Briefing Session on the Ongoing Renewal of the School Curriculum: Updating of the Secondary Education Curriculum Guide (SECG)

January 2017
Curriculum Development Council
Content

• Background of the ongoing renewal of the school curriculum

• Celebrating student achievements in the “Learning to Learn” curriculum reform

• Recommendations on whole-school curriculum for schools
  • The central school curriculum framework
  • Updated seven learning goals (shaping qualities expected of secondary graduates)
  • Integrative use of generic skills, values and attitudes across the curriculum
  • Renewed Four Key Tasks
  • Ongoing / future direction of curriculum development
  • Major renewed emphases (MRE) at the junior secondary level and beyond

• Planning tools for whole-school curriculum planning

• Way Forward
Background of the ongoing renewal of the school curriculum
Ongoing Renewal of the School Curriculum

1. Respond to local, regional and global contextual changes

2. Build on existing strengths and practices of schools

3. Curriculum enhancement to benefit student learning
Ongoing Renewal of the School Curriculum

- Learning to Learn Report (2001)


- 8 KLA Curriculum Guides

- Various Subject Curriculum Guides

- BECG 2014 基础教育课程指引 (小一至小六)

- SECG 2017 中學教育課程指引 (2017 onwards)

- KLA Curriculum Guides 学習領域課程指引

- Subject curriculum guides/ supplements 科目課程指引／補充文件
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<td>Booklet 6A</td>
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<td>Booklet 6B</td>
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</tr>
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<td>Booklet 6C</td>
<td>• Project Learning</td>
</tr>
<tr>
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<td>Booklet 10</td>
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<td>Booklet 11</td>
<td>Professional Development and Schools as Learning Organisations</td>
</tr>
</tbody>
</table>
Recommendations on whole-school curriculum for schools
The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students’ needs.

Multiple pathways

Nurturing lifelong & self-directed learning capabilities

Fostering whole-person development

Seven learning goals

Values & attitudes

Generic skills

Moral and Civic Education

Intellectual Development

Community Service

Physical and Aesthetic Development

Career-related Experiences

Knowledge

Values & attitudes

4 core subjects:
Chinese Language,
English Language,
Mathematics & Liberal Studies

2 or 3 electives:
a) 20 elective subjects;
b) Applied Learning; &
c) Other Languages

Other Learning Experiences
(incl. MCE, CS, CRE, AD & PD)

Major renewed emphases (MRE):

STEM education & ITE, Values education (incl. MCE & Basic Law education), etc

Generic skills

Basic Skills

Communication Skills

Mathematical Skills

IT Skills

Thinking Skills

Critical Thinking Skills

Creativity

Problem Solving Skills

Personal & Social Skills

Self-management Skills

Self-learning Skills

Collaboration Skills

Values & attitudes

Level

Secondary 4-6

Secondary 1-3

Primary 1-6

Kindergarten*

Knowledge

Chinese Language Education

English Language Education

Mathematics Education

Personal, Social & Humanities Education

Science Education

Technology Education

Arts Education

Physical Education

General Studies

Language

Early Childhood Mathematics

Self & Society

Nature & Living

Arts & Creativity

Physical Fitness & Health

* Based on the soon-to-be-released “Kindergarten Education Curriculum Guide” (2017)
Revised Seven Learning Goals of Secondary Curriculum

To enable students to
1. become an informed and responsible citizen with a sense of **national and global identity**, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society
2. acquire and construct a **broad and solid knowledge base**, and to understand contemporary issues that may impact on students’ daily lives at personal, community, national and global levels
3. become proficient in **biliterate and trilingual communication** for better study and life
4. develop and apply **generic skills** in an integrative manner, and to become an **independent and self-directed learner** for future study and work
5. use information and **information technology** ethically, flexibly and effectively
6. understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
7. lead a **healthy lifestyle** with active participation in physical and aesthetic activities, and to appreciate sports and the arts
# Integrative Use of Generic Skills

