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These topics are by no means exhaustive or prescriptive. Based on our experience working with schools and the projected needs in view of the changing context, the details provided for each topic aim to give teachers an idea of how our support will be delivered.

致校長/語文科科主任/課程主任

To Principals/Language Panel Heads/Curriculum Leaders

Language Learning Support Section, EDB 教育局語文教學支援組
Language Learning Support Services for Primary and Secondary Schools 中、小學語文教學支援服務
2017/18

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「支援課題舉隅」並非指定、也並未窮舉所有支援課題。其內容乃根據我們與學校的協作經驗，及為對應教學環境轉變的發展需要來訂定，旨在讓學校了解我們的支援工作。
Our Mission
To enable our students to become biliterate and trilingual, the Language Learning Support Section is committed to developing a dedicated and professional team of language panel heads and teachers who can provide students with a language-rich environment for effective language learning.

Objectives of our Support
To improve the quality of language education in schools, both curriculum leaders and the language teachers need to act as a team. Working together with the team on different topics, we aim to promote curriculum leadership development and enhance the quality of language education through a process of curriculum planning and implementing different learning, teaching and assessment strategies.

Modes of Support
On-site Visits
Our Language Support Officers will work with the curriculum leaders/teachers in devising a subject plan, designing the school-based curriculum, exploring different learning and teaching strategies and using assessment to improve learning and teaching.

Learning Communities
We provide a platform for language teachers from different schools who are enthusiastic about curriculum innovation to share the challenges encountered/emerging, collaborate in developing effective strategies/practices and reflect critically on pedagogical practices.

Teacher Professional Development Activities
Seminars and workshops will be conducted to explore different areas of language learning and teaching and share school-based experiences and good practices.

我們的使命
為培養學生兩文三語的能力，達致中英兼擅的目標，語文教學支援組致力與學校教師協作，建立一支專業、熱誠的語文教學隊伍，為學生營造豐富的語文學習環境。

支援目的
要提高學校語文教育的質量，科主任、科目統籌與科任教師必須緊密合作，結成團隊。語文教學支援人員的工作，就是以不同的課題為切入點，與學校教學團隊一起規劃校本課程，開發多元的教學及評估策略。在協作的過程中，發展課程領導，提升語文教學的成效。

支援模式
到校支援服務
支援人員會在共同備課時間，與課程領導/教師協作，規劃科組發展計劃，開發校本課程，設計多元化的學與教策略及善用評估提升學與教成效。

教師學習社群
我們為來自不同學校而有志推動課程革新的語文教師提供平台，讓教師分享推行革新時所面對的挑戰，共同探討應對策略，及反思教學實踐經驗。

教師專業發展活動
我們會就不同的語文學與教課題，舉辦講座、工作坊和研討會等，分享校本經驗、推廣良好示例。
### An Overview of English Language Support Focuses (2017/18)

**Area 1: English Language (Primary/Secondary)**

<table>
<thead>
<tr>
<th>Focuses of support</th>
<th>Examples of topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Holistic planning of the language curriculum</td>
<td></td>
</tr>
<tr>
<td>- Developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression</td>
<td></td>
</tr>
<tr>
<td>- Supporting a smooth interface between Key Stages through planning at one level or across levels at different Key Stages</td>
<td></td>
</tr>
<tr>
<td>- Supporting the learning of other subjects through Language across the Curriculum/ cross-curricular planning</td>
<td></td>
</tr>
<tr>
<td>2. Enhancing learning and teaching effectiveness</td>
<td></td>
</tr>
<tr>
<td>- Exploring learning and teaching strategies to cater for learner diversity</td>
<td></td>
</tr>
<tr>
<td>- Creating a language-rich environment for learning English and offering diversified English learning experiences for students</td>
<td></td>
</tr>
<tr>
<td>- Nurturing a reading-to-learn culture and promoting Reading across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Enhancing Assessment Literacy</td>
<td></td>
</tr>
<tr>
<td>- Adopting an evidence-based approach to diagnose students’ strengths and weaknesses so as to inform learning and teaching practices</td>
<td></td>
</tr>
<tr>
<td>- Effective use of different modes of assessment to promote student learning</td>
<td></td>
</tr>
<tr>
<td>- Integrative development of skills, knowledge and values &amp; attitudes</td>
<td></td>
</tr>
<tr>
<td>- Teaching of language arts</td>
<td></td>
</tr>
<tr>
<td>- Using assessment data to inform curriculum planning</td>
<td></td>
</tr>
<tr>
<td>- Assessment design and feedback</td>
<td></td>
</tr>
<tr>
<td>- Conducting cross-curricular projects</td>
<td></td>
</tr>
<tr>
<td>- Reading/Writing across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>- Promoting self-directed learning</td>
<td></td>
</tr>
<tr>
<td>- Promoting e-learning</td>
<td></td>
</tr>
<tr>
<td>- Infusing life planning education into the school-based curriculum</td>
<td></td>
</tr>
</tbody>
</table>
### Area 2: Curriculum Leadership Development Programme for English Language Teachers (Primary/Secondary)

<table>
<thead>
<tr>
<th>Focuses of Support</th>
<th>Examples of topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building up the capacity of curriculum leaders (English panel heads, level</td>
<td>- Using data to plan the development of the subject</td>
</tr>
<tr>
<td>coordinators &amp; potential leaders) at primary and secondary schools to work towards</td>
<td>- Preparing subject plans/proposals</td>
</tr>
<tr>
<td>the immediate and long-term development of the subject</td>
<td>- Conducting effective lesson observation</td>
</tr>
<tr>
<td>- Understanding the rationale and the implications of language-related policies</td>
<td>- Conducting meetings effectively</td>
</tr>
<tr>
<td>and initiatives</td>
<td>- Managing change</td>
</tr>
<tr>
<td>- Setting policy and direction for the school-based curriculum, instructional and</td>
<td>- Looking at student work</td>
</tr>
<tr>
<td>assessment practices</td>
<td></td>
</tr>
<tr>
<td>- Managing resources effectively</td>
<td></td>
</tr>
<tr>
<td>- Promoting a positive team culture</td>
<td></td>
</tr>
</tbody>
</table>

