. homework policy, and seek their support and assistance to facilitate student learning.

○ Help parents understand the purpose of assessment and the strengths and weaknesses of their children, and help them realise that scores and class ranking do not necessarily reflect their children's learning and progress completely.

Teacher-librarians

○ Help students make good use of library resources to facilitate learning to learn, for example :

◇ Facilitate easy access to information through providing various means and information technology facilities.

◇ Provide students with a wide range of resource-based programmes to enhance their self-learning ability.

◇ Devise development plans to foster students' interests in reading all types of books and help them develop a good reading habit.

○ Collaborate with other teachers to develop learning and teaching plans and enrich library resources in accordance with the school's areas of concerns.

○ Publicise the use of different sources for learning and teaching.

○ Improve school library services, for example, coordinating assistance from others where appropriate to extend the opening hours of the library.

○ Enhance the staff's awareness of information technology and follow closely the latest development of information technology and curriculum.

○ Ensure an adequate supply of library resources and teaching aids, as well as their proper maintenance.

○ Increase e-learning resources.

See also "Chapter 7 Quality Learning and Teaching Resources and School Library Development."

Students

○ Engage actively in school life, study hard, take the initiative to raise questions and participate in classroom discussions.

○ Take responsibility for learning by, for example, setting learning goals, planning learning progress, organising study groups, reading different types of books.

- Reflect on one's learning progress, for example, keeping a "learning journal", etc to record and reflect on learning outcomes.

- Achieve the goal of whole-person development, for example, through participating in various co-curricular activities, "Big Brother and Big Sister Programme".

- Maintain good communication with teachers, and share with them the ways to help oneself learn better.

For Reflection and Action

- How do you take up your role and fulfil your tasks?

- Which tasks do you think are more difficult to accomplish? How would you overcome the challenge?

- What else do you think you can contribute?

11.6 Home-School Cooperation

Parents are the school's important partners. Through appropriate channels of communication, parents are able to have a better understanding of the school's mission and can work in line with the school's educational directions effectively to enhance home-school cooperation and students' learning effectiveness. Home-school cooperation is an interactive and developmental process. Through two-way communication and cooperation, parents and the school personnel jointly formulate different modes of parental participation3, including :

- Parenting education

- Helping children learn at home

- Communicating with the school

- Voluntary work at school

- Participating in parents' association and/or joining the School Management Committee to be involved in the formulation of school policies

The following are suggestions on how schools and parents can strengthen ties and cooperation in order to support student learning.

Suggestions for schools

- Draw up policies to facilitate home-school cooperation, treat parents as important partners and enhance two-way communication.

- Invite parent representatives to assist in school administration, for example, selection of lunch suppliers.

- Take parents' enquiries or complaints positively and make good use of their opinions and feedback to review and improve schools' policies and work.

- Encourage and accept parent volunteers with different cultural backgrounds, education levels and contributions.

- Arrange lesson observations, particularly in Primary One classes, so that parents may know how their children adapt to the transition from kindergarten to primary school, and increase their trust and support for the school.

- Provide parenting education for parents to hone their skills in supporting student learning at home.

- Add parent-child elements to the major school events.

- Collect parents' opinions and recommendations for the school through questionnaires, etc.

- Consult parents or parent representatives prior to introducing any major policy changes or launching new policies.

- Devise an appropriate homework policy, and collect parents' opinions in a timely manner.

- Keep parents informed of various school affairs through school publications, websites, etc.

- Include teachers' email addresses in the school's website; increase the channels of communication between parents and subject teachers/middle management of the school.

Suggestions for parents

- Take the parenting responsibility and care about children's school life.

- Adopt an open, understanding and supportive attitude towards school policies, and express views to the school if necessary.

- Trust teachers' professional views and arrangements, and cooperate with them in guiding

children's learning.

- Encourage or accompany children to borrow books from public libraries to help them develop reading habits and promote parent-child reading.

- Make use of holidays to participate in different kinds of cultural activities with children to encourage life-wide learning.

- Keenly support and try to attend the activities for parents arranged by schools.

- Do volunteer work for the school.

