

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:

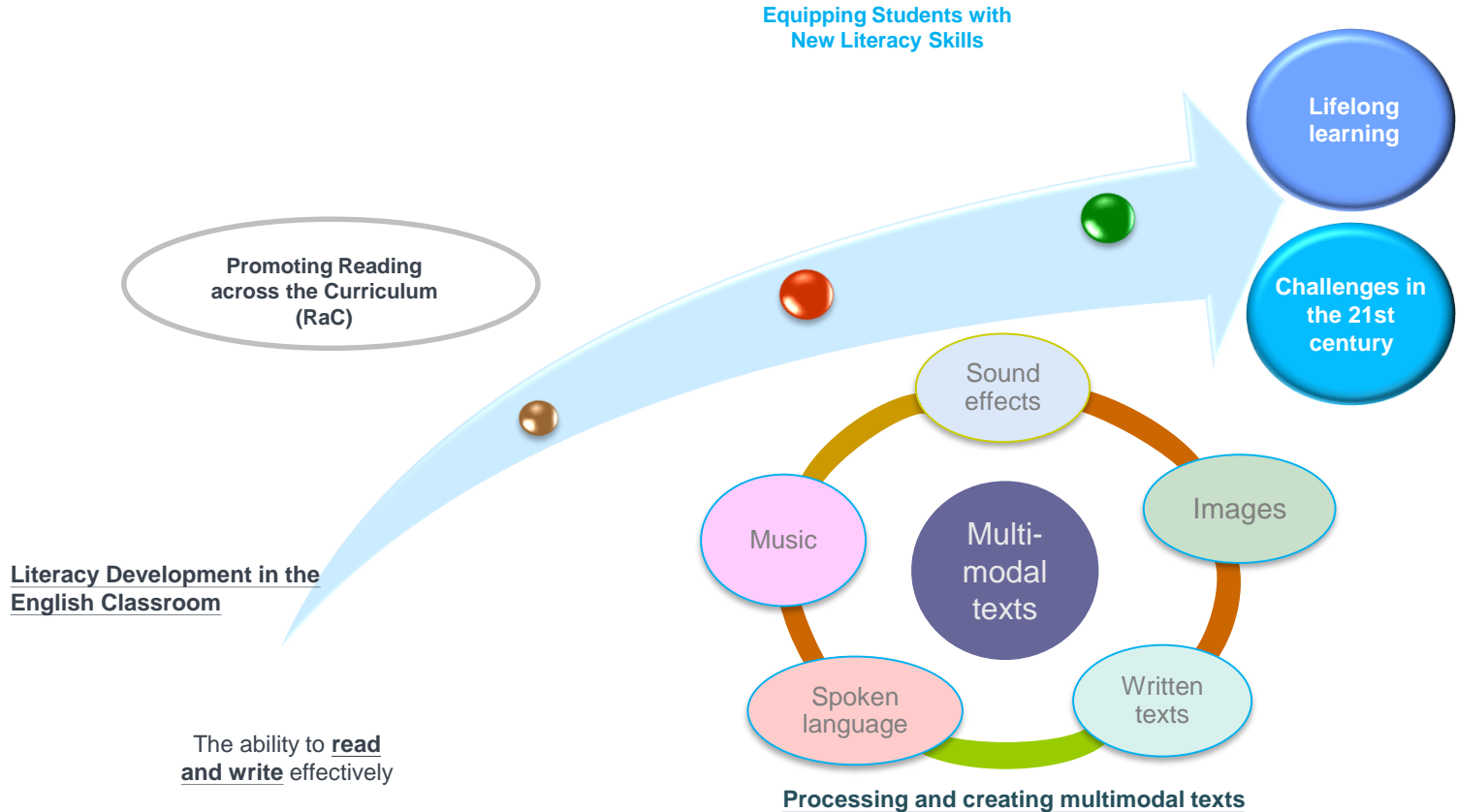
- reviewing the **effectiveness** of the **school English Language curriculum** in developing upper primary students' literacy skills;
- **planning the school curriculum holistically and strategically** to ensure effective and progressive development of students' reading and writing skills; and
- **adopting 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