### Area 3: Learning Communities for English Language Teachers (Primary/Secondary)*

<table>
<thead>
<tr>
<th>Focuses of Support</th>
<th>Examples of topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing teachers who are enthusiastic in curriculum innovation with a platform</td>
<td>- Promotion of e-learning</td>
</tr>
<tr>
<td>for building learning communities to</td>
<td>- Promotion of self-directed learning</td>
</tr>
<tr>
<td>- share the challenges encountered/emerging;</td>
<td>- The role of language in fostering STEM education</td>
</tr>
<tr>
<td>- collaborate in developing effective strategies/practices; and</td>
<td>- School-based assessment policy and practices</td>
</tr>
<tr>
<td>- reflect critically on their pedagogical practices.</td>
<td>- Promotion of cross-curricular collaboration</td>
</tr>
<tr>
<td></td>
<td>- Enhancement of values education</td>
</tr>
</tbody>
</table>

*This is a new support service in 2017/18. For more details, please refer to p.7.*

For enquiries, please contact:
Ms Amy POON (tel: 3698 4093, email: ayypoon@edb.gov.hk)     Dr. Enoch MAN (tel: 3698 4067, email: enochman@edb.gov.hk)
To face the educational challenges in the 21st century, we need a group of curriculum leaders who can maximise each teacher’s potential to improve learning and teaching. Some leaders are talented and their leadership skills are in-born. Yet most leaders are trained and they learn from their mentors and peers. It is our hope to nurture these leaders and build up their capacity to lead their English team to work towards the immediate and long-term development of the subject and improve student learning.

**Curriculum Leadership Development (Primary & Secondary)**

The Curriculum Leadership Development (CLD) Programme consists of the following components:

1. **Theme-based workshops/sharing**: five to six events will be held each year, focusing on the knowledge, skills and attitudes required of a curriculum leader.

2. **On-site support**: Language Support Officers will provide on-site support to help teachers apply their learning in the workshops in their own school contexts and coach their leadership and management skills.

3. **Inter-school visits**: participating schools will take turns to open up their classes/activities for observation by teachers from other schools. This broadens the participants’ exposure to other contexts and enriches their understanding of how different primary and secondary schools develop their English Language curricula.

Curriculum leaders such as English panel heads and coordinators are expected to take up a wide range of tasks such as writing up plans, conducting meetings and lesson observations, looking at student work, doing teacher appraisal and developing a language focus. The CLD Programme uses these tasks strategically to nurture the leadership capabilities of the curriculum leaders, promote a positive team culture and consequently improve classroom learning and teaching.
**Expected outcomes**

By the end of the Programme, we would like to see the following:
- Curriculum leaders with enhanced ability to plan, implement and evaluate their school-based curriculum, manage people and tasks and allocate resources effectively
- Better knowledge of good practices in the teaching of English gained from the inquiry process
- Better sharing and collaboration culture among teachers in their schools and among network members
- Improvement in student learning

**Characteristics of our programme**

- Grounded in theory and promotes application and reflection
- Action and result-oriented
- Develops participants’ leadership capabilities through strategic tasks
- Links leadership skills with improvement in learning and teaching
- Emphasises collaboration between teachers
- Provides opportunities for participants to learn from network members

**Expectations on schools and participants**

**Principals** are advised to:
- release the panel heads, coordinators and relevant teachers from their duties whenever they need to attend sharing/workshops and inter-school activities; and
- schedule a regular collaborative lesson planning time for the teacher team to plan for their work and evaluate the effectiveness of the strategies implemented with the Language Support Officer.

**Participants** are expected to:
- read a manageable amount of professional literature;
- attend training activities and inter-school visits;
- prepare and implement a school-based action plan on the identified area of development and evaluate its effectiveness with support from the officer;
- conduct evidence-based reflection on their leadership growth; and
- open up their classes/activities for observation and conduct professional sharing.
Building Learning Communities (Primary & Secondary)

Background
A clear direction has been set for the future development of the primary and secondary school curricula – to sustain, deepen and focus on Learning to Learn. It embodies a range of curriculum innovations that aim to help our students meet the challenges and embrace the opportunities brought by the fast-changing global and local contexts. To nurture a supportive environment for curriculum innovations, practitioners would need peer support and to be given chances to collaborate with others in the field. Learning communities (LCs) can offer a platform for them to enquire, solve problems, and generate knowledge and experience collaboratively.

Our target teachers
Curriculum leaders, including English panel heads, assistant panel heads, coordinators, and teachers who are enthusiastic about curriculum innovations and enjoy working together to improve pedagogical practices and student learning.

Support from us
Our Language Support Officers will coordinate and facilitate the smooth running of the following activities:

1. **Theme-based LC meetings** will be held 4-5 times a year for members to share issues, ideas and school-based experiences in planning and implementing different curriculum innovations (e.g. Reading across the Curriculum, e-learning and self-directed learning) determined by the LC members. They may also be invited to other curriculum leadership development activities to further enhance their professional capacity as curriculum leaders.

2. **Inter-school visits** will be held 2-3 times a year for the host schools to share how different curriculum innovations are implemented in different school contexts, hence providing a platform for peer observation and collective enquiry.

Expected outcomes
1. Building pedagogical knowledge, skills and professional capacity of individual teachers to promote innovative school practices

2. Nurturing a strong and mutually supportive professional community conducive to developing a community of practice

3. Developing a greater pool of resource teachers and schools to enable them to make further contribution to English Language education

Expectations on schools and participants
Schools are advised to:
- nominate two (at the most three) teachers who are enthusiastic about implementing curriculum innovations;
- release the teachers to attend LC meetings and inter-school visits; and
- open up their classrooms/activities for inter-school visits.

