

## Collaborative Research & Development (“Seed”) Project for 2019/20

<b>Section</b>	Native-speaking English Teacher (NET) Section
<b>Title of the Project</b>	Let Students Learn through Play – Promoting Active and Pleasurable English Learning through Play in Key Stage (KS) 1
<b>Class Level</b> (Please check and ✓ the appropriate box.)	<input type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u>    P1 – 3    </u>
<b>Brief Description</b> (e.g. Objectives, expected outcomes)	<p>Children learn a lot through play. As stated in the Kindergarten (KG) Education Curriculum Guide (2017), apart from being an ideal mode of activity fostering children’s physical and psychological development, play facilitates the development of creativity, problem-solving skills and versatility, and it also helps children express emotions, build confidence and develop social skills.</p> <p>With the introduction of free quality kindergarten education in 2017/18, there is a critical need to direct more attention to the curriculum interface between kindergarten, where learning through play is a focus, and Key Stage 1, where students experience formal learning of a range of subjects.</p> <p>As far as English learning in kindergarten is concerned, the emphasis is on helping children develop awareness and concepts of English at an early stage, and basic oracy and literacy through the use of an integrated approach that provides relevant experiences and exposure. As to English learning and teaching in Key Stage 1, primary schools in the public sector are to make reference to the central English Language Education Key Learning Area Curriculum Framework and develop a suitable, balanced and coherent English Language Education curriculum that caters for the diverse learning needs of students and enriches their English learning experiences. Schools are encouraged to provide more opportunities for students to use English for purposeful communication both inside and outside the classroom, and to promote the development of strategies, values and attitudes that are conducive to effective, self-directed, and lifelong learning.</p> <p>Apart from exploring ways to enhance the curriculum interface between KG and lower primary education, this “Seed” project aims to promote active and pleasurable learning of English through play in KS1. The objectives of the “Seed” project are to:</p> <ul style="list-style-type: none"> <li>• explore and develop approaches to developing a learning environment conducive to students’ learning of English through play;</li> <li>• develop classroom routines that facilitate the adoption of playful approaches to literacy development;</li> <li>• design, conduct and review English learning activities that promote active and pleasurable English learning through play;</li> <li>• engage participating teachers in developing, using and reviewing strategies for preparing students for, and engaging them in, active and pleasurable learning English through play;</li> <li>• develop students’ creativity, social and collaboration skills, problem-solving skills, self-confidence, self-respect and respect for others; and</li> <li>• develop, use and review strategies for using assessment for and as learning in a play-based learning environment to promote self-directed learning.</li> </ul> <p>The project is to be implemented, reviewed, refined and completed within a three-year time frame. The focus in the first year, 2019/20, will be on promoting active and</p>

	pleasurable English learning through play in P1. Subject to the progress made, the project will extend to P2 in the second year and P3 in the third.	
<b>Key Emphases</b> (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input checked="" type="checkbox"/> Curriculum planning, learning, teaching and assessment strategies <input checked="" type="checkbox"/> Development of generic skills in an integrative approach through learning activities <input checked="" type="checkbox"/> Four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning) <input checked="" type="checkbox"/> Major Renewed Emphases (strengthening values education (including moral and civic education, and Basic Law education), reinforcing the learning of Chinese history and Chinese culture, extending “Reading to Learn” to “Language across the Curriculum”, promoting STEM education and ITE, fostering an entrepreneurial spirit, diversifying life-wide learning experiences (including those for VPET), stepping up gifted education, enhancing the learning and teaching of Chinese as a second language) <input checked="" type="checkbox"/> Others, please specify* : Learning through play, curriculum interface between KG and KS1, catering for learner diversity, self-directed learning, and whole-person development	
<b>Deliverables</b> (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input type="checkbox"/> Exemplars to be used for curriculum documents <input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers <input checked="" type="checkbox"/> Workshops and seminars <input type="checkbox"/> Others (please specify) : _____	
<b>Duration and Nature of the Project</b>	<b>From</b> _____ <b>Sept</b> _____ <b>mm</b> 2019 _____ <b>yy</b> <b>to</b> _____ <b>Aug</b> _____ <b>mm</b> 2020 _____ <b>yy</b> <input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/> <b>Ongoing</b> (started from _____ <b>mm</b> _____ <b>yy</b> )	
<b>Name of Advisor(s) / Consultant(s) to be invited</b>	Not Applicable	
<b>Officer i/c</b>	<b>Name:</b> Ms Winnie SO	<b>Post:</b> CDO(NET)5
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# Please use a separate sheet for each project.

\* e.g. catering for learner diversity, experiential learning, self-directed learning, whole-person development, interdisciplinary learning, etc.