“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 facilitate 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

An example

S trengths <ul style="list-style-type: none">➤ Teachers are hard-working and creative.➤ Students are generally well-behaved.➤ A collaborative lesson planning culture has been in place.	O pportunities <ul style="list-style-type: none">➤ 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.
W eaknesses <ul style="list-style-type: none">➤ 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.	T hreats <ul style="list-style-type: none">➤ 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

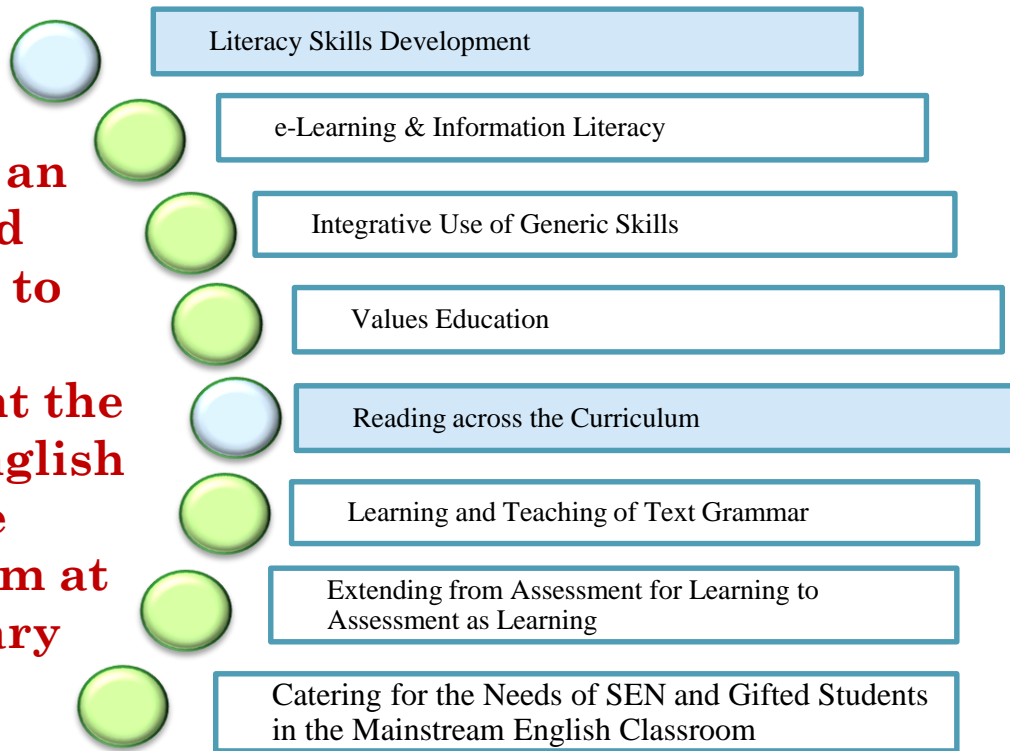
- ◆ encouraging **collaboration among peers**
- ◆ designing a variety of learning activities to suit their **learning styles**
- ◆ giving **choices & flexibilities** for students

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



Understanding **teachers' roles in promoting Reading across the Curriculum** and exploring strategies for promoting Reading across the Curriculum in the English classroom at KS2