Participants are expected to:
- do good preparation before each LC meeting/inter-school visit;
- share and contribute ideas/resources regarding the implementation of curriculum innovations at each LC meeting; and
- open up their classrooms/activities for peer observation.
Promoting e-Learning (Primary and Secondary)

Background

Information and communication technology has developed rapidly over the past twenty years. With the use of various e-learning tools and resources, teachers can make English learning more interactive, motivating and even individualised to cater for students’ varied needs and interests. They can also take advantage of e-tools to monitor students’ progress and promote self-directed learning. However, to make this possible, it requires careful planning and knowledge about task design, choice of e-tools, and the assessment of the technology integration process.

Support from Us

To help teachers throughout the planning, implementation and evaluation process of technology integration in the English Language curriculum, Language Support Officers will provide on-site support, professional development activities and/or network activities on the following:

- enlisting support from the school in fostering inter-departmental collaboration and deploying manpower to facilitate technology integration;
- helping teachers identify the right tool(s) for learning and teaching;
- trying out the tool(s) in the classroom and exploring how it can be blended with traditional teaching effectively;
- evaluating the implementation process to make improvement and generate valuable e-learning experiences; and
- enhancing students’ information literacy.

How it works

1. The Language Support Officer will work with the teacher team to diagnose students’ language needs, interests and abilities.
2. Based on the readiness of teachers and students, our officers will give suggestions on how to effectively integrate e-learning into classroom teaching to enhance student learning.
3. Teachers will try out the lessons with e-resources and e-tools.
4. The officer will help teachers evaluate the effectiveness of the lessons.
5. The experience will be conceptualised and shared with other colleagues so as to form a bigger learning community on e-learning in the school.

Expectations on schools

Schools are expected to provide support to the teacher team by:

- setting aside a collaborative lesson planning time for teachers; and
- creating space and resources for teachers to try out e-learning strategies in their lessons.

Teachers are expected to make contribution by:

- Opening up their classrooms for lesson observation; and
- sharing e-learning experiences with other teachers.
What are the good ways to help students get better results? Will more tests and exams yield improved performance? How can students become self-motivated learners with an aspiration for all-round development? Getting to know more about assessment will enable schools to develop context-relevant assessment policies and teachers to adopt effective assessment practices to stretch the learning potential and achievements of their students.

What can be done?

♦ Adopting the EPIE approach for holistic curriculum planning

- Identifying students’ needs by analysing internal and external assessment data collected from a range of assessment tools/activities to set subject goals, monitoring implementation, evaluating effectiveness, providing timely feedback for improving learning and teaching and planning for future development
- Reviewing and refining assessment and homework policies so as to make a link between the two with curriculum planning, learning and teaching

♦ Using a variety of assessment modes

- Promoting assessment as learning practices (e.g. use of learning portfolios and IT) to foster students’ self-directed learning habit and skills
- Designing quality assessment tasks to help teachers identify students’ learning needs and track learning progress
- Promoting the use of a variety of assessment activities (e.g. homework, project learning, presentations) to assess different knowledge, skills and values and attitudes

♦ Providing quality feedback

- Providing specific and constructive feedback with success criteria closely linked with the learning objectives
- Giving opportunities for students to think reflectively and make self-correction
Support from us

Language Support Officers will provide:

1. **on-site support** to help teachers analyse different kinds of assessment data and use the findings for devising the subject plan and the school-based curriculum;

2. **examples of curriculum/assessment planning tools** to help teachers plan and review the teaching of knowledge, language and thinking skills; and

3. **examples of learning, teaching and assessment packages** for developing peer and self-directed learning capabilities among students.

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**Planner for developing listening holistically (KS3)**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use personal experiences and knowledge of the world to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify key words to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (e.g. by recognising the stress)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and understand the speakers’ use of strategies for effective oral communication (e.g. self-correcting, rephrasing, agreeing and disagreeing, making suggestions; using non-verbal cues; using repetition; attempting to sustain conversations or to interest/engage audiences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the connection between ideas by identifying a small range of cohesive devices (and/or) or too (following pronominal references to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the gist or main ideas in simple spoken texts, e.g. short</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Planner for developing speaking holistically (KS3)**

<table>
<thead>
<tr>
<th>Focus (from English Language Curriculum Guide (P1-4) 2004)</th>
<th>Level (Tick B5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>P1</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
</tr>
<tr>
<td>Pronounce correctly letters of the alphabet and words in isolation, e.g. girl</td>
<td></td>
</tr>
<tr>
<td>Pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. Thank you (The guy).</td>
<td></td>
</tr>
<tr>
<td>Produce simple phrases and sentences involving repetition or lists, e.g. I like bananas, apples and oranges.</td>
<td></td>
</tr>
<tr>
<td>Use simple phrases and sentences to communicate with others with the help of cues</td>
<td></td>
</tr>
<tr>
<td>Connect ideas by using cohesive devices, e.g. and, but, or,</td>
<td></td>
</tr>
<tr>
<td>Imitate appropriate stress, rhythm and intonation</td>
<td></td>
</tr>
<tr>
<td>Give a simple description to express meaning of an unknown word in response to teacher’s prompts</td>
<td></td>
</tr>
</tbody>
</table>

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**Speaking and listening skills tally sheets**
Life planning is an ongoing and lifelong process for personal fulfillment. Junior secondary students can have different academic and/or career aspirations and need to develop the essential skills for making choices, managing transition in learning and moving into the workplace in the future. Teachers can help their students see the relevance of English learning to their future development by infusing elements of life planning education into the junior secondary English Language curriculum.

**Aims**

- Provide students with authentic experiences through engaging them in well-designed work-related tasks and life-wide learning activities to enhance their motivation and English learning effectiveness
- Foster students’ self-understanding, personal planning, goal setting, reflective thinking and articulation to progression pathways
- Empower students to make informed and responsible choices on their learning, career goals and other aspects of life
- Prepare students for a smooth transition to the senior secondary education and/or from school to work
- Develop students’ positive attitudes towards work, learning and life

**Principles of curriculum design**

1. **Progression**

   Life planning education should align with the developmental needs of students at different stages of growth. The complexity of life planning components and learning elements increases from S1 to S3.

