Collaborative Research & Development ("Seed") Project for 2020 – 2022

Enhancing the Progressive Development of Students' Literacy Skills in English Language through Holistic Curriculum Planning at KS2

English Language Education Section
Curriculum Development Institute
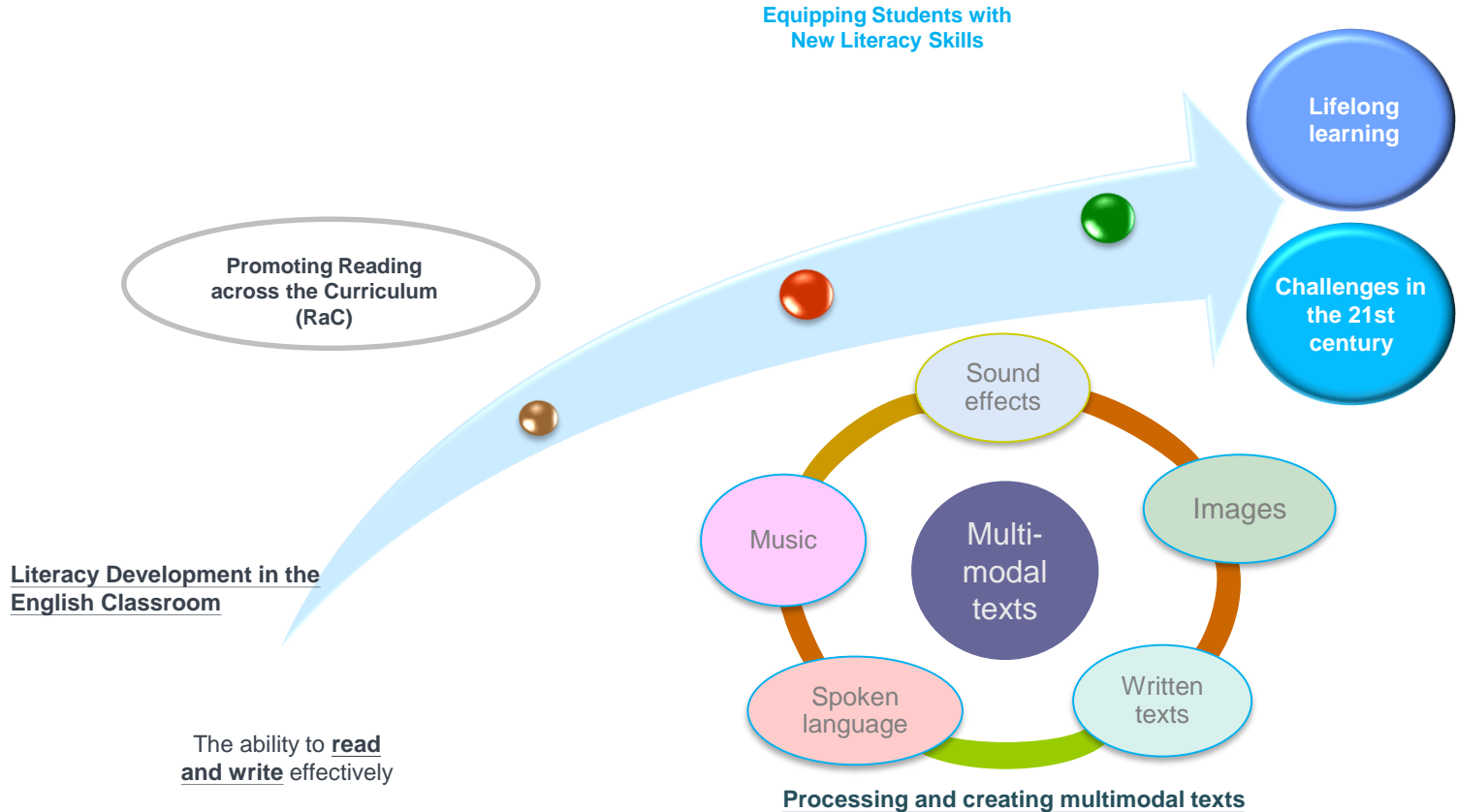Education Bureau
Feb 2020

Project objectives:

> reviewing the **effectiveness** of the **school English Language curriculum** in developing upper primary students' literacy skills;

> **planning the school curriculum holistically and strategically** to ensure effective and progressive development of students' reading and writing skills; and