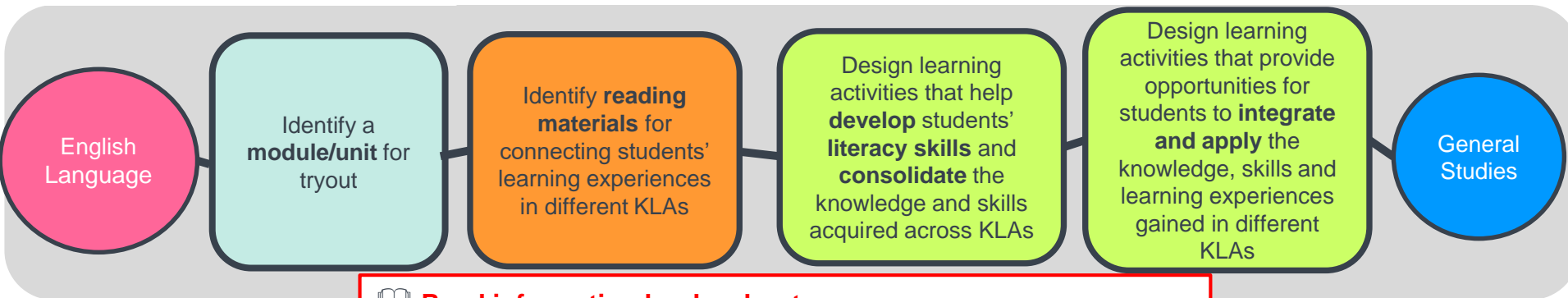
Cross-curricular planning

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)



P.5 Fantastic people



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

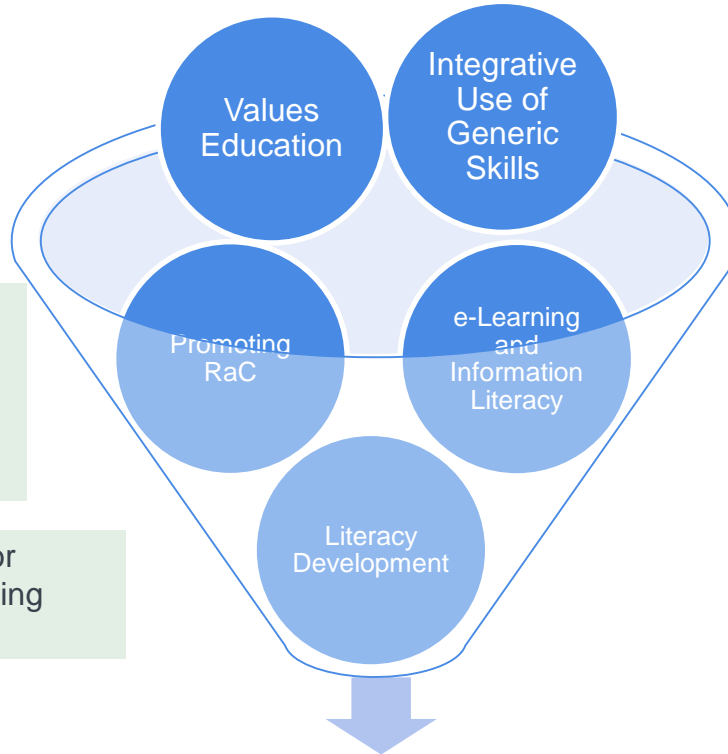
聲、電、摩擦力

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



- Holistic thinking skills
- Collaborative problem solving skills

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

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:

- Teaching of enabling skills such as dictionary skills, research skills, phonics skills and vocabulary building strategies
- Sharing of learning intention or goals with students
- Modelling of learning strategies through think-aloud
- Group discussion of sample student work
- Using different kinds of assessment forms (e.g. KWHL Table, peer assessment checklist) to facilitate self-reflection

Addressing students' weaknesses identified in "SWOT Analysis"

Few students can apply self-learning skills.

Students have not developed a reading habit in English yet.

Students generally lack appropriate reading skills.

Students' writing skills are not well developed.