2. **Authentic and experiential learning**

   A range of tasks and activities are suggested to widen students’ exposure to different workplaces and enable them to apply their classroom learning in meaningful contexts. These inside and outside classroom learning experiences give students a stronger purpose for learning English and prepare them for future education, training and employment.
Excerpts from a unit plan

The excerpts show how life planning components, language skills, generic skills and values and attitudes are integrated into a unit of the S3 school-based curriculum.

At the airport

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Examples of activities/ teaching procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Exploration</strong></td>
<td><strong>Airline jobs and role play</strong></td>
</tr>
<tr>
<td>• Enable students to identify and use a variety of sources of career information</td>
<td>1. Watch a video from an airline website to identify jobs in the air and on the ground</td>
</tr>
<tr>
<td>• Widen students’ exposure to the world of work</td>
<td>2. Watch a video on how a check-in assistant and a flight attendant serve the passengers and discuss the values and attitudes at work</td>
</tr>
<tr>
<td><strong>Values and attitudes</strong></td>
<td>3. Play the roles of a check-in assistant and a flight attendant</td>
</tr>
<tr>
<td>• Develop students’ positive values and attitudes towards work</td>
<td></td>
</tr>
<tr>
<td><strong>Language skills</strong></td>
<td></td>
</tr>
<tr>
<td>• Use language appropriate to the role or situation</td>
<td></td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td><strong>Airport visit</strong></td>
</tr>
<tr>
<td>• (Same as above)</td>
<td>1. Visit different parts of the airport and conduct information search activities</td>
</tr>
<tr>
<td><strong>Generic skills</strong></td>
<td>2. Make enquiries at the information counter, shops or restaurants, etc.</td>
</tr>
<tr>
<td>• Develop students’ collaboration, communication and problem solving skills</td>
<td>3. Observe how people work at the check-in counters and the departure gates</td>
</tr>
<tr>
<td><strong>Values and attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop students’ respect for others and responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Support from us

Language Support Officers will:
- collaborate with teachers to devise, implement and evaluate their school-based curriculum;
- provide examples of unit plans and teaching packages for infusing life planning elements into the English Language curriculum; and
- bring in the experiences they have from working with other schools for teachers’ reference.
To enhance students’ ability to learn in English and to better prepare them for further studies and work, schools are encouraged to provide their students with more opportunities to be exposed to and use English at the junior secondary level. In this regard, a cross-curricular approach to language learning is recommended as an effective means to connect and reinforce students’ learning experiences across different KLAs.

**What can be transferred from English to content subjects?**

- Subject-specific vocabulary
- Knowledge of text types and language structures
- Language skills and strategies
- Skills for thinking and organising knowledge

**What can be done?**

- To plan and implement whole-school programmes and activities (e.g. Reading/Writing across the Curriculum)
- To teach language functions and text types required in content subjects
- To maximise Extended Learning Activities (ELA) through programmes and activities (e.g. a science fair and role-playing historical figures)
- To do cross-curricular project work on a specific topic
- To develop a bridging or English enrichment programme
- To plan and implement Language across the Curriculum (LAC) periods
- To facilitate a better transition between KS2 & KS3 and KS3 & KS4

**What to consider?**

**Planning**

- Identify possible areas of development and decide on a development focus
- Map out knowledge and skills across language and content subjects

**Implementation**

- Provide professional development for teachers involved
- Work in collaboration with clearly defined roles of English and content subject teachers
- Develop and try out relevant materials inside and/or outside classroom

**Evaluation**

- Monitor and evaluate the process
- Identify facilitating factors and barriers and suggest ways to improve and develop further
### A school-based example: Collaboration between English and IS teachers

#### Core team teachers
- LAC coordinator
- English Teachers
- Science Teachers

#### Language needs
- Students are weak in:
  - describing steps and changes
  - using appropriate words and word forms

#### Teachers’ roles and mode of collaboration
- **Identify the topic and language features to be taught in both subjects**
- **English teachers** develop relevant teaching materials
- **Science teachers** remodel the strategies and develop materials
- **Synchronise teaching at the implementation stage**
- **Evaluate the project and explore further development**

#### Project plan

<table>
<thead>
<tr>
<th>Language Learning Support Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

#### English

<table>
<thead>
<tr>
<th>Topic</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Food</td>
<td>How plants make food</td>
</tr>
</tbody>
</table>

#### Learning focus
- **Reading**
  - ★ Read recipes from different countries
  - ★ Read materials on photosynthesis and complete the flow charts

#### Reading
- ★ Use sequence words
- ★ Use imperative verbs to give instructions
- ★ Use action verbs relating to science experiments
- ★ Use sequence words
- ★ Use imperatives

#### Grammar in context

- Share the materials with *Science* teachers and collect their feedback
- Share the materials with *English* teachers and collect their feedback

#### Writing
- ★ Write a recipe (self-assessment)
- ★ Write about the experiment on a learning blog

#### Speaking
- ★ Demonstrate how to cook a dish
- ★ Describe how to do an experiment

#### Topic: International Food

- **Writing steps**
  - **Reading**
    - ★ Read recipes from different countries
    - ★ Read materials on photosynthesis and complete the flow charts
  - **Grammar in context**
    - ★ Use sequence words
    - ★ Use imperative verbs to give instructions
    - ★ Use action verbs relating to science experiments
    - ★ Use sequence words
    - ★ Use imperatives
  - **Speaking**
    - ★ Demonstrate how to cook a dish
  - **Writing**
    - ★ Write a recipe (self-assessment)
    - ★ Write about the experiment on a learning blog
  - **Project plan**
# 中國語文教育支援重點概覽 (2017/18)