- Actively participate in activities organised by the Parent-Teacher Association.

- Establish rules with children on the use of mobile phones, computers, and the Internet and set the duration of web surfing.

- Install filtering software on home computer.

- Pay frequent attention to children's daily behaviours and emotional changes; discuss with school teachers or school social workers if necessary.

- Encourage children to sleep and get up early, and have a balanced diet.

- Participate in healthy recreational activities with children, and have an energetic and healthy lifestyle.

For Reflection and Action

- How can parents facilitate student learning?

- Regarding home-school cooperation, are there any good practices that your school can share with other schools?

Further Reading/References

⬤ Committee on Home-School Co-operation
  http://chsc.hk/main.php?lang_id=1

⬤ Home-School Co-operation – Use Homework to Motivate Learning (In Chinese)
  http://www.mcw.edu.hk/inhouse/group_stu/pta2005/East/20120330_ParentECourier.pdf

⬤ Home-School Co-operation Grants
  http://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM12096E.pdf

⬤ Booklets and Pamphlet on Parent-child Reading is Fun – for Parents of the 0-9-year-olds
  http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/index.html

⬤ Parent Pamphlet – "Collaboration of Parents and Schools in Promoting the Curriculum Reform" (In Chinese)
  http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/parent_pamphlet_final.pdf

⬤ EatSmart@school.hk Campaign
  http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/eatsmart/index.html

⬤ Hong Kong Education City – Resources for Students and Parents (In Chinese)
  http://www.hkedcity.net/index_parent.php

⬤ Parent Pamphlet –Be net wise (Provide parents with the key points about internet safety and protection) (In Chinese)
  http://www.benetwise.hk/download/parent_edu_kit.pdf

⬤ Be Net Wise – Internet Education Resource Kit：Primary School (In Chinese)
  http://www.benetwise.hk/resources/index_1.html

11.7 Community Participation

Keeping contact with the community and external organisations, and enlisting resources from parties such as alumni, the Education Bureau (EDB), tertiary institutions, enterprises, community organisations based on the school needs and development priorities would enable schools to provide students with additional learning support and diversified learning experiences.

Alumni's connection

The alumni of a school definitely have a sense of belonging to their school. Working or studying alumni can support their school juniors through different means and help build a unique cultural tradition for the school. Different modes of alumni connection include :

- Joining the Incorporated Management Committee (IMC)/School Management Committee (SMC) of the school to participate in the formulation of school policies
- Serving as after-school tutors or activity coaches
- Sharing experiences on secondary or tertiary education
- Sharing career-related experiences
- Giving advice on further studies to school juniors

School-based support from the Education Bureau

To provide educational support, the EDB makes use of the School-based Support Services (SBSS) to bring in tertiary institutions as school partners. The prime aim of the SBSS is to help teachers cope with the changing work culture at ease through connecting activities of teachers' continuing professional development, school-based curriculum development and the school's development plan. The SBSS include:

- School-based Professional Support
- Language Learning Support
- School-based Curriculum Development in Primary Schools

"School-based Professional Support"：

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/index.html

"Language Learning Support "：

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.html

"School-based Curriculum Development in the Primary Schools"：

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/school-based-curriculum-primary/index.html

Exemplar: University-School Support Programme

Under the programme, the EDB entrusted some tertiary institutions with relevant experience to design support programmes which fit the special needs of a school. Support programmes related to the primary schools include :

- Enhancing the pedagogical practices in Hong Kong Special Schools（2010–2012）
  http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/usp/epp.pdf

- University-School Support Programme: Professional Development Network for Knowledge Building in Schools (2008–2011）
  http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/usp/professional-development-network-for-knowledge/index.html

- University-School Support Programme: Quality School Improvement (QSI) Project (2008-2011)
  http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/usp/qsi-project-2008-2011/index.html

- Quality School Improvement (QSI) Project: Support for Learning Diversity (2010–2013)
  http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/usp/sld.pdf

Business-School Partnership

A lot of business organisations which put "corporate social responsibility" into practice are more than willing to offer support to schools in various ways. They help students expand their horizons and give them opportunities to gain work-related experience in preparation for their future career. Possible modes of Business-School Partnership include :