Project Code: EE0720

Duration: September 2020 to August 2022

Planning & Implementation of the “Seed” Project

Phase I
(Year 1)

Phase III
(Year 2)

Phase II
(Year 1)

Phase IV
(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)

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

**Education Bureau
Staff Interflow Schemes 2020
Application Form**

Please read Education Bureau (EDB) Circular Memorandum No. 6/2020 carefully before filling in the form. The part in the Human Resources Management Unit of EDB at 4/F, East Wing, Central Government Offices, 1, Road in the Education Bureau's Strategic Area (also see: EDBEC - Staff Interflow Schemes 2020) under Government Offices, 1 Tsim Mei Avenue, Tsim Mei Tung, Hong Kong. Please specify "Application for Interflow" arrangement in connection to September/October 2020. Attach each EDBEC and EDBEC's application and

Personal Particulars

Name in English: (Mr/Ms) _____ (Surname) _____
 Name in Chinese: _____ EDBEC No.: _____
 Subjective Rank: _____ E-mail: _____
 Employment Term: _____ employed on "permanent/probation/initial/semi-civil service"
 Residential Address: _____
 Tel.: (Day) _____ (Evening) _____
 Fax: _____

Parent School/Office

Name of School/Section: _____
 Office Address: _____
 Tel.: _____
 Fax: _____ School Level (if applicable): * Primary/Sec

Academic and Teacher Qualifications:

Qualification Obtained: _____ Major/Minor Elective Subjects: _____ Name of School: _____

Experience in Education Profession

Name of School/Section	Post	Period of Service (mm/yy - mm/yy)	Major Duties (mm/yy - mm/yy)

Experience of Interflow to EDB or former Education and Manpower Bureau Education

Name of School/Section	Post	Period of Service (mm/yy - mm/yy)	Major Duties (mm/yy - mm/yy)

Brief Description (with duration) of Other Related Experience (e.g. subject design and development, research, IT project, SAMs administration, student discipline)

Positions Held	Period of Service (mm/yy - mm/yy)

Knowledge of Computer Software Packages/Programmer:

* Please delete where inapplicable.
 Note: For non-government school teachers, please refer to the ranking as provided on a pro-rata basis.

**Appendix B
Page 1 of 2**

Choice of Interflow Arrangements (Please insert "✓" in the appropriate box(es))

Annual Teacher Secondment Exercise - for school heads and teachers from government, subsidised or DSS schools:
☐ I wish to be selected for the secondment position(s) (please choose only one from below):
☐ specified in Appendix A(1) to A(4).
☐ under the "Seed" Projects specified in Appendix A(5).
☐ under the IT in Education Centres of Excellence Scheme specified in Appendix A(6).

Scheme of Voluntary Postings to Schools - for EDB non-teaching departmental grade officers at basic rank:
☐ I wish to be considered for teaching duties in a government-aided school. Only completed Annex 2 of this Appendix is attached. I am qualified to teach the following subject(s) and level(s):

Order of preference	Subject(s)	Level	Type of school preferred
1.			* Government/Aided
			* Government/Aided

Cross-grade Posting Scheme - for EDB departmental grade (either teaching or non-teaching) officers:
☐ I wish to be considered for cross-grade posting to take up teaching duties. I am qualified to teach the following subject(s) and level(s):
(Only officers from 2004/05 school year, non-teaching departmental grade officers who wish to take up postings to school heads should obtain the Certificate of Professional Development for Teaching staff.)

Order of preference	Subject(s)	Level
1.		

☐ I wish to be considered for cross-grade posting to the following non-teaching positions outside my own grade:

Order of preference	Name of work preferred	Division/Section
1.		

Additional Information

Please provide any other relevant information that you think will be useful to your application. For example, you may elaborate on: you think you are suitable for interflow, and in what ways and how you will contribute to improve overall education service and student learning through the interflow opportunity.

I wish to be considered for posting to areas other than those production(s) indicated above under other interflow arrangements as detailed appropriate to EDB. * YES/NO

Declaration by Applicant (Please insert "✓" in the appropriate box(es))

I accept the terms and conditions of interflow as set out in EDBCM No. 6/2020. I understand that it is my responsibility to provide accurate information required in this form and to report to EDB immediately any subsequent changes to the information provided in this form that may affect my eligibility or suitability for interflow. I also:

- ☐ have myself as my contact point for at least two years before the date of commencement of interflow.
- ☐ on completion of interflow, will have more than three years to serve before reaching the age of normal retirement.
- ☐ have not joined any interflow schemes for the past five years.

