NET
SCHEME NEWS

Awakening Possibilities

Innovate

Collaborate

Create

20th Anniversary of the ENET Scheme Conference 23 June 2018

Primary Literacy Programmes - Celebration-cum-briefing 16 March 2018

"Opportunity dances with those already on the dance floor." – Harriet Jackson Brown Jr.

As educators, we see it as our mission to create opportunities for our students to learn and improve, and more importantly, to enable them to make the most of the opportunities provided to grow and shine. In this issue of the NET Scheme News, we have contributions from our frontline partners and NET Section colleagues that examine from various perspectives how we can fulfil this mission. The range of experiences shared underlines the importance of lifelong learning, reflective practice and professional partnerships in our teaching profession. With our commitment to lifelong learning and reflective practice, we learn more about students' diverse needs and ways to address those needs; we understand more about how the changes brought forth with the advancement of technology are impacting learning and teaching and how we can help our students and ourselves cope with and capitalise on those changes; we also see our limitations and hence the need to build professional partnerships so that we have better support and more means to foster our students' whole-person development and our own professional growth.

In the article titled 'Hands on Stage', Ms Gina Green, Regional NET Coordinator, recounts how the sustained effort of the Regional NET Coordinating Team (RNCT), together with that of our frontline partners and the valuable input of our consultant, brought about noticeable improvements in student performances in the puppetry competition for secondary schools in May 2017. Her observation was echoed by Mr Nigel Pearson, the NET at Shek Lei Catholic Secondary School, who shared this remark about the transformation he saw in his students: "'Hands on Stage' transformed my students from the meek and the timid. They found their voices, formed a united team and gained a new sense of

ownership and responsibility." While opportunities were provided for students to learn and shine, without the joint and committed effort of the RNCT, the participating teachers and the consultant, such opportunities would not have been transformative and the performance tent would have remained just another lifeless prop on stage.

"In the 21st century, anyone who cannot handle multimodality is illiterate." This quote shared by Mr William Cheng, Senior Curriculum Development Officer of the NET Section, in his article "My Life as a Multimodal Text Native", speaks volumes about how the expanding definition of literacy is shaping the way language education is designed and delivered. To those with a growth mindset, the rapid changes that technology brings are not only challenges, but also possibilities with which we can make learning more relevant and engaging. To respond to and capitalise on these changes, on top of foundational literacy, we also promote new literacies, such as multimodal literacy and information literacy. Alongside the introduction of "Development of Text Sets" as another primary literacy programme, we have implemented collaborative research and development projects on the use of multimodal texts at both primary and secondary levels. The "Critical Reading and Writing" project, in particular, addresses the need of 21st century learners to cope with and make sense of the massive amount of information that they are exposed to daily. In the article on information literacy, the author and also one of the project coordinators, Ms Julien Hawthorne, examines the challenge facing our students in the Information Age where the spread of half-truths, alternative facts and Internet trolls has regrettably reached an alarming level. Bringing the issue to the fore, Julien stresses the importance of "(educating)

people about how to navigate the dynamics of the information world" and information literacy as "an attitude that involves ethical judgments".

Speaking of new literacies, we are also exploring the possibility of integrating coding with literacy instruction. Through the "Coding to Learn" project, the project team is examining alternative ways for primary students to communicate and collaborate with each other in English while developing and applying their creative thinking and problem-solving skills. Students in the project schools are provided with opportunities to explore, create and share visual and written texts. The photos accompanying the article on the project illustrate these new learning experiences developed for our students.

The need to develop new literacy skills does not overshadow that of fostering students' foundational literacy skills to process information and to acquire, present and create knowledge. Over the years we have been developing, implementing and refining primary literacy programmes to supplement the English Language curriculum in our primary schools. As shared by Mr Nick Ward, the NET at Fuk Tak Education Society Primary School (Sha Tau Kok), where the Space Town literacy programme is implemented, "With solid teaching pedagogy and a structured literacy programme, students are motivated to reach beyond the classroom and into the wide world of the future." As our frontline partner, Nick not only understands the essence of the programme, but also helps expand it with a wide range of interesting and authentic text types to create opportunities for students to broaden their horizons.

In this phase of our curriculum reform, we are exploring the role that English Language Education can play in the territory-wide initiative to promote STEM (Science, Technology, Engineering and Mathematics). In the article "Stepping across the KLAs into STEM: A Kaleidoscopic Adventure", Mr John Hone, Regional NET Coordinator, gives a vivid account of how the challenge of integrating elements of STEM into English learning has been turned into a valuable opportunity to design and implement an extended learning activity that engages students in effective English learning and application of STEM knowledge in CCC Fung Leung Kit Memorial Secondary School.