## 支援範圍一：中國語文教育（中、小學）

<table>
<thead>
<tr>
<th>支援重點</th>
<th>協作課題舉隅</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 整體規劃校本課程</td>
<td>1. 善用數據分析進行校本課程規劃</td>
</tr>
<tr>
<td>- 發展均衡系統的校本課程，達致課程縱向的銜接與橫向的聯繫</td>
<td>2. 完善幼、小/中、小/初、高中的課程銜接</td>
</tr>
<tr>
<td>- 通過不同學習階段的同級或跨級課程規劃，促進課程銜接</td>
<td>3. 發展不同的學習範疇</td>
</tr>
<tr>
<td>2. 提高學與教效能</td>
<td>4. 推動自主學習</td>
</tr>
<tr>
<td>- 探究有效照顧學習者多樣性的教學策略</td>
<td>5. 推動電子學習</td>
</tr>
<tr>
<td>- 營造一個更能推動中文學習的環境，讓學生獲得多元化的學習經歷</td>
<td>6. 營造學習普通話的語言環境/以普通話教授中國語文科</td>
</tr>
<tr>
<td>3. 提高評估素養</td>
<td>7. 支援非華語學生學習中文</td>
</tr>
<tr>
<td>- 運用實證為本的方法，診斷學生的強弱和弱點，回饋課程和學與教</td>
<td>8. 校本文言課程規劃及教學策略</td>
</tr>
<tr>
<td>- 善用評估，促進自主學習</td>
<td>9. 語文能力的綜合運用</td>
</tr>
<tr>
<td></td>
<td>10. 促進內地與香港教師的交流和協作</td>
</tr>
</tbody>
</table>

## 支援範圍二：課程領導專業發展計劃（中、小學）

<table>
<thead>
<tr>
<th>支援重點</th>
<th>協作課題舉隅</th>
</tr>
</thead>
<tbody>
<tr>
<td>提升科主任/統籌的專業能力，帶領科組推動中國語文科的短期和長遠發展</td>
<td>1. 善用數據分析進行科組規劃</td>
</tr>
<tr>
<td>- 訂定科組發展方向和工作優次</td>
<td>2. 筹劃科目計劃及實施方案</td>
</tr>
<tr>
<td>- 善用及發展多項資源</td>
<td>3. 善用同儕觀課和課業檢視促進教學團隊的專業發展</td>
</tr>
<tr>
<td>- 善用各種數據優化學與教</td>
<td>4. 分析評估和課業設計，檢視學習表現，提升教師的評估素養</td>
</tr>
<tr>
<td>- 善用各種督導措施促進教學團隊的專業發展</td>
<td>5. 有效籌備會議，促進專業交流</td>
</tr>
<tr>
<td>- 推動校際專業協作與交流</td>
<td>6. 推動校本課程發展（如兒童文學、推動資訊科技教學等），發揮課程領導專業引領的角色</td>
</tr>
</tbody>
</table>
支援範圍三：中國語文教師學習社群（中、小學）

<table>
<thead>
<tr>
<th>支援重點</th>
<th>學習社群課題舉隅</th>
</tr>
</thead>
<tbody>
<tr>
<td>為來自不同學校而有志於推動課程革新的語文教師提供交流、協作的平臺</td>
<td>1. 交流校本課程規劃和實施工經驗</td>
</tr>
<tr>
<td>- 分享推行革新時所面對的挑戰</td>
<td>2. 共同開發善用資訊科技的課堂策略和教學資源</td>
</tr>
<tr>
<td>- 共同探討應對策略</td>
<td>3. 通過學校考察、課堂觀摩促進教學團隊的專業發展</td>
</tr>
<tr>
<td>- 反思教學實踐經驗</td>
<td>4. 聯校教研（如文學創作、聽說能力、文言篇章理解能力發展研究等）</td>
</tr>
<tr>
<td></td>
<td>5. 分享課程領導和中文科組的發展經驗</td>
</tr>
</tbody>
</table>

*此乃 2017/18 學年起新增的支援項目。詳情請參閱第 19 頁。

如有查詢，歡迎與本組聯絡。
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黎耀庭先生（電話：3698 3994 電郵：ytlai@edb.gov.hk）
課程領導專業發展計劃（中、小學）

理念與挑戰

二十一世紀的香港教育發展，對各位前線教師而言，既充滿機遇，亦帶來挑戰，更突顯課程領導的重要。學科的「課程領導」團隊，是落實改革、完善課程、促進科組發展和提升學生學習表現的關鍵人物。為進一步裝備「課程領導」團隊，「課程領導專業發展計劃（中國語文）」提供多元的支援策略，協助學科訂定發展方向與工作優次、規畫和檢視校本中國語文科課程發展、完善科組的策劃及管理工作，以提升學生語文能力為最終目的。

協作的對象

■ 計劃統籌人
■ 科主任
■ 課程主任
■ 級統籌人
■ 有志參與學科發展的成員

我們的支援工作

計劃結合「到校支援」服務、「專題培訓」及「互訪交流」三種模式，拓寬「課程領導」團隊對課程及學與教的視野，促進專業成長。計劃的具體支援工作包括：

■ 到校支援：支援協作教師因應學生的學習需要，選取合適的切入點，例如「校本課程的整體規劃與銜接」、「善用質性與量化的數據」，貫徹「策劃─推行─評估」的理念，為學科作長遠的規劃。同時，我們也藉著與教師共同備課、議課，提高教師優化校本課程、反思及回饋教學的專業能力，從而促進學生學習。

■ 專題培訓：每年舉行約2-3次，藉不同課題的探討及校本經驗分享，例如「課程設計和評鑑」、「同儕觀課的策略和技巧」、「設計優質課程」、「分析學生的學習顯證」，提高教師策劃、管理、溝通的專業能力；並結合學科的發展需要，落實校本發展計劃。