Signature of Applicant: _____ Rank: _____
 Date: _____

Application under the Staff Interflow Schemes administered by EDB. It may be declined to handle application and proposed action related to staff interflow. You have the right to appeal with the provision of the Personal Data (Privacy) Ordinance. For signature, please use a correct email address only.

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

**Education Bureau
Staff Interflow Schemes 2020
Annual Teacher Secondment Exercise (2020/21 school year)**

**Annex 2 of Appendix B
Page 1 of 1**

Application for Collaborative Research and Development ("Seed") Projects
(To be completed by the applicant whose school applies for participation in the "Seed" Projects)

A. Project applied for

Project Code	Title of "Seed" Project

B. Teacher's expectations of participation in the above "Seed" Project
 Please use the space below or separate A4 sheet(s) to provide details of your expectations with regard to the following aspects:

1. Benefits to self/students/schools
2. Training/support needed
3. Difficulties envisaged
4. Others

Signature of Applicant: _____

(Name): _____

EDBECM No. 6/2020

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of CM 6/2020

**Annex 3 of Appendix B
Page 1 of 1**

**Education Bureau
Staff Interflow Schemes 2020
Recommendation by Head of Division/School**

Completion of this Annex (i.e. Annex 3) is required for applications for teacher secondment commencing August/September 2020 and for voluntary postings to schools by EDB non-teaching departmental grade officers at basic rank. This form should be completed by the school head (for applications from school teachers), the applicant's supervisor (for applications from school heads), or the division head (for applications from non-teaching grade officers at basic rank).

Name of Applicant: _____ (Name) _____ (Rank)

Supervisor's Remarks:

What are your views on the applicant's suitability for secondment to EDB/posting to a school?

What are your views on the applicant's strengths/areas for improvement and his/her potential for career development?

Priority number of this application (if more than one application is submitted from the same division/school): _____

Do you support this application? Please insert "✓" in the appropriate box.

☐ Yes, I support this application. To the best of my knowledge, the applicant can be deployed to work for the interflow position he/she applies for. I accept the terms and conditions of interflow set out in EDBCM No. 6/2020.

I understand that:


- it is my responsibility to report to EDB any subsequent changes to the applicant's terms and conditions of employment, duty/working commitment or approved leave schedule which may affect the applicant's eligibility or suitability for interflow.
- there will be no acting appointment to cover the absence of the officers released for interflow.

☐ No, I do not support this application. Reason(s): _____

Please indicate your acceptance to the relief arrangement by inserting "✓" in only one of the following boxes:

☐ **Application for participation in the Annual Teacher Secondment Exercise**
 I am willing to receive funding for employing a substitute teacher at the basic rank^(*) (at the actual salary level if the applicant is at the basic rank) as relief arrangement.

☐ **Application for voluntary posting to schools for non-teaching departmental grade officers at basic rank**
 I am willing to receive funding (up to the minimum salary point of the teacher post) for employing non-civil service contract staff.


 Signature of supervisor (School/Division): _____
 Division/School: _____
 Tel.: _____

* Please delete where inapplicable.
 Note: For non-government school teachers, please refer to the ranking as provided on a pro-rata basis.

EDBECM No. 6/2020

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

Education Bureau
Staff Interflow Scheme 2019
School Application Form
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 52019 before filling in this form. The completed application form should be sent by post to the Human Resources 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. Applications for Interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 March 2020.

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(I)) 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, SBS, 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.

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, etc.)

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

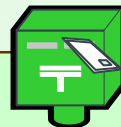
No.	Name of Teacher	Project code (secondment applied for)
1.	*Mr/Ms	
2.	*Mr/Ms	

* Please delete where inapplicable.

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

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)**

**Submit a Project Proposal
including the following**

- title of "Seed" project with project code
- school particulars
- proposal details

(provide details on A4 sheets)

Enquiries

Administrative matters:

Ms Christy NG 2892 5824

Professional matters:

Ms Isabella HUNG 2892 5874

THANK YOU