To achieve the goal of enabling our students to learn with joy and to shine, we need to uphold values such as dedication and perseverance, which Mr Simon Herd highlights in the article on his experience of taking part in the Harbour Race 2017 as an Advisory Teacher of the Education Bureau. We also need strong team work and professional partnerships. We

NET Section team photo 2017

applaud the good team work exemplified by the Junior Curriculum Team in De La Salle Secondary School, N.T. that not only revises the curriculum to make it more student centred, but also engages senior form students as models and change agents. We thank the different parties that have contributed to our professional growth, including the guest speakers in our workshops, cluster meetings and the Induction Programme for newly appointed NETs. We owe our gratitude to our professional partners, including Radio Television Hong Kong and the European Union Office to Hong Kong and Macao, whose unwavering support is instrumental in the success of our competitions like Filmit.

As a professional community, we see it as our obligation to serve the wider community. In this regard, we have been collaborating with the Leisure and Cultural Services Department to implement a well-received English Storytelling for Children Programme since 2015/16. This year we are pleased to have the opportunity to play a part in "C-for-Chinese@JC" Project, which caters for the learning and development needs of non-Chinese speaking children in Hong Kong.

Soon we will be celebrating the 20th anniversary of the Enhanced NET Scheme in Secondary Schools. "Collaborate, Innovate and Create: Celebrating the Past, Awakening Possibilities" will be the theme of the anniversary conference. We welcome suggestions to make this celebration another milestone for the Scheme.

Mr Joe Leung, CCDO (NET)

Last but not least, to promote our cause and services, we are pleased to announce the launch of an e-platform created for the NET Scheme in Hong Kong at http://nets.edb.hkedcity.net/. This will be another dance floor to develop, share and practise innovative steps that make our work more meaningful and engaging. Ready to dance?

Joe Leung
Chief Curriculum Development Officer
NET Section

From animation to story

Coding to Learn (C2L)

Recently the NET Section launched a "Seed" project, Coding to Learn (C2L), to research the links between the learning and teaching of English as a second language and computational thinking. Through the C2L project, the Section is finding alternative ways for Hong Kong students to communicate and collaborate with each other in English while being creative and solving problems.

The students at the four local Hong Kong schools involved in the C2L project are taking to coding with ease. The app they use, Scratch Junior, was developed to be intuitive for digital natives who engage with mobile devices on a daily basis. As the students have a visual representation to refer to while drafting their own text, the result is detailed writing, which is reflected in their animation.

In C2L, students **EXPLORE** texts and coding. Like good bakers, the students mix these two fields of study together to **CREATE** an animation of their thinking, making it visible. The animation serves as the impetus to write texts. The students **SHARE** both their visual and written texts with their peers, which is the icing on the cake.

Lionell Horn, Project Manager (Innovation and Publicity), NET Section

NET Induction Programme 2017

Debating Cluster Meetings

Debating cluster meeting July 2017 with live demonstration by students of Immaculate Heart of Mary School and Stewards Pooi Kei Primary School

Debating cluster meeting November 2017 with students from Yaumati Catholic Primary School (Hoi Wang Road)

European Union Office and Radio Television Hong Kong Support Filmit 2018

The European Union Office (EUO) to Hong Kong and Macao and media partner Radio Television Hong Kong (RTHK) showed their strong support for our relaunched and renamed film competition when they addressed the briefing session held at the Kowloon Tong Education Services Centre on 27 October 2017.

Ms Jolita Pons, Head of Political, Press and Information Section of the EUO, Mr Jim Gould, Head of RTHK Radio 3, and Mr Thomas Latter, a producer with Radio 3, joined primary and secondary teachers from all over Hong Kong in welcoming Filmit 2018, an EDB NET Section competition.

The theme this year is 'Europe through the Hong Kong Looking Glass' (Europe viewed through Hong Kong eyes) and Ms Pons gave the audience a fascinating insight into the rich history and diverse cultures and people of the European Union. Mr Thomas Latter gave some tips on film making and played an interview with the 2017 Best Film team. This year's winners will also be interviewed on the Radio 3 Teen Time Programme.

Filmit 2018 offers excellent learning opportunities for both students and teachers. Workshops and Film Labs will be held at the Chinese International School and South Island School where the participants will benefit from the facilities of the film departments and the expertise of international students who are studying film for the International Baccalaureate.

John Hone, Regional NET Coordinator, NET Section

Ms Jolita Pons addresses the audience

RTHK Radio 3: Listening and Learning

"Teen Time" is one of the most popular youth programmes on RTHK Radio 3, hosted and produced by Alyson Hau. It is broadcast throughout Hong Kong on FM and AM, weeknights at 9 p.m. and worldwide via rthk.hk and podcast downloads.

With more than 200,000 listeners a week, "Teen Time" is well-received by the young audience and their webpage is consistently at the top of Most-Clicked and Most-Viewed within the RTHK network.

Listening to daily segments such as "BackStage" or "Artist Profile", you can hear from your favourite international celebrities. "SongBite" is a nightly programme in which Alyson breaks down the lyrics and stories behind the hottest singles.