> **adopting effective teaching strategies**, and designing suitable learning, teaching and assessment activities to implement recent initiatives in English Language education, e.g. reading and creating **multimodal texts**, promoting **Reading across the Curriculum (RaC)** and developing students' **self-directed learning capabilities**

Guiding principles for curriculum planning:

"Work as a team to identify the direction for school curriculum development and set clear focuses (e.g. development of literacy skills) for a **specific year level** *and* **across year levels** *to* **ensure horizontal and vertical alignment** *in curriculum planning."*

English Language Education KLACG (P1-S6) (2017), Chapter 3.1 Guiding principles for curriculum planning p.31

(I) Recent Initiatives – RaC & Multimodal Literacies

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century

Promoting Reading across the Curriculum (RaC)

Literacy Development in the English Classroom

The ability to **read and write** effectively

Multi-modal texts

Sound effects

Images

Music

Written texts

Spoken language

Processing and creating multimodal texts

"Literacy" refers to the **ability to read and write effectively** *to achieve desired goals or outcomes and develop one's knowledge and potential. With the rapid development of IT and social media, "literacy" has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of* **various modes of communication** *(e.g.* **images, animations, sounds, graphics***). Students, therefore, need to be equipped with* **new literacy skills** *to* **process and create multimodal texts** *in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.*

English Language Education KLACG (P1-S6) (2017), p.8

(II) Recent Initiative – Self-directed Learning

In the learning process, teachers can help students:

◆ *learn how to learn;*

◆ *make choices as to what, when and how they want to learn;*

◆ *use a range of language development strategies;*

◆ *carry out self–assessment and reflection; and*

◆ *plan, monitor and evaluate the strategies adopted and their own learning effectiveness, which forms the basis for goal–setting in subsequent tasks or activities"*

English Language Education KLACG (P1-S6) (2017), Chapter 3.2.1 Integrating classroom learning and independent learning, p.33

Common Pitfalls in Curriculum Planning:

◆ Unable to sustain the new initiatives

◆ Unable to ensure vertical and horizontal alignment and faciliate the development of literacy skills progressively

◆ Little room for implementing the new initiatives, e.g. promoting Reading across the Curriculum (RaC) to connect students' learning experiences, processing and creating multimodal texts

Our Plan –
curriculum planning to enhance literacy skills development

◆ Ensuring vertical and horizontal alignment in curriculum planning
◆ Using SWOT analysis for identifying strengths and weaknesses in relevant aspects
◆ Reviewing the existing reading & writing plans and identifying entry points for conducting tryouts with different focuses
◆ Using the Learning Progression Framework as a reference tool

Holistic Curriculum Planning

- Learning and teaching objectives
- Learning and teaching materials
- Language structures
- Text types
- Reading and writing strategies
- Marking focus / assessment criteria
- Providing scaffolding and appropriate challenge for students
- Setting reasonable goals and expected learning outcomes for learners of different abilities

Using SWOT analysis for identifying strengths and weaknesses

Strengths

➢ Teachers are hard-working and creative.
➢ Students are generally well-behaved.
➢ A collaborative lesson planning culture has been in place.

Opportunities

➢ The school-based curriculum needs reviewing to integrate the major emphases in the KLACG.
➢ A school-based reading and writing programme has been implemented in P.1.
➢ The existing grant / funding provides a chance for the school to develop the literacy curriculum.

Weaknesses

➢ Few students can apply **self-learning skills**.
➢ Students have not developed a **reading habit** in English yet.
➢ Students generally **lack appropriate reading skills** and **motivation in reading** in English.
➢ Students have limited exposure to a variety of text types. Their **writing skills are not well developed**. Their writing tends to be poor in organisation and limited in vocabulary.

Threats

➢ Family support in English learning is generally limited.
➢ The learning diversity of students is widening.
➢ Pressure on the school to prepare students for English learning in secondary schools

Coverage of text types

KS1
- stories with 4 pictures
- descriptions
- poems

KS2
- poems
- book reports
- story writing with pictures
- descriptive writing with mind maps

- Progression can be seen in terms of word limits
- General guidelines on number of pieces of writing and word limits
- Suggestions on the L&T strategies which are conducive to the development of students' writing skills
- Allow flexibility for individual teachers to develop class-based writing plans

An example of improving the school-based writing plan

Learning and Teaching Strategies

KS1
- Cross-curricular components
- Creative writing

KS2
- Cross-curricular components
- Creative writing
- Process writing

Possible revisions:
- More L & T strategies can be introduced, e.g. connecting reading and writing experiences
- The progression from KS1 to KS2 in writing skills development is not obvious
- Careful planning is necessary on
  - the coverage of topics, text types
  - organisation
  - language skills & styles