■ 互訪交流：通過聯校的同儕觀課、教研討論、科組交流等活動，分享校本經驗和成果，拓寬專業視野。

備註：學校必須為參加計劃的教師適當地調配時間，以便騰出空間，出席各項專題培訓及互訪交流活動。

預期成果

通過計劃，科主任和教師發揮各自的課程領導角色，推動學科發展：

■課程規劃：配合學校的長期發展，整全規劃校本課程的縱向銜接和横向連繫。

■教師專業：促進中國語文科教師對於「課程及學與教」的掌控和實踐能力。

■科組管理：運用知識管理技巧，完善學科的策劃、督導和評鑑工作。

■社群文化：推動校內、校外教師的專業交流及協作文化。
校本示例：從中、小課程銜接的角度規劃小學古詩文校本課程，發展「課程領導」團隊

<table>
<thead>
<tr>
<th>年度目標範疇</th>
<th>第一階段：培養課程領導，擬訂發展方向</th>
<th>第二階段：發展課程領導，落實課程銜接</th>
<th>第三階段：凝聚課程領導，完善校本課程</th>
</tr>
</thead>
<tbody>
<tr>
<td>教師專業發展</td>
<td>課程領導</td>
<td>課程領導</td>
<td>課程領導</td>
</tr>
<tr>
<td></td>
<td>發展策劃能力：</td>
<td>發展管理及溝通能力：</td>
<td>深化管理及溝通能力：</td>
</tr>
<tr>
<td></td>
<td>- 善用數據，分析學習特色及需要，擬訂校本課程發展目標及優次</td>
<td>- 檢視課程發展成效，整合資源，進行系統性知識管理</td>
<td>- 總結校本課程發展經驗，並全面檢討及優化科組管理策略</td>
</tr>
<tr>
<td></td>
<td>- 分析中、小課程銜接點，擬訂校本課程縱向與橫向的學習框架</td>
<td>- 建構督導及交流機制，將良好經驗由高小推廣至初小</td>
<td>- 創設教學交流平台，通過以舊帶新，深化團隊協作文化，積極營造教學交流氛圍</td>
</tr>
<tr>
<td></td>
<td>- 擬訂三年發展藍圖</td>
<td>- 優化教學能力：</td>
<td>- 深化教學能力</td>
</tr>
<tr>
<td></td>
<td>- 發展教學能力：</td>
<td>- 通過觀課、議課，提升教學水平</td>
<td>- 通過校本教研，聚焦探索優化教學策略</td>
</tr>
<tr>
<td></td>
<td>- 探索多元教學策略</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 建立跨學段的課程視野</td>
<td></td>
<td></td>
</tr>
<tr>
<td>教師專業發展活動</td>
<td>如何善用數據，分析學生學習情況</td>
<td>如何通過觀課、議課促進專業發展</td>
<td>校本課程發展經驗反思與分享</td>
</tr>
<tr>
<td></td>
<td>中學課程發展現況分析、課堂觀摩</td>
<td>如何發展及善用資源以推動教學計劃</td>
<td></td>
</tr>
<tr>
<td>校本課程發展</td>
<td>打通中、小學古詩文學習進程，建構小學六級古詩文學習及評估重點框架</td>
<td>按試教經驗修訂學習重點框架及學習材料</td>
<td>全面檢討及修訂古詩文課程</td>
</tr>
<tr>
<td></td>
<td>配合每級學習重點編擬學習材料</td>
<td>按學習表現優化評估策略及評估工具</td>
<td>將古詩文課程有效結合其他語文教學範疇課程，並借古詩文課程經驗優化其他教學範疇的規劃與實施</td>
</tr>
<tr>
<td>學與教發展</td>
<td>以測考數據及訪談資料追蹤學習成效</td>
<td>以測考數據及訪談資料追蹤學習成效</td>
<td>以測考數據及訪談資料總結學習成效</td>
</tr>
<tr>
<td></td>
<td>於高小試行古詩文教學，檢討學與教表現，發展教學策略</td>
<td>於其他年級全面試行古詩文教學，檢討學與教表現，優化教學策略</td>
<td>借古詩文教學經驗檢視及優化其他教學範疇的教學與評估策略，持續發展教師專業能力</td>
</tr>
</tbody>
</table>
教師學習社群（中、小學）

背景
中、小學課程以「學會學習」—聚焦、深化、持續為發展方向，包含多項課程革新，裝備學生面向急速變的本地和全球環境，讓他們可以接受挑戰、擁抱機遇。為營造有利推行課程革新的環境，教育同工須互助及協作。教師學習社群是一個互相支援的學習型群體，為教師提供共同探討、解難、匯聚知識和實踐經驗的平台，推動學與教的持續發展。

對象
有志推動課程革新，與樂於與他校教師協作的課程領導，包括正、副科主任、統籌/聯絡教師及前線教師，以提升學與教的效能為共同目標。

語文教學支援組的角色
支援人員將擔任聯絡和支援角色，確保以下活動能夠順利進行：
1. 全年舉行約 4-5 次主題性會議。社群成員可以交流有關課程革新的理念、挑戰和校本實踐經驗（如電子學習、文言教學等主題）；社群成員亦會被邀參加本組的課程領導培訓活動，以促進成員的專業發展。
2. 全年舉行 2-3 次互訪交流活動。探訪學校展示如何在不同的校本環境中落實課程革新，讓社群成員互相觀摩、研討。

預期成果
通過社群內的多元交流和協作，各成員可以：
1. 增進教學知識和技巧，促進專業發展，推動校內創新實踐。
2. 建立穩健及互相支持的教師網絡，形成實踐社群。
3. 發展更多有潛質的學校和教師，為推動中國語文教育作出貢獻。

對參與學校的期望
1. 學校推薦不多於 3 位有志於推動課程革新的教師。
2. 學校為參與教師騰出空間出席主題性會議和互訪交流活動。
3. 學校願意開放校園/課堂/教學活動，配合互訪交流活動。

對參與教師的期望
1. 教師願意在會議和交流活動前做好準備。
2. 教師願意在社群內交流教學經驗和資源，並將在社群內取得的收穫與原校同工分享和試用。
3. 教師願意開放課堂/教學活動，積極參與互訪交流活動。
推進電子學習，提升語文學習效能（中、小學）

背景
在二十一世紀，資訊科技與學生的生活密不可分，善用資訊科技輔助教學，不但能提升學生學習語文的動機和效能，亦可照顧學習者的多樣性。惟如何作周全的策劃和部署、發展教學團隊相關的知識和能力、選擇適合的電子學習資源，進而落實學與教，定時檢視成效，是教師的共同關注，也是成功推動電子學習的關鍵。

