

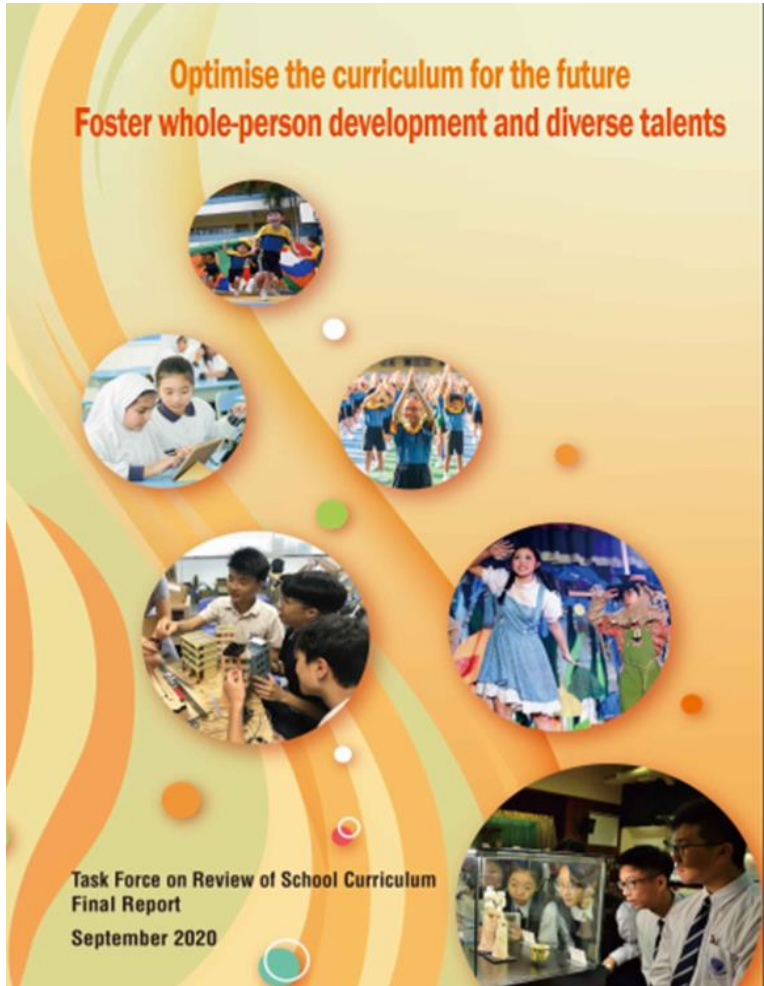
# Collaborative Research & Development ( “Seed” ) Project for 2022/2023

## **Enhancing Creative Use of Language and Promoting Values Education through Reading across the Curriculum (RaC) in the Primary English Classroom (KS2)**

# Project Objectives

- ❑ **Selecting a variety of learning and teaching resources**, both printed and e-learning materials, to enrich “Seed” school’s English Language curriculum, **provide sufficient input for students** and engage them in different forms of creative use of English;
- ❑ **Planning the KS2 curriculum strategically** through **Reading across the Curriculum (RaC)** to broaden students’ knowledge base, strengthen their reading skills and nurture their **positive values, attitudes and behaviour**;