Making reference to **Learning Progression Framework** ATM 1 – 5 to consider progressive development in terms of
- writing topics
- organisation of ideas
- language skills & style

Our Plan –
Learning and Teaching Strategies

Developing students' literacy skills through
- ◆ exposure to **both narrative and information texts**
- ◆ the use of a variety of reading materials, such as printed and multimodal texts
- ◆ Promoting **Reading across the Curriculum (RaC)** and connecting students' reading and writing experiences

Providing support/scaffolding for students to
- ◆ develop vocabulary building strategies
- ◆ understand features of different text types
- ◆ express personal ideas/experience
- ◆ write with imaginative ideas

Catering for learner diversity through
- ◆ encouraging **collaboration among peers**
- ◆ designing a variety of learning activities to suit their **learning styles**
- ◆ giving **choices** & **flexibilities** for students

Developing learners' capabilities in self-directed learning

Developing Literacy Skills through Promoting Reading across the Curriculum in the English Classroom at KS2

Adopting an integrated approach to plan and implement the school English Language curriculum at the primary level

Literacy Skills Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

Reading across the Curriculum

Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom
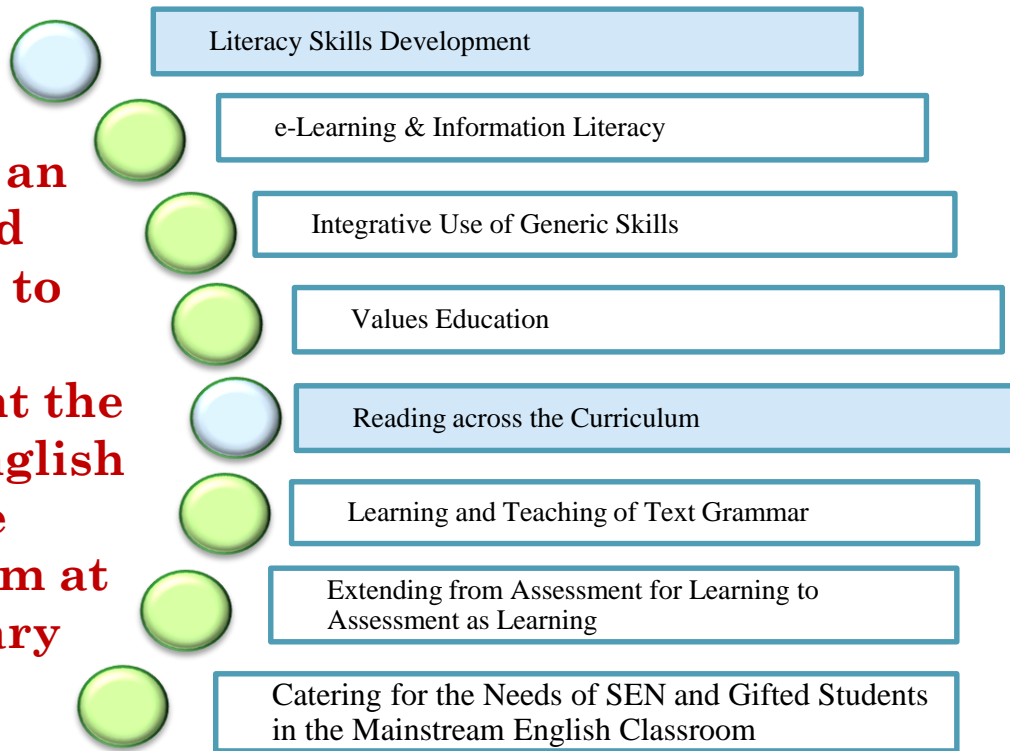
Understanding teachers' roles in promoting Reading across the Curriculum and exploring strategies for promoting Reading across the Curriculum in the English classroom at KS2

Cross-curricular planning

Raising students' awareness of the connection between their learning experiences in the ELE KLA and other KLAs

Tasks:
1. Writing a biography to introduce a famous scientist
2. Doing an experiment and presenting findings

An example of connecting students' reading and writing experiences through promoting Reading across the Curriculum (RaC)

English Language → Identify a **module/unit** for tryout → Identify **reading materials** for connecting students' learning experiences in different KLAs → Design learning activities that help **develop** students' **literacy skills** and **consolidate** the knowledge and skills acquired across KLAs → Design learning activities that provide opportunities for students to **integrate and apply** the knowledge, skills and learning experiences gained in different KLAs → General Studies