我們的支援工作
我們和有意推動電子學習的學校攜手合作，通過到校支援、教師專業發展活動與組成學習社群等支援服務，協助教師落實發展計劃，具體工作包括：

 分析學校的發展需要，規劃配套資源，營造有利在中文科逐步推行電子學習的教學環境；
 規劃校本課程與教學單元，有策略地把電子學習元素與日常教學結合；
 選取合適的學習電子平臺、軟件或程式，發展學與教策略；
 蒐集學習顯證，檢視電子學習融入中文課堂的成效。

如何開展
支援人員因應學校的資源和教師的準備程度，協助學校逐步落實校本課程發展計劃，例如：

第一階段——起步適應
草擬電子學習計劃，選取試點；在校本課程與單元教學設計中，結合電子學習的元素，讓師生熟習新的學與教策略。通過試教與研討，建立以學生為中心的教學範式。

第二階段——推進發展
持續發展校本課程，積累電子學習資源；拓寬參與教師層面，安排校內交流，推廣經驗；定期檢視成效，以評估回饋課程和學與教。

第三階段——鞏固深化
整理語文科電子學習材料，加強電子學習與各個學習範疇的有機扣連；歸納校本經驗，與友校同工分享，促進教學反思。

對學校與教師的期望
學校方面：
 設立共同備課節，為教師創造協作交流的空間；
 排資訊科技統籌人員，支援教師或提供意見；
 調撥資源，完善校園的電子學習配套設施。

教師方面：
 積極參與共同備課、課程規劃與單元教學設計；
 願意開放課堂予支援人員和同工觀摩，交流經驗；
 與校內或友校同工交流經驗，持續優化教學。
以文言文為切入點，提升學生的語文素養（中、小學）

背景
中國語文教育的主要任務是使學生在全面而均衡的語文學習經歷中獲得全人發展。除了聽、說、讀、寫，還要兼顧學生在文學、文化、品德情意、自主學習和思維等範疇的發展。要學生認識中華文化、欣賞文學，從而提升語文素養，閱讀文言文等經典作品是重要一環，也是學校關注的其中一項校本課程發展項目。

支援工作的理念
我們和有意以文言文為切入點，提升學生語文素養的學校攜手合作，通過到校支援服務，協助學校落實校本課程計劃，體現學校課程持續更新的發展路向。

1. 提升學生語文素養
如何把不同學習材料有機地結合，拓寬學生的閱讀面和豐富閱讀量？除了善用白話篇章，亦可通過文言文經典篇章，深化文學、文化、價值教育。因應文、白的同異，引入多元的閱讀材料，協助學生掌握閱讀的技巧、策略，培養語感，提升閱讀教學的成效。

2. 均衡的語文學習
文言文是中國語文學習內容的一部分。為配合整體的語文課程規劃，與不同學習範疇互相結合，可採用「以說帶讀」、「讀寫結合」等策略，使學生的語文學習獲得均衡和全面的發展。

<table>
<thead>
<tr>
<th>常見問題</th>
<th>支援策略舉隅</th>
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<tbody>
<tr>
<td>字詞艱深，難以明白</td>
<td>精選篇章，切合學習需要</td>
</tr>
<tr>
<td>1. 在起步階段，調節文章的難度，因應學生的興趣和能力，選取及調適涉及文化、制度、歷史等背景知識的篇章。</td>
<td></td>
</tr>
<tr>
<td>2. 選取故事性強的篇章，學生可運用預測策略解決文言基礎薄弱的問題。</td>
<td></td>
</tr>
<tr>
<td>與生活脫節，感到陌生</td>
<td>聯繫已有知識，觸類旁通</td>
</tr>
<tr>
<td>1. 先選擇和學生生活相近的白話文入手，文白對讀，聯繫已有生活知識，例如日常成語，舉一反三。</td>
<td></td>
</tr>
<tr>
<td>2. 學生利用已有的基礎知識，補足在學習文言文上的缺漏。</td>
<td></td>
</tr>
<tr>
<td>字詞教學為主，欠缺深度學習</td>
<td>運用閱讀策略，提高學習動機</td>
</tr>
<tr>
<td>1. 小學重「以讀激趣」，中學重「以讀學法」，通過文本精讀、細讀、研讀、悟讀，掌握學習文言文的方法，加強理解感悟，促進深度學習。</td>
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<tr>
<td>2. 聯繫白話文的閱讀，通過重整、對比等閱讀策略的運用，讓學生認識文言文的特點和自行發展閱讀文言文的策略，享受閱讀過程，提高學習動機。</td>
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</tr>
</tbody>
</table>
校本教學設計舉隅