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal and Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Creativity</td>
<td>Self-learning Skills</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
</tr>
</tbody>
</table>
## Junior secondary education – suggested time allocation

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Component of the JS Curriculum</th>
<th>% of Time Allocation</th>
<th>No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>17-21%</td>
<td>468-578</td>
<td></td>
</tr>
<tr>
<td>English Language Education</td>
<td>17-21%</td>
<td>468-578</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>12-15%</td>
<td>331-413</td>
<td></td>
</tr>
<tr>
<td>Science Education</td>
<td>10-15%</td>
<td>276-413</td>
<td></td>
</tr>
<tr>
<td>Personal, Social and Humanities Education</td>
<td>15-20%</td>
<td>413-551</td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>8-15%</td>
<td>220-413</td>
<td></td>
</tr>
<tr>
<td>Arts Education</td>
<td>8-10%</td>
<td>220-276</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>5-8%</td>
<td>138-220</td>
<td></td>
</tr>
</tbody>
</table>

### Sub-total of the lower range of lesson hours over 3 years

<table>
<thead>
<tr>
<th>%</th>
<th>92%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Across Key Learning Areas</th>
<th>Flexible time for enhancing whole-person development across KLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility is provided for values education, additional common reading time, other life-wide learning experiences, etc</td>
<td>About 220 hours over 3 years</td>
</tr>
</tbody>
</table>

**Students’ entitlement:**

A broad and balanced curriculum
<table>
<thead>
<tr>
<th>Component of the SS Student Programme</th>
<th>% of Time Allocation</th>
<th>No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four Core Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chinese Language</td>
<td>45-55%</td>
<td>1 125 – 1 375</td>
</tr>
<tr>
<td>• English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Liberal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two to Three Elective Subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 20 Subjects from KLAs</td>
<td>20-30%</td>
<td>500 – 750</td>
</tr>
<tr>
<td>• Over 30 Applied Learning courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 6 Other Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Learning Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Moral and Civic Education</td>
<td>10-15%</td>
<td>250 – 375</td>
</tr>
<tr>
<td>• Community Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Aesthetic Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career-related Experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OLE is a core component of SS curriculum for whole-person development
Renewed Four Key Tasks since 2001

- Reading to Learn: Towards Reading across the Curriculum
- Moral & Civic Education
- Project Learning
- IT for Self-directed Learning
Ongoing/Future direction for curriculum development

• STEM education

• Information Technology in Education (ITE)

• Vocational and Professional Education and Training (VPET)

• Language across the Curriculum (LaC)

• Values education (including Moral and Civic education, Basic Law education, life education)

• Entrepreneurial spirit （開拓與創新精神）
Major renewed emphases (MRE) at JS level and beyond

- 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
- Stepping up **gifted education**
- Enhancing the **teaching of Chinese as a second language**
Values Education

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others
- Basic Law education
- Life education
- Environmental education
- Human Rights education
- Media education
- Road Safety education
- Sex education
- Health & Anti-drug education
Basic Law education (BLE):
- To strengthen students’ thinking skills and nurture positive values and attitudes including the following:
  - Rule of law
  - Justice
  - Democracy
  - Freedom
  - Human rights
  - Equality
  - Rationality

- To enable students to understand its importance and the principle of “one country, two systems”
# Lesson time

<table>
<thead>
<tr>
<th>Topics/themes related to the Basic Law</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Society (L&amp;S)</td>
<td></td>
</tr>
<tr>
<td>(or an independent module for schools not offering L&amp;S)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics/themes relevant to Basic Law education</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese History*</td>
<td></td>
</tr>
<tr>
<td>History*</td>
<td>10 hours</td>
</tr>
<tr>
<td>Geography</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

* Based on the proposed revised curriculum under consultation. As curriculum revision is an ongoing process, schools should implement the most recent curriculum guides prepared by the CDC with regard to the contents and time allocated to KLA/subjects/topics related to Basic Law education.
## 初中《憲法與基本法》的核心課程／單元