Mr Thomas Latter's "Latter on Film" and "Around Town" also give a wide range of coverage from blockbusters to hip events happening in our city.

Ms Hau and Mr Latter have been supporting and encouraging EDB NET Section film making competitions down the years and will present at EDB workshops on making short films in early February at the EDB Kowloon Tong Education Services Centre. You can follow them on social@TeenTimeR3, from Facebook Page to Instagram.

Mr Thomas Latter, RTHK presenter and producer, shares some film making tips with the audience

Mr John Hone, NET Section, answers questions from the audience during the 2018 Filmit briefing session

European Union Film Festival

The European Union Film Festival takes place every year in late February/early March and gives Hong Kong people an insight into the huge diversity of cultures in the European Union by showing newly released films representing many of the 28 member states. The exciting news that Filmit 2018 winners will be considered for inclusion in the EU Film Festival 2019 is a huge incentive for all schools to take part. The participating teams this year will not only get a chance to develop their storytelling techniques through the medium of film, but they will also be encouraged to explore European cultural diversity and add their own unique Hong Kong perspective to it.

'Hands on Stage'

The 2016/17 'Hands on Stage' Puppetry Competition attracted 25 teams from 21 secondary schools throughout Hong Kong in three sessions on 10 and 11 May 2017.

Teams wrote original scripts based on stereotypes and performed their scripts in teams of 4 to 5 using simple backdrops and commercial or handmade puppets. Some schools also took the opportunity to have a session a few weeks before the competition practising puppetry skills with Regional NET Coordinators at the NET Section and Mr Scott Wilkins, a drama service provider. Mr Wilkins stressed the importance of finding the correct voice for the puppet, correct lip syncing and the expression of emotions.

In each session, as well as a great first prize of $900 worth of book coupons and a trophy, there were team prizes of $600 and trophies for script, voice work, puppetry technique, and backdrop and effects. Handmade puppets were also in the running for a prize for puppet design worth $250 plus a trophy.

This year's competition will take place on 15 May with about 20 teams.

Gina Green, Regional NET Coordinator, NET Section

1st Prize St Teresa Secondary School, Team 2

1st Prize TWGHs Lee Ching Dea Memorial College

1st Prize CSBS Mrs Aw Boon Haw Secondary School

"I really enjoyed the extra interaction with my students. Our puppeteers 'owned' their script! They got so into tweaking and improving their lines and their characters that I don't think they realised how much they were learning through the process." Ms Theresa Koller, NET, CSBC Mrs Aw Boon Haw Secondary School

"There were many things for me to learn from our script and our acting, and I have learnt to respect the opposite gender too. I have learnt to work together as a team and I believe teamwork is the key to success," Ramandeep Kaur, S5 student, CSBC Mrs Aw Boon Haw Secondary School

"'Hands on Stage' transformed my students from the meek and the timid. They found their voices, formed a united team and gained a new sense of ownership and responsibility," Mr Nigel Pearson, NET, Shek Lei Catholic Secondary School

"I think it was fun, plus seeing the other teams made me think I can do better," Kan Cheuk Tao (Eagle) S1 student, Salesian English School

"The competition was a wonderful way to engage students in creative and critical thinking and they were rewarded for their hard work." Mr Kevin Tither, NET, Salesian English School

'Hands on Stage' winners' list for 2016/17	
Team awards and prizes:	**School name:**
1st Prize	St Teresa Secondary School, Team 2 TWGHs Lee Ching Dea Memorial College CSBS Mrs Aw Boon Haw Secondary School
Other team prizes:	
Language – voice work	St Margaret's Girls' College, Hong Kong, Team 2 The YWCA Hioe Tjo Yoeng College St Teresa Secondary School, Team 1
Language – script	Helen Liang Memorial Secondary School Kwun Tong Maryknoll College SKH Bishop Mok Sau Tseng Secondary School
Puppetry technique	De La Salle Secondary School, N.T., Team 1 SKH Tang Shiu Kin Secondary School The MCHK Wesley College
Backdrop and effects	De La Salle Secondary School, N.T., Team 2 Salesian English School Shek Lei Catholic Secondary School
Additional prize:	
Puppet design (handmade puppets)	De La Salle Secondary School, N.T., Team 2 International Christian Quality Music Sec and Pri School Fanling Rhenish Church Secondary School
Audience prize (people's prize):	
	St Teresa Secondary School, Team 2 The YWCA Hioe Tjo Yoeng College St Teresa Secondary School, Team 1

'Learning in Context' - De La Salle Secondary School, N.T.

Readers' Theatre

Students in tuckshop

De La Salle Secondary School, N.T. is undertaking major curriculum renewal for the junior school beginning with Form One. A team of teachers from the school is collaborating on developing, writing, teaching and evaluating curriculum materials, which focus on engaging the students in English language learning.