<table>
<thead>
<tr>
<th>教學材料</th>
<th>課程規劃/學習活動</th>
<th>設計理念</th>
<th>適用年級</th>
</tr>
</thead>
<tbody>
<tr>
<td>《鄭人買履》（白話改編本）</td>
<td>1. 教師講授閱讀策略：聯想、聯繫生活，初讀課文，掌握文章主旨。 2. 派發《鄭人買履》字條，要求學生重新排序，串連成篇。 3. 學生可以比對改編作品，認識文言文的特點。</td>
<td>1. 先讀改編故事，再讀文言文，再低學生對文言文陌生感。 2. 《鄭人買履》原文只有六句，以文言文組活動，增加學生的成功經驗，又能認識到情節的具體作用。 3. 教導學生閱讀的方法、策略，打好學習的基礎。</td>
<td>高小至初中</td>
</tr>
<tr>
<td>《鄭人買履》（文言文）</td>
<td>1. 教師以《鷸蚌相爭》的語譯與原文對讀，教導學生掌握文意、主旨。 2. 對比《鄭人買履》文言文與改編白話本，突出改編的方法。 3. 學生改編《鷸蚌相爭》，加入新元素，突出主題。</td>
<td>1. 教導學生猜讀的策略。 2. 給予學生查字典、修訂答案的機會。 3. 四篇作品對比閱讀，提升思維層次，並從中學習分辨譯寫和改編。 4. 採用「教」、「扶」、「放」教學策略，逐步引領學生自行閱讀文言文，享受閱讀樂趣，提高學習動機。</td>
<td>高小至初中</td>
</tr>
<tr>
<td>《鷸蚌相爭》（文言文）</td>
<td>1. 與文言文《醉翁亭記》、白話文《店鋪》《街道小店的懷念》組成中五級學習單元──《遊蹤處處、觸景生情，旅行的意義》。 2. 重溫「骨」（遊蹤）、「肉」（寫景）、「神」（情和理）的閱讀文言文策略，引導學生深度閱讀。 3. 以「如果你是柳宗元，面對不理想的政治理想環境，你會選擇辭職歸隱、獨善其身，還是繼續當永州司馬，等候再遇？」為題，設計教學活動，培養學生整合拓展和見解論證能力。</td>
<td>高小至初中</td>
<td>1. 以生活主題─旅行的意義，用多元化的學習材料，讓學生認識中國文化、文學和品德情意，從而提升語文素養。 2. 通過歸納累讀和文體導讀鞏固學習基礎、以延伸趣味和遷移悟讀增加文言文積澱，提升理解能力。 3. 有機地結合經典篇章的關鍵特點，創設情境，讓學生代入角色，發表見解，讓學生得到均衡的學習經歷。</td>
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<td>《鷸蚌相爭》（語譯）</td>
<td>1. 與文言文《醉翁亭記》、白話文《店鋪》《街道小店的懷念》組成中五級學習單元──《遊蹤處處、觸景生情，旅行的意義》。 2. 重溫「骨」（遊蹤）、「肉」（寫景）、「神」（情和理）的閱讀文言文策略，引導學生深度閱讀。 3. 以「如果你是柳宗元，面對不理想的政治理想環境，你會選擇辭職歸隱、獨善其身，還是繼續當永州司馬，等候再遇？」為題，設計教學活動，培養學生整合拓展和見解論證能力。</td>
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<td>《始得西山宴遊記》</td>
<td>1. 以生活主題─旅行的意義，用多元化的學習材料，讓學生認識中國文化、文學和品德情意，從而提升語文素養。 2. 通過歸納累讀和文體導讀鞏固學習基礎、以延伸趣味和遷移悟讀增加文言文積澱，提升理解能力。 3. 有機地結合經典篇章的關鍵特點，創設情境，讓學生代入角色，發表見解，讓學生得到均衡的學習經歷。</td>
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語文教學支援組
內地與香港教師交流及協作計劃（中、小學）

理念與挑戰
通過計劃，內地與香港教師緊密合作，交流經驗，拓闊專業視野；
以不同的課題為切入點，攜手面對教學挑戰，例如：
■ 如何建立課堂框架，提升學習效能？
■ 如何藉分層教學，照顧學習者多樣性？
■ 怎樣善用共同備課時段，完善主備、共備的制度？
■ 如何借鑑內地的教研經驗，發展專業的學習社群？

我們的支援工作
■ 駐校（由 2017/18 年開始，學校可按自身需要選擇半年或全年支援服務）
  ➢ 通過共同備課會議，與教師規劃校本課程，
    開發有效的教學策略
  ➢ 通過教學示範、協作教學、教研活動等，
    促進專業反思，提升課堂教學的效能

■ 舉辦專業發展活動
  ➢ 舉辦校本講座、工作坊、教研活動等，研討共同關注的教學議題，提升教師的專業能量

■ 組織聯校交流活動
  ➢ 通過聯校活動（如互訪周、分享會），促進學校之間的專業交流
  ➢ 建立專業學習社群

支援課題舉隅
■ 提升學生的語文素養
  ➢ 開發不同的校本課程，如古詩文、繪本、童書教學等；優化學與教策略，發展學生細讀文本的能力，提升其文學、文化素養

■ 加強品德情意教育
  ➢ 善用不同的學習素材滋養學生的品德情意，以情引趣，以情促知，促進自省

■ 照顧學習者多樣性
  ➢ 設定分層的學習目標，採取靈活而多元化的教學策略，調適教材，照顧不同學生的學習需要

預期成果
■ 學生學習
  ➢ 掌握方法
  ➢ 增加信心
  ➢ 提升能力

■ 教師專業
  ➢ 拓寬視野
  ➢ 更新範式
  ➢ 建立風格

■ 學校發展
  ➢ 完善課程
  ➢ 開展教研
  ➢ 學習社群
支援非華語學生學習中文（中學）

理念與挑戰

如何令非華語學生盡快融入學校和社會，學好中文，進而能以中文學習？

具體來說，我們常見以下問題：

- 如何為學生的中文學習作長遠規劃？
- 如何處理學生中文學習起步點不同的問題？
- 如何提升學生中文學習動機？
- 如何評估學生的學習進度？

我們的支援工作

我們協助學校運用「中國語文課程第二語言學習架構」及評估工具，為學生訂定循序漸進的學習目標、進程及預期成果，幫助非華語學生逐步銜接主流課堂。發展項目包括：

- 課程規劃：協助教師有系統地組織學習內容，選取、調適及發展合適的教學材料，規劃均衡的中國語文課程。
- 教學策略：因應學生的學習進程採用靈活的教學策略，讓學生在穩固的語文基礎下，拾級而上，盡快銜接主流課堂。
- 評估設計：設計合適的評估工具及內容，分析學習成果，善用評估數據回饋教學。

支援課題舉隅

- 發展各級及跨級的校本課程
- 探索多元、密集的學習模式
- 探討讀、寫、聽、說及識字範疇的教學和評估策略
- 探討圖書教學的有效策略
- 探討照顧學習者多樣性的有效策略
- 探討具備文化學習元素的語文教學方法
- 探討促進校園共融的有效方法
- 探討非華語學生多元出路，結合一生生涯規劃教育

預期成果

「照顧差異，促進共融」

我們期望通過建立完善的校本課程、運用合適的教學策略及學習材料，輔以其他學習支援措施，能提升非華語學生學習中文的興趣及能力，協助他們更快適應和投入學習，建構共融校園。