● Inviting members of society to join the IMC/SMC of the school and participate in the formulation of school policies

● Providing various kinds of resources and cooperating with schools in offering activities such as talks and workplace visits by enterprises

● Participating in the territory-wide activities arranged for primary students under the EDB's Business-School Partnership Programme

> *"EDB: Business-School Partnership Programme (BSPP)":*
> *http://www.edb.gov.hk/en/sch-admin/admin/about-sch/bspp/index.html*

For Reflection and Action

● How does your school maintain contact with different organisations? Which kinds of contact have a positive impact on student learning?

● How can different members of the school team up with the external support enlisted by the school to enhance effectiveness?

Remarks

[1] HO, S. C. E. (2002). *Home school community collaboration: From theory, research to practice* (In Chinese). Hong Kong: The Chinese University Press.

[2] According to the United Nations "*Report of the World Commission on Environment and Development: Our Common Future*" (1987), sustainable development is the "development that meets the needs of the present without compromising the ability of future generations to meet their needs". (Chapter 2: Towards Sustainable Development) Retrieved from http://www.un-documents.net/ocf-02.htm#I.

[3] HO, S. C. E. (2002). *Home School Community Collaboration: From Theory, Research to Practice* (In Chinese). Hong Kong: The Chinese University Press.

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Wade, R. (2011). Service for Learning. *Educational Leadership,* 68(8), 28-31.

EDB: Education and Support Services for Newly-arrived Children
<http://www.edb.gov.hk/en/student-parents/newly-arrived-children/about-newly-arrived-children/index.html>

EDB: Education Services for non-Chinese speaking (NCS) students
<http://www.edb.gov.hk/en/student-parents/ncs-students/about-ncs-students/index.html>

EDB: Special Education Services
<http://www.edb.gov.hk/en/edu-system/special/overview/factsheet/special-edu-serv/index.html>

EDB: School-based After-School Learning and Support Programmes
<http://www.edb.gov.hk/en/student-parents/support-subsidies/after-sch-learning-support-program/index.html>

EDB: Community Care Fund – School-based Fund for Cross Boundary Learning Activities
<http://www.communitycarefund.hk/download/archive/SummaryofPublicConsultationSessions-en.pdf >

"i Learn at home" Internet Learning Support Programme
<http://www.gov.hk/en/theme/ilearnathome/programme/>

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<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/index.html>

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EDB: EatSmart@school.hk Campaign
<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/eatsmart/index.html>

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<http://www.benetwise.hk/resources/index_1.html>

EDB: School-based Professional Support
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/sbps/index.html>

EDB: Language Learning Support
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.html>

EDB: School-based Curriculum Development in the Primary Schools
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/school-based-curriculum-primary/index.html>

Enhancing the pedagogical practices in Hong Kong Special Schools (2010–2012)
   <http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-se
condary/sbss/sbps/usp/epp.pdf>

Professional Development Network for Knowledge Building in Schools (2008–2011)
   <http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbs
s/sbps/usp/professional-development-network-for-knowledge/index.html>

EDB: Business-School Partnership Programme (BSPP)
   <http://www.edb.gov.hk/en/sch-admin/admin/about-sch/bspp/index.html>

Glossary

Biliterate

Capable of reading and writing effectively in Standard Written Chinese and English.

Central Curriculum

The Curriculum recommended by the Curriculum Development Council for schools includes the aims and goals of the school curriculum, five essential learning experiences, the curriculum frameworks of eight Key Learning Areas and General Studies for Primary Schools. Other items include lesson time allocated to each Key Learning Area and specific requirements of individual Key Learning Areas, e.g. core components, essential learning elements can also be found. (See school-based curriculum)

Co-construction

The approach of 'learning and teaching as co-construction' is different from 'direct teaching' and 'construction'. 'Co-construction' emphasises the learning community formed by both teachers and students in the classroom and the joint participation of all parties. This process contributes to the general building up of knowledge and the principles for consideration.