To ensure that the materials are school and student centred, the team engages other students as models for the Form One students. A group of Form Six students has recorded and filmed a range of Readers' Theatre materials for a listening task highlighting adverbs of frequency. Form Three students have been filmed engaging in dialogues in everyday situations for the Form Ones to view and practise.

In accordance with the focus on engagement, the Junior Curriculum Team has responded to teachers' requests for activities which address different learning styles. Students are encouraged to engage in games for comprehension, Readers' Theatre for grammar activities, and role play, puppetry and drama. Interactive and team-based activities which focus on a particular aspect and context of language acquisition are being developed and group reading aloud occurs in most lessons. The introduction of technology into the classroom also encourages students to direct their own learning by using iPads to record presentations, QR codes for revision, Quizlet, and YouTube (Youku for Mainland students) uploads. The key to everything, however, is learning in meaningful contexts so that the students can see that language learning has a purpose beyond the examination.

Form Three students model dialogues

The Junior Curriculum Team, De La Salle Secondary School, N.T.

Fuk Tak Education Society Primary School (Sha Tau Kok)

I have taught the NET Scheme's literacy programmes (PLP-R/W, Space Town and KIP) over my professional teaching career. The programmes have supported me as a teacher through professional development opportunities, curriculum initiatives and innovative teaching pedagogy.

Writing postcards

Ready to post

Fuk Tak Education Society Primary School is on the boundary between Hong Kong and Shenzhen with most of the students walking across the boundary to school each day. As many cross-boundary students have limited exposure to an English language environment, I have tried to create meaningful opportunities for them to expand their horizons. The Space Town literacy programme has been a catalyst for introducing a wide range of interesting and authentic text types which have increased motivation and interest in English. The unit 'Our Cousins in Canada' has encouraged reading and writing about travel and culture abroad. In the unit 'A Tale of Two Turtles', students have written and received postcards and been engaged in real-time exchanges with students in the wider community. In the P3 'Cool Kids' unit, e-learning using tablets has taken students around the world as they research facts about food, weather, culture and customs from various countries.

With solid teaching pedagogy and a structured literacy programme, students are motivated to reach beyond the classroom and into the wide world of the future. The broad range of NET Scheme literacy programmes available to Hong Kong schools provides teachers with everything they need to start learners on their journey towards proficiency in English.

Nick Ward, NET, Fuk Tak Education Society Primary School, Sha Tau Kok

Stepping across the KLAs into STEM: A Kaleidoscopic Adventure

A focus on STEM (Science, Technology, Engineering and Mathematics) is becoming widespread in classrooms around the world as educators prepare their students for the 21st century. The updated English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide 2017 encourages teachers to promote Reading across the Curriculum (RaC), Language across the Curriculum (LaC), and Project Learning (PL) by introducing STEM-related reading materials as well as designing tasks, activities and projects to help students develop in such areas. It goes on to advise teachers of English to collaborate with teachers of other KLAs to promote language learning through a cross-curricular approach, thus enabling students to learn English more effectively by exposing them to a wide range of themes and topics.

Conceive, create and communicate are the basic underlying concepts in much of STEM education which aims to bring the real world into the classroom and, more importantly, show how classroom learning can be applied in everyday life. CCC Fung Leung Kit Memorial Secondary School teachers took one small step towards STEM and a giant leap for cooperation and collaboration across Curriculum Key Learning Areas in their S3 LaC Extended Learning Activity in which students explored the world of optics by building their own kaleidoscopes during their Integrated Science (IS) lessons.

Busy creating kaleidoscopes

Optics can be a difficult concept for students to grasp, but by constructing their own simple kaleidoscopes, students were introduced to the world of angles, mirrors, reflection and refraction in a stimulating way that connected the theoretical concepts to the real world. Simple, cost-effective materials were used and students set about their tasks in groups with enthusiasm and concentration in order to get the angles and design of the reflective prism just right.

In their English lessons, the students were taught the language to describe a process, such as the use of sequencing words. They then used this language in their IS lessons to describe how to make the kaleidoscope and how the principles of optics such as reflection and refraction work in a kaleidoscope. This process reinforced students' understanding of English through the recycling and practical application of language in the IS lessons. RaC principles were also introduced by their English teacher who used a modified article on the topic of 'How Light Works' from the website Readworks.

The project was an extended learning activity and part of an LaC project designed to encourage cooperation across the KLAs. It left sustainable and reusable resources. A group of students also made a video in English with a step-by-step guide on how to make a kaleidoscope, which will be shown around the school on their campus TV channel.