P.5 Fantastic people

聲、電、摩擦力

📖 **Read information books about:**
- **the steps and attitudes to investigate scientific phenomena**
- **famous scientists**

📖 **Text structure: sequence, description**

📖 **LPF Reading pointers:**
- locate details that support the main ideas from different parts of a text
- follow ideas by recognising simple text structures and understanding the use of cohesive devices

📖 **LPF Writing pointers:**
- structure the text using paragraphs, including a brief introductory and a concluding statement
- use a range of tenses appropriately, e.g. simple present, simple past, present perfect

Promoting Reading across the Curriculum in the English Classroom at KS2

- Positive attributes of a scientist
- Loving and caring for the animals
- Respect for the environment

- Identify entry points and suitable reading materials

- Develop skills for reading and writing expository texts

Values Education

Integrative Use of Generic Skills

Promoting RaC

e-Learning and Information Literacy

Literacy Development
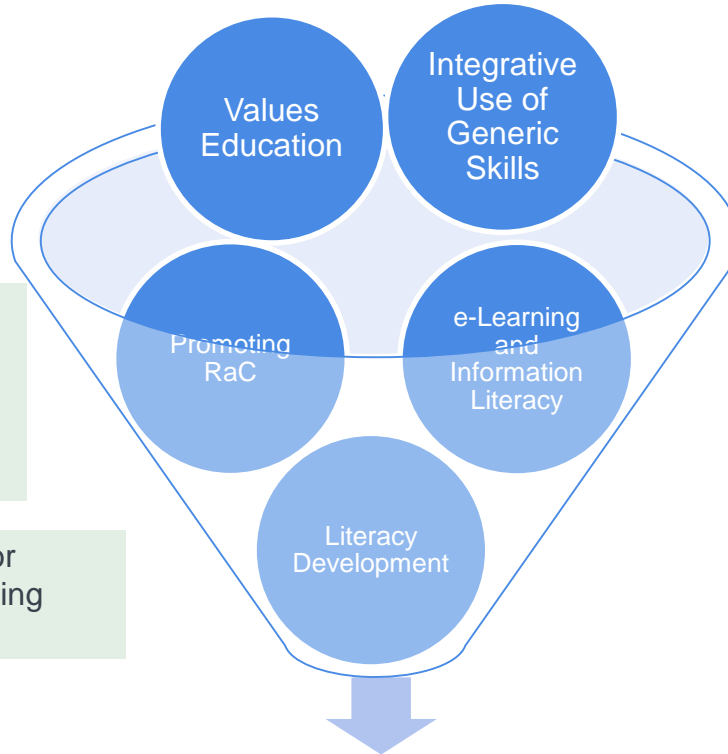
- Holistic thinking skills
- Collaborative problem solving skills

- Process and create multimodal texts
- Extract, organise, synthesise and evaluate information and ideas from different sources

Appreciating the wonder of nature
Language Skills Development

Roles of Teachers

General Studies

Input on and assessment of concepts and knowledge

English Language

Additional input of ideas

Explicit teaching of skills for reading and writing

Teaching of thematic vocabulary and target structures

Assessment of reading and writing skills

Suggestions on ways to promote Self-directed Learning

In order to enable students to take charge of their own learning, the following can be done:

Addressing students' weaknesses identified in "SWOT Analysis"

➢ Teaching of enabling skills such as dictionary skills, research skills, phonics skills and vocabulary building strategies

Few students can apply self-learning skills.

➢ Sharing of learning intention or goals with students

Students have not developed a reading habit in English yet.

➢ Modelling of learning strategies through think-aloud

Students generally lack appropriate reading skills.

➢ Group discussion of sample student work

Students' writing skills are not well developed.