<table>
<thead>
<tr>
<th>核心內容</th>
<th>憲法的相關條文</th>
<th>課時</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 「一國兩制」的歷史背景、《基本法》的憲制地位、制定和公佈過程</td>
<td>● 第31條【國家設立特別行政區；特區的制度由全國人大以法律規定】  ● 第62條（13）【全國人大決定特別行政區的設立及其制度】  ● 第80條【國家主席根據全國人大的決定公佈法律】</td>
<td>1</td>
</tr>
<tr>
<td>2. 中央與香港特別行政區的關係</td>
<td>● 第59條【全國人大由省、自治區、直轄市、特別行政區和軍隊選出的代表組成】</td>
<td>1</td>
</tr>
<tr>
<td>3. 《基本法》的解釋和修改</td>
<td>● 第67條（4）【全國人大常委會解釋法律】  ● 第62條（13）【全國人大決定特別行政區的設立及其制度】</td>
<td>1</td>
</tr>
<tr>
<td>4. 香港居民的基本權利和義務</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>5. 香港特區政治體制的基本特點</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6. 《基本法》與公共財政</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>7. 《基本法》如何保障香港的金融和貿易發展</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8. 《基本法》與日常生活</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9. 對外事務</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>總課時</strong>：</td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
## 推行初中《憲法與基本法》單元課程

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>網上發佈</td>
<td>• 形式為電腦簡報，讓教師下載在課堂使用</td>
</tr>
<tr>
<td>學校試行</td>
<td>• 【中文版】 (計劃2017年3月-4月供三間學校試教；2017年6月供網上下載使用)</td>
</tr>
</tbody>
</table>
| 推行模式   | • 為初中沒有開設生活與社會科相關單元的學校，提供15小時的獨立《憲法與基本法》單元課程。學校可同時運用其他現成教學資源，
              ♦ 將《憲法與基本法》單元融入初中德育及公民教育課程內教授；
              ♦ 以獨立單元模式教授；及／或
              ♦ 在施教時，將《憲法與基本法》單元的內容與相關的個人、社會及人文教育學習領域科目結合 |
| 支援配套   | • 《基本法》中學教師知識增益網上課程【中文版，預計需15小時】 (計劃2017年4月-5月試用；2017年6月開辦第一期) |
|            | • 《基本法》中學生網上自學課程【中、英文版，預計需15小時】 (計劃2017年7月試用；2017年10月啟用) |
Strengthening Professional Development

1. **Principals** (including courses for newly appointed and aspiring principals)

2. **Teachers** (including courses for pre-service, in-service and newly appointed teachers)

3. **School Sponsoring Bodies**

4. **Values Education Learning Circle** (lesson demonstration and school-based professional development)

5. **Regular seminars / workshops** (in collaboration with subjects / key tasks)
   - General Studies at the primary level
   - Life and Society
   - Liberal Studies
   - Chinese History
   - Moral and Civic Education…
Reinforcing the learning of Chinese history and Chinese culture

The study of **Chinese history and Chinese culture**
Reinforcing *foundation knowledge and developing values* on which students understand their own country and progress towards developing their sense of national identity

<table>
<thead>
<tr>
<th>All KLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese history and Chinese culture are covered in all KLAs, e.g. Chinese culture is one of the nine strands of Chinese Language Education KLA</td>
</tr>
</tbody>
</table>

The study of **Chinese History (compulsory)**
Reinforcing *foundation knowledge and developing values* on which students understand their own country and progress towards developing a sense of national identity

<table>
<thead>
<tr>
<th>PSHE KLA (JS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% of total lesson time should be devoted to the teaching of <strong>Chinese History</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent subject mode:</th>
<th>Chinese History is taught as an independent subject (currently adopted by most schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated curriculum mode:</td>
<td>Chinese history should be a core topic</td>
</tr>
<tr>
<td>One-history mode:</td>
<td>the study of Chinese history and world history through one single subject</td>
</tr>
</tbody>
</table>
Extending “Reading to Learn” to “Language across the Curriculum” (LaC)