This was the first ambitious step by the school in dipping their toes into the vast sea of potential that is STEM. Such a project could be enhanced even further by delving deeper into the language that expresses the mathematical concepts associated with angles and prisms used in constructing the kaleidoscope. For example, a kaleidoscope contains several mirrors placed at an angle to each other, usually 60 degrees. This allows multiple reflections to be created of the objects inside the kaleidoscope. Typically there are three rectangular mirrors making an angle of 60 degrees to each other. These three mirrors form an equilateral triangle. Clearly, a lot of language is required to express the mathematical concepts students need to understand, explore and apply.

The updated curriculum guide encourages whole-school initiatives in STEM Education to encourage students to work out innovative solutions to problems, connect learning experiences through life-wide learning and infuse elements that help nurture an entrepreneurial spirit in the ELE KLA context. The project outlined above ticks a lot of these boxes and provides the important language focus necessary for achieving these goals.

Ms Chan (IS), Ms Yeh (English), CCC Fung Leung Kit Memorial Secondary School teachers, and Christine Xavier, John Hone, Regional NET Coordinators, NET Section

Interface Cluster Meeting

Ms Katie Kung (far left), English Panel Chair of Stewards Pooi Kei Primary School, shares her project experience at the KS2 and KS3 Interface Project Cluster Meeting

Ms Lennie Lam, English Panel Chair, and Ms Winsome Lam, project coordinator, Yan Chai Hospital Wong Wha San Secondary School, show their S1 student publication, 'Gift of Love'

Debating Cluster Meetings

July

Teachers Mr Daniel Edwards and Ms Jessica Kuwata from Stewards Pooi Kei Primary School with Mr Joe Leung, CCDO (NET)

Teachers (from left to right) Mr Maphio Wong, Sr Martha Santos and Mr Joe Manley from Immaculate Heart of Mary School with Mr Joe Leung, CCDO (NET)

November

Students and teachers Mr Adrian Ho (2nd from left), Ms Simmi Tam (3rd from left), Mr Neil Stewart (3rd from right) from Yaumati Catholic Primary School (Hoi Wang Rd) with NET Section staff

Filmit - EUO and RTHK

Ms Jolita Pons (3rd from left), Head of Political, Press and Information Section (European Union Office to HK and Macao) and Mr Jim Gould (3rd from right), Head of Radio 3, RTHK, with NET Section staff

Italian Cultural Exchange

Ciao!

Engaging Italian student chef

An Italian experience worth remembering

NET Section's Internal Capacity Building

Professor David Coniam conducts a session on the evolution of assessment practices in Hong Kong

Joint-school Staff Development Day organised by Wan Chai District School Development Section, the Home Affairs Department and the Wan Chai District Headmasters' Conference

A snapshot of the event organisers

The Leisure and Cultural Services Department - Storytelling for Children

Primary NET Ms Darci Kennedy gives new storytellers ideas for bringing picture books to life for young readers

Mr Joe Leung, CCDO (NET), acknowledges the storytelling experiences secondary NET Mr Terrence Whelan has provided in local libraries


Ms Catalina Chan from Aberdeen Public Library welcomes new volunteer NET storytellers

NET Induction 2017

Primary NET Induction experience sharing guest speakers Mr Jeremy Gillman (right) and Ms Suzanne Wong (centre) from Hoi Ping Chamber of Commerce Primary School with Mr Joe Leung, CCDO (NET)
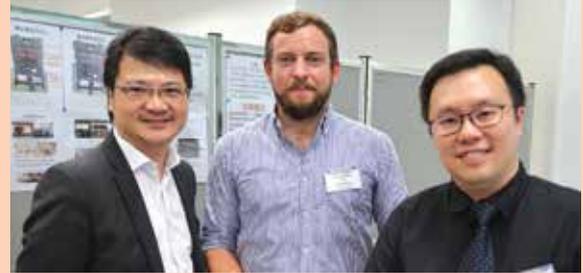
Primary NET Induction experience sharing guest speakers Mr Gareth Storey (centre) and Mr Wong Chun Piu (right) from HKMLC Ming Tao Primary School with Mr Joe Leung, CCDO (NET)

Secondary NET Induction experience sharing guest speakers Mr Daniel Henry (right) and Ms Ching Ying Lee (centre) from Yuen Long Public Secondary School with Mr William Cheng, SCDO (NET)

Secondary NET Induction experience sharing guest speakers Mr Jason Kasseris (right) and Mrs Sammi Lai (left) from Ho Man Tin Government Secondary School with Mr William Cheng, SCDO (NET)

Mr John Guest from HKU conducts a session on Survival Cantonese on Day 1 of the NET Induction

Why Does Information Literacy Matter in the 21st Century?

In the 21st century, winning hearts and minds is a huge challenge given the proliferation of fake news, Internet hoaxes and trolls that make modern information sources less reliable, less credible and less trustworthy.

Educating people about how to navigate the dynamics of the information world is essential and involves far more than our basic print literacy skills. Gone are the days when being 'literate' simply meant being able to read and write. With the development of the digital world, multimodal literacy skills are needed to comprehend the messages embedded in clever visual texts that include movement and sound. Think about the power of the video advertisement compared to the print poster.