➢ Using different kinds of assessment forms (e.g. KWHL Table, peer assessment checklist) to facilitate self-reflection

Project Code: EE0720

Duration: September 2020 to August 2022

Planning & Implementation of the "Seed" Project

Phase I (Year 1) / Phase III (Year 2)

Development
- To design and develop materials for one unit of work (about 8 – 10 lessons) with the CDI officers

Implementation (1-2 weeks)
- To try out the unit, i.e. the strategies and materials, in at least one level of students (1 level per year, 2 levels throughout the 2-year project)

Phase II (Year 1) / Phase IV (Year 2)

Development
- To design and develop materials for one unit of work (about 8 – 10 lessons) with support from the CDI officers as appropriate

Implementation (1-2 weeks)
- To try out the unit, i.e. the strategies and materials, in at least one level of students (1 level per year, 2 levels throughout the 2-year project)

Evaluation
- To participate in the end-of-the-year evaluation

Seed Schools

Seed schools are expected to:

- nominate 1 experienced and committed English teacher to be **seconded to the English Language Education Section** of CDI for a period subject to mutual agreement;

- identify **two upper primary levels** for implementing the programme;

- consider how discussion and material development can fit into the level's current mode of **collaborative lesson preparation**;

- set aside a period of time in the scheme of work to **try out the project materials**; and

- assist in the **collection of evidence** (covering tryout lessons, classroom observations, interviewing students/teachers) on the processes of change and impact on student learning.

Seconded Teachers

Seconded teachers are expected to:

➢ collect evidence (by supporting classroom observations, including video-recording a substantial number of tryout lessons and interviewing students/teachers) on the processes of change and impact on student learning;

➢ assist in analysing and interpreting the data collected; and

➢ assist in the dissemination of tryout experiences/ good practices.

Application procedures

Refer to Education Bureau Circular Memorandum No. 6/2020 Staff Interflow Schemes 2020

1. Complete Appendix B, Annexes 2 & 3 of Appendix B
2. Complete Appendix C
3. Write up a project proposal

Download the PDF copy of the CM:

https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/seed/whatsnew-2020-21/index.html

Appendix B pp.66&67 of CM 6/2020

Annex 2 of Appendix B p.70 of CM 6/2020

Annex 3 of Appendix B p.71 of CM 6/2020

Education Bureau
Staff Interflow Schemes 2019

School Application Form
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 5/2019 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in box on or before 8 March 2019.

Participation in Collaborative Research and Development ("Seed") Projects
2019/20 School Year

Part I: My school wishes to take part in the following "Seed" Project(s) in 2019/20:
(Please refer to Appendix A(18) for the information on "Seed" projects.)

No.	Title of "Seed" Project	Project Code	Name of CDI Section	Please list all other projects in which the school is participating (e.g. QEF, SBSS, etc.) for CDI's reference.
1.				
2.				
3.				

Part II: School information
School Name :
School Address :

Telephone No. :   Fax No. :
Contact Person: *Mr/Ms
Telephone No. :   Fax No. :
E-Mail Address :

Signature of School Head :
Name of School Head :
                              (in BLOCK letters)
Date :

* Please delete where inapplicable.

EDBCM No. 5/2019

Please provide the following details for each project separately.

Part III: Proposal Details
Please discuss the project that you are applying for with the relevant Section of CDI, and submit a proposal with the following details on A4 sheet(s):

- Title of "Seed" Project with project code
- School particulars (e.g., reasons for conducting the project, commitment of teachers, willingness to share findings with other schools, previous experiences in school-based curriculum projects)
- Proposal details (e.g., objectives, how the project fits in with the curriculum needs of your school,

Part IV: Secondment of Teachers (Please complete this part for "Seed" Projects provided with Seconded Teachers.)

Please tick in the appropriate box below:

☐ My school does not wish to nominate any teacher for secondment to the CDI to participate in its "Seed" Project(s).

☐ My school wishes to nominate the following teacher(s) for secondment to the CDI to participate in its "Seed" Project(s) (please also submit the completed Appendix B and its Annexes 2 and 3 for each teacher nominated).
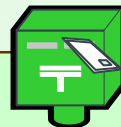
No.	Name of Teacher	Project code (secondment applied for)
1.	*Mr/Ms	
2.	*Mr/Ms	

* Please delete where inapplicable.

EDBCM No. 5/2019

Appendix C
(pp.72 & 73
of CM 6/2020)

Submit a Project Proposal
including the following
- title of "Seed" project with project code
- school particulars
- proposal details
(provide details on A4 sheets)

20

Send your application to:

By post

EDB Human Resources Management Unit
4/F, East Wing, Central Government Offices
2 Tim Mei Avenue, Tamar, Hong Kong
(Application for Staff Interflow Schemes 2020)

or

By hand

Drop-in Box
(Box No.: EDB02
- Staff Interflow
Schemes 2020)

Located at 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong

Deadline for Application:
9 March 2020 (Monday)

Enquiries

Administrative matters:

Ms Christy NG   2892 5824

Professional matters:

Ms Isabella HUNG   2892 5874

THANK YOU