**Reading across the Curriculum**

- Effective use of a variety of texts to encourage deep reading, connect students’ learning experience and broaden their knowledge base
- Leveraging on e-reading resources with multimodal features to facilitate understanding and enjoyment
- Devising a holistic plan to mobilise different stakeholders and arrange time for cross-curricular reading

**Language across the Curriculum**

- Setting up an LaC Committee to set direction and oversee the implementation
- Enhancing collaboration between KLAs
- Making use of the 8% of the flexible lesson time at JS level for LaC activities

**Literacy skills development**
Enhancing the teaching of Chinese as a second language

- The “Chinese Language Curriculum Second Language Learning Framework” has been introduced since 2014/15 to help non-Chinese speaking (NCS) students overcome the difficulties of learning Chinese as a second language.

Chinese Language Curriculum Second Language Learning Framework

- Learning progress in small steps
- Bridging over to mainstream Chinese classes
- Learning aspirations under multiple pathways
Vocational and Professional Education and Training (VPET)

• Rebranding of Vocational Education and Training in HK
• Playing a key role in providing students of different intelligences with multiple pathways

VPET in Secondary Education

• Life-wide Learning (LWL) and Other Learning Experiences (OLE)
• Applied Learning (ApL)
  – deepens vocational and professional education
  – six areas of studies with practical learning linked to broad professional and vocational fields
  – offers context for developing beginners’ skill sets and career-related competencies
  – prepares students for further studies and future employment
Promotion of STEM Education

Six strategies

1. **Updating the curricula of the KLAs** concerned with the focus on nurturing students’ creativity, collaboration, problem solving skills and innovativeness through student-centred pedagogies

2. Strengthening the provision of **quality learning experiences** to students through support to schools on whole-school curriculum planning and collaboration with relevant organisations

3. Offering KLA-based and **cross-KLA resource materials** to schools

4. Strengthening the **professional capacity, knowledge transfer** and cross-fertilisation among schools and teachers

5. Synchronising the contributions from different **community key players**

6. Adopting actions to review the development of STEM education, **consolidate the good practices** for dissemination and generate knowledge for transfer
The Fourth Strategy on IT in Education (ITE4): Unleashing students' learning power

1. Enhancing schools' IT infrastructure
   (WiFi infrastructure and acquire mobile computing devices)

2. Enhancing quality of e-learning resources
   (e-textbooks, EDB One-stop Portal, resource@HKEdCity, etc)

3. Renewing curriculum and transforming pedagogies
   (adoption of innovative pedagogies and Information Literacy (IL) framework in schools)

4. Capacity building
   (PDPs, conferences, CoE school-based support, community of practice)

5. Collaboration with stakeholders
   (parent education, e-safety and health education/counselling)

6. On-going research and evaluation
   (ITE4 survey, case study)
1. Enhancing schools' IT infrastructure
   (WiFi infrastructure and acquiring mobile computing devices)

2. Enhancing quality of e-learning resources (e-textbooks, EDB One-stop Portal, resource@HKEdCity, etc)

3. Renewing curriculum and transforming pedagogies (adoption of innovative pedagogies and Information Literacy (IL) framework in schools)