The expansion of the mass media from local newspapers and TV and radio networks into global broadcasting corporations has led us to consider questions about who is controlling the media and whose values and ideologies are promoted. Being able to ask and answer these questions means that you are media literate. If you understand how texts influence audiences for a purpose, and if you question the social impact they may have and whether it is ethical, you are considered to be critically literate.

Information literacy is all this and more. Given the overwhelming amount of information we confront every day, we need to be able to define and identify the information we need and then locate and access it. We need to recognise its purpose and appreciate that most information is created to gain profit or power. This means questioning and evaluating the information that is presented to us for accuracy, authenticity and credibility. When we find a website answering our Google search, more often than not we will soon

In the 21st Century, anyone who cannot handle multimodality is illiterate. (James Paul Gee, 2014)

My Life as a Multimodal Text Native

How do I experience multimodality throughout a working day? How might my multimodal text experience give people an idea of my personal identity? Follow me to see how I navigate through a plethora of multimodal texts on a typical day.

My morning routines are made up of checking updates in anything from BBC World News to latest additions to Vevo, a music video channel. Other YouTube channels that occasionally grace my iPad screen in the morning include a music contest channel and the TED-ed channel, where you find short, inspiring animated educational videos. It's a little early for the updated online edition of the Guardian newspaper because it is still the day before in the UK, so the digital SCMP would make a decent substitute. Being an avid weather watcher, I feel obliged to check the weather map and regional weather information. A heady mix of information, visuals and music helps set up my day nicely.

A few emojicons to friends and loved ones on different messengers later, it's time to hit the road. On the way to work, I may answer a few work emails and they are probably one of those few moments during the day when I am at my most monomodal. If I am not preoccupied with checking work emails, I look out of the window and let my eyes wander around the streets, looking for interesting banners, billboards or signs.

During office hours, if it is a paper-work-heavy day, there will be more of those unholy monomodal moments when the closest that I come to exploiting multimodality is manipulating the font size and colours of emails, and the layout of Word documents or Google Docs.

The lunch hour comes and all those mouth-watering images on the menus don't do anything to me because I am able to see through the tricks behind commercial photography. The food images only mean something to me when I have absolutely no idea what a dish is. Hawker rice, anyone?

More paperwork to follow. Relief comes when I start to scrutinise the content of workshop presentation slides,

INFORMATION LITERACY

question
source
find
evaluate
combine
share
apply
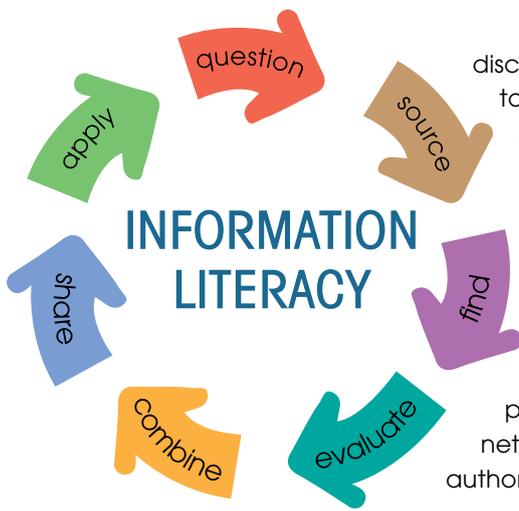
discover, upon careful examination, that it is selling us something, thanks to the algorithm used by Google to determine our search habits and preferences.

As we need to know how to find reliable and trustworthy sources, we also need to be able to extract and organise the information we need, and such processing requires IT skills. These skills also allow us to create our own information for our own purposes and therefore participate in society through the cyber-world by contributing our own content. Understanding the role in society of information providers such as the Internet, libraries, museums and broadcasting networks is also important for monitoring and ensuring the credibility and authority of the information they provide.

To do this, we must be able to recognise the values and stereotypes implicit in the information they offer and to identify misrepresentations and lack of representation. Texts powerfully shape societal values and norms and it is important for social cohesion to be inclusive and to allow all voices to be heard. This leads us back to the overarching criteria for information literacy, and that is the ability and willingness to provide and communicate information ethically and responsibly. Information literacy is more than technical skills and critical thinking. It is also an attitude that involves ethical judgments and a determination to make the world a better place where violent extremism has no voice.

Julien Hawthorne, Regional NET Coordinator, NET Section

including their design. It's always a challenge to convey a message using more visuals than words and everyone here is learning. These days, some Presentation software or apps allow users to create a voiceover for a web-based or self-running slide show. I haven't had a chance to trial this function yet, but when we start offering professional development opportunities online, this will be the way to go.