Co-curricular Activities

Activities that provide students with learning experiences to be gained inside or outside the classroom, including the actual environment in the community and work places. Traditionally known as extra-curricular activities, they form an integral part of the school curriculum complementing the formal classroom learning.

Curriculum Framework

A structure that helps schools to plan and develop their own curricula. The major components are: knowledge and concepts, generic skills, values and attitudes relevant to each Key Learning Area. The framework sets out what students should learn, value and be able to do in various key stages. It provides schools and teachers with flexibility and ownership to plan and develop different curriculum modes to meet the students' varied needs.

E-learning

E-learning refers to an open and flexible learning mode involving the use of the electronic media, including use of digital resources and communication tools to achieve learning objectives. The essence of e-learning is the use of technology to deliver learning content more effectively and the learning process in e-learning environments is expected to consider three key elements for maximising learning opportunities conducive to 21st century skills development. They include blending formal and informal learning approaches, balancing individualised and collaborative learning to help learners to increase awareness of learning achievement and collecting evidence of improvement.

Generic Skills

Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that takes place in different subjects or Key Learning Areas, and are applicable in different learning situations. Nine types of generic skills are identified in the Hong Kong curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Key Learning Areas (KLA)

It is a way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.

Key Stages (KS)

The 4 stages of schooling from primary to secondary: Key Stage 1 (junior primary P1-P3), Key Stage 2 (senior primary P4-P6), Key Stage 3 (junior secondary S1-S3) and Key Stage 4 (senior secondary S4-S6).

Learner Diversity

Every student is unique. They are different from each other in terms of maturity, motivation, ability, learning styles, aspirations, interests, aptitudes and socio-economic background.

Basic Education Curriculum Guide (Primary 1-6)

Learning Community

A learning community refers to a group of people who have shared values and goals, and work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.

Learning Environment

Learning environment denotes learning at home, in the school or in the community.

Learning Objectives

What students should learn, value and be able to do in each strand of a Key Learning Area at various stages of schooling.

Learning Outcomes

Learning outcomes refer to the expected students' performance by the end of a particular stage of learning. Learning outcomes are developed based on the learning goals and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that students should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

Learning Targets

Learning targets of a Key Learning Area set out the aims and directions for the general expectations of students in the learning of the Key Learning Area.

School-based Curriculum

Based on the basic requirements of the central curriculum, students should be entitled to learn. Schools are encouraged to adapt the central curriculum in developing their school-based curriculum to help their students to achieve the learning targets and aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, optional studies, learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between the curriculum recommended by the CDC and the autonomy of the schools and teachers.

Self-directed Learning

Self-directed learning is an umbrella notion related to self-regulated leaning, self-learning and independent learning. Self-directed learning generally has the following key characteristics and skills: Learners' control and self-management, learners' reflection, personal autonomy in context, tendency of self-learning, such as the independent pursuit of learning outside school. Each has its features to enhance the learning autonomy of students through building a sense of agency and motivation in their learning process.

'Seed' Project

A collaborative research and development project to (i) generate / 'seed' useful experiences for the reference of schools, teachers and the community; (ii) develop a critical mass of curriculum change agents and leaders (e.g. teachers, school heads, teacher-librarians) to enhance the capacity for reform and (iii) act as an impetus to school-based curriculum development.

Students with Special Education Needs (SEN)

Students with SEN include those with intellectual disability, visual impairment, hearing impairment, physical disability, Autistic Spectrum Disorders, Attention Deficit and Hyperactivity Disorder, speech and language impairment and Specific Learning Difficulties.

Trilingual

An ability to use Cantonese, Putonghua and Spoken English effectively.

Whole-school Curriculum Planning

The purpose of whole-school curriculum planning is to help students to achieve the seven learning goals. It involves providing a more broad and balanced curriculum covering the eight Key Learning Areas and five essential learning experiences through school calendar planning and timetabling arrangement, setting priorities for short-term targets of school curriculum development. In the planning process, schools should consider smooth progression in curriculum design, coherence among the Key Learning Areas and flexibility in the learning, teaching and assessment strategies.