4. Capacity building (PDPs, conferences, CoE school-based support, community of practice)

5. Collaboration with stakeholders (parent education, e-safety and health education/counselling)

6. On-going research and evaluation (ITE4 survey, case study)

**Infrastructure**
- WiFi infrastructure
- Mobile computing devices

**Promotion of e-Learning**
- Use of e-learning resources / tools and e-textbooks
- Innovative Pedagogies

**Personalised Learning**
- Learning Management System
- 1:1 Computing / BYOD
### Essential Qualities

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessing Creativity and Innovativeness</td>
<td>Junior Secondary: Cross-curricular collaboration, Life-wide learning, etc</td>
</tr>
<tr>
<td>Taking Initiative and Responsibilities</td>
<td>Senior Secondary: Economics, Applied Learning, OLE, etc</td>
</tr>
<tr>
<td>Taking Calculated Risks</td>
<td></td>
</tr>
<tr>
<td>Upholding Perseverance</td>
<td></td>
</tr>
<tr>
<td>Seizing Opportunities</td>
<td></td>
</tr>
</tbody>
</table>
Diversifying Life-wide Learning (LWL) Experiences

LWL:
- student learning in authentic settings to achieve targets that are harder to attain in ordinary classroom settings
- strategies to help students acquire the 5 essential learning experiences for enhancing their whole-person development
- supporting student learning in core and elective subjects at the SS level, and carried out through Other Learning Experiences (OLE)

Emphases:
- promoting quality reflection on learning experiences for deep learning
- supporting exploration of opportunities for quality physical and aesthetic education to nurture students’ confidence, perseverance and aesthetic appreciation
- making use of the Mainland exchange opportunities to strengthen students’ understanding of our country’s development through personal experience
Stepping up Gifted Education: A means to embrace learner diversity

- To serve the needs of all students to fully realise their potential and to nurture the gifted/higher ability students strategically.

Gifted Education (JS)

An inclusive approach adopting three levels of engagement under the Three-tier operation mode of Gifted Education

- **Level 1**
  - School-based (Whole-class)
  - 1A: Infusion of GE elements
  - 1B: Differentiation of regular curriculum

- **Level 2**
  - School-based (Pull-out)
  - 2C: General enrichment (e.g., affective education, leadership training)
  - 2D: Extension in specific domain (e.g., scientific investigation, poetry, leadership training)

- **Level 3**
  - Off-site
  - 3E: Special educational services/Off-site support

From General Enrichment to Specialised Learning
Planning tools for whole-school curriculum planning
The 5-stage cycle in curriculum planning

1. Context analysis
   Set direction, priorities and major concerns

2. Curriculum planning & deploying resources
   Set goals & initiatives; Cautious, deliberate & collective planning; Utilise resources flexibly

3. Implementing the curriculum
   Adopt a whole-school approach & wide range of strategies and make adjustments when necessary

4. Continuous monitoring
   Facilitate understanding and collect data; Propose timely measures and attend to needs

5. Review & Evaluation
   Make good use of information (e.g. APASO) and Reliable and precise evaluation system
Planning tools for schools

A checklist for review

A checklist for curriculum planning

Four levels of curriculum planning

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### Checklist for Curriculum Planning

Schools may refer to the following checklist and determine strategies in contexts.

**Checklist on the Implementation Strategies**

- Understanding students’ learning needs and culture
- Understanding the latest development trends in education
- Strengthening leadership in whole-school curriculum development
- Fostering connection between the Four Key Tasks and the Major Renewed Emphases at the JS Level
- Strengthening cross-curricular and interdisciplinary linkage

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**Figure 2.18: Four Levels of Curriculum Planning**

- **Whole-school level**
- **KLA level**
- **Year level**
- **Class level**
Way forward
Way forward

- To issue **SECG (Booklets 1-11)** and upload it to the EDB website for schools’ reference in April / May 2017

- To issue **publicity materials**, e.g. whole-school curriculum framework

- To conduct a **pilot workshop** for school leaders on the practical use of the SECG and collect feedback from schools, and to conduct **workshops for school leaders** of all secondary schools on the practical use of the SECG and continue to collect feedback from schools

- To run **KLA-based PDPs** to illustrate how the ongoing / future direction of curriculum development could be implemented in KLA/subject level

- To **collect examples** of secondary schools on different facets of curriculum planning and implementation for sharing of good practices

- To continue to use feedback to **improve** supporting strategies and **renew** the whole school, KLA and subject curricula as appropriate
Thank You