Reading the ENET Scheme evaluation report, with all the mind-boggling graphs and pie charts, and checking teaser posters for the 20th Anniversary of the Enhanced NET Scheme in Secondary Schools and the subliminal message they are trying to convey both add some fun and variety to the intellectual pursuits that the NET Section offers.

BBC News · You Tube · TED-Ed · SCMP · 60 Seconds · NET Scheme · emails
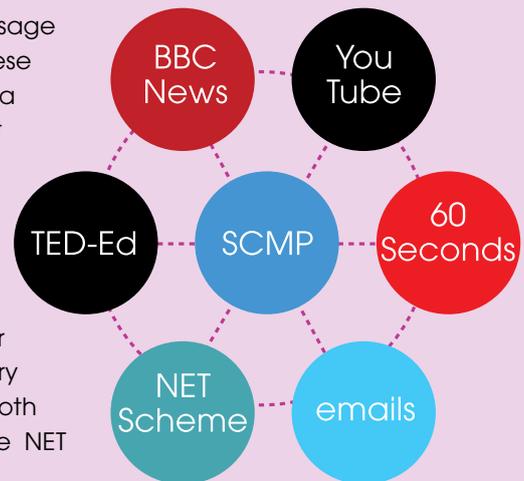
Evening time is when sound, still images, moving images and texts come and stay alive – sharing news links, photos and video clips, complete with my thoughts, on social media, watching a film on the big screen or a DVD on a TV or a small screen, reading online news, Huffington Post, Al Jazeera, the Guardian, etc. I enjoy watching those an-issue-in-60-seconds kinds of videos posted on these news sites: these videos are good examples of how an issue can be nailed through the interplay of succinct texts, captivating images and carefully selected sound and soundbites.

Then it is time to crash, relax and submerge in my vivid, multimodal, technicolour dreams.

My life, just like anyone's life, is tied up with all sort of screens: big screens, laptop screens, tablet screens and cell phone screens. Through these screens, I access and communicate meaning. How I access and communicate meaning, however, is not always demonstrated by simply reading a text or writing a sentence or paragraph. So how much do you know about your students' multimodal text habits? Have you missed out on opportunities to learn more about your students' life and identity? How can we, as educators, best integrate text focused and multimodal literacies in our learning and teaching environments? Now the ball is in your court, the ball that helps shape the future!

William Cheng Chung-hang, Senior Curriculum Development Officer, NET Section

ENET SCHEME 20

Collaborate | Innovate | Create

Queen's College | 23 June 2018

The 2017/18 school year marks the 20th Anniversary of the Enhanced NET Scheme in Secondary Schools. To celebrate the occasion, a conference is scheduled for **23 June 2018 (Saturday) at Queen's College.**

Since 1998, the Scheme has been fostering collaboration between NETs and local English teachers, promoting pedagogical innovations, as well as enriching the English language learning environment in schools. This is reflected in the slogan for the conference: Collaborate, Innovate, Create: Celebrating the Past, Awakening Possibilities.

Watch this space for more details about the celebration.

Since one of the themes of this 20th Anniversary is 'Collaborate' we would love to hear from any NETs who are working collaboratively with their colleagues. Drop your Regional NET Coordinator a line if you have an interesting collaboration story to share in our Newsletter.

Embracing Diversity and Inclusion – the NET Scheme & the "C-for-Chinese@JC" Project

The "C-for-Chinese@JC" Project has been created and funded by The Hong Kong Jockey Club Charities Trust in collaboration with three local universities and two non-governmental organisations. Through a pioneering home-school-community evidence-based model, this five-year trust-initiated project is aimed at fostering a culturally responsive and pleasurable learning environment in local kindergartens to facilitate effective teaching and enhance the Chinese proficiency of non-Chinese speaking (NCS) children for their smoother transition to primary education and early integration. A wide range of support programmes and services are provided under the project in the home-school-community domains.

Mr Abuzar Abbasi (far right) gives an in-depth presentation on Pakistani culture

More than 40 members of the "C-for-Chinese@JC" project team attend the training session

Last November, the project team invited Mr Abuzar Abbasi, an Advisory Teacher with the Education Bureau's NET Section, to speak at a training session for team members called "Understanding the Pakistanis in Hong Kong: Perspectives of culture, religion and language". Mr Abbasi is a Pakistani born in Hong Kong and a seasoned educator. During his presentation, he gave an in-depth historical background of the South Asia region, the formation process of the Urdu language, and the linguistic challenges faced by NCS students in mastering the Chinese language in Hong Kong. He also explained different dimensions of the Pakistani community's religious and cultural perspectives, and their social integration in Hong Kong. The ensuing discussions brought a lot of insights to the project team in addressing the cultural diversity concerns of NCS students.

Winnie Ying, Head of Charities (Grant Making – Youth, Education & Training, Poverty)
The Hong Kong Jockey Club

The Christmas Shoebox and Elderly Pack Project

December is always that special time of the year when we start thinking about the Christmas Shoebox and Elderly Pack project. In the past school year, the NET Section, as a team and anonymously, put together 60 shoeboxes and 45 elderly packs. This year, colleagues were again signing up for the items they wished to contribute. Some packed their own packs or shoeboxes and some made cash donations. Some actually even hand knitted teddy bears, scarfs, hats and bolero jackets to fill up the 70 shoeboxes and 40 elderly packs that went to warm and brighten up Christmas for our community. This year, we donated directly to an NGO. Colleagues also signed up to visit the elderly in their homes at Shek Mun Village and to help organise a Christmas party for the children there. Well done everyone in the NET Section where loving and giving are always active ingredients of our support service.

Kit Yong, Advisory Teacher, and Teresa Chu, Assistant Project Manager, NET Section
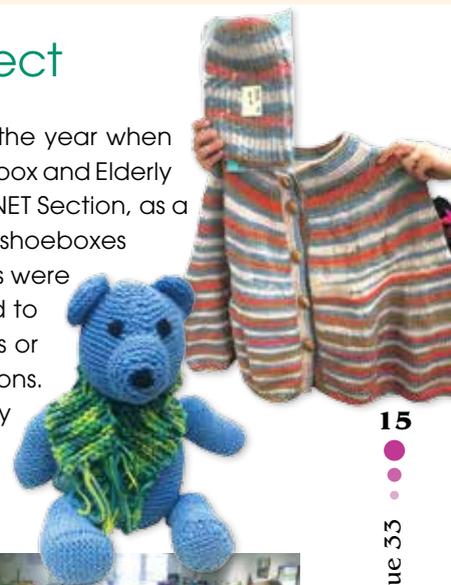
Harbouring Possibilities through the NET Scheme

I am a second year Advisory Teacher at the NET Section. Before that, I was teaching on the NET Scheme for eight years and have been in Hong Kong and China for 12 years now. I am originally from England.

Swimming is one of my great passions and since 2011 when the Hong Kong Amateur Swimming Association decided to resume the cross-harbour swimming races, I have swum across the harbour six times. This year was a special year though. First, the original route from Tsim Sha Tsui to Wan Chai was reinstated. In previous years we had swum from Lei Yue Mun to Shau Kei Wan. There is always something quite magical about swimming in Victoria Harbour. As far as the swimming was concerned, it was easier this year with the distance being shortened from 1.5 km to 1km. The weather conditions were also better. Last year's competition was held a few days before a typhoon arrived, resulting in a fair amount of swell and sadly two deaths.

Harbour Race 2017 was also special for another reason, as I represented the Education Bureau (EDB) in the Invitation Cup for the first time. This was very exciting and a great honour. Rather like the football Premier League in my country, the EDB is drawing NETs from all over the world and despite coming from different horizons, we all give our best. So many NETs I have seen are doing this on a daily basis for their schools and the children of Hong Kong. The NET Scheme's implicit and explicit promotion of internationalism and global citizenship helps to make Hong Kong the World City that it is.

The competition was very tough and I was up against competitors from the Fire Services Department, the Hong Kong Police Force and the life guards from the Leisure and Cultural Services Department. Sadly I did not win the race. However, I did come in at an honourable 13th place. Winning would, of course, have been nice but it is not necessarily what we should primarily focus on. In education we often talk about the process being more important than the product. For me, this continued and on-going process brings me a great deal on a personal level, cultivating values such as dedication, perseverance and self-discipline. Developing positive attitudes such as these over the years undoubtedly has pushed me to join the Invitation Cup and challenge myself. I was, of course, nervous about putting myself on the line as there was the potential for failure but in the process I ended up achieving my best time ever which is proof that effort is always rewarded.

I definitely think that challenging ourselves and fostering a growth mindset are keys to a successful life and both teachers and students alike can benefit from such endeavours. Whatever your harbour may be, it is important to cross it and not give up. Teachers, for instance, can benefit from reflecting on their practices and upskilling when and where the needs arise. As for students, whole person development is something we should strive for in schools. By promoting positive values and attitudes, and why not a bit of sport too, we could work wonders in improving students' well-being in Hong Kong. I hope that this is what I am succeeding in doing with my own children.

I will, of course, be preparing for next year's Harbour Race, but in between time I have got the UNICEF Half-Marathon and the Standard & Chartered Full Marathon to participate in, and my biggest challenge of all…finishing my doctorate!

Simon Herd, Advisory Teacher, NET Section

The NET Section has developed an interactive e-platform http://nets.edb.hkedcity.net/ with support from the HKEdCity. Through the e-platform, multimedia information will be provided about the range of projects, programmes, competitions, pedagogical innovations and other school support services promoted under the NET Scheme. The work of both the primary Advisory Teaching Team and secondary Regional NET Coordinating Team will also be publicised to the wider international community. Scan the QR code and visit our e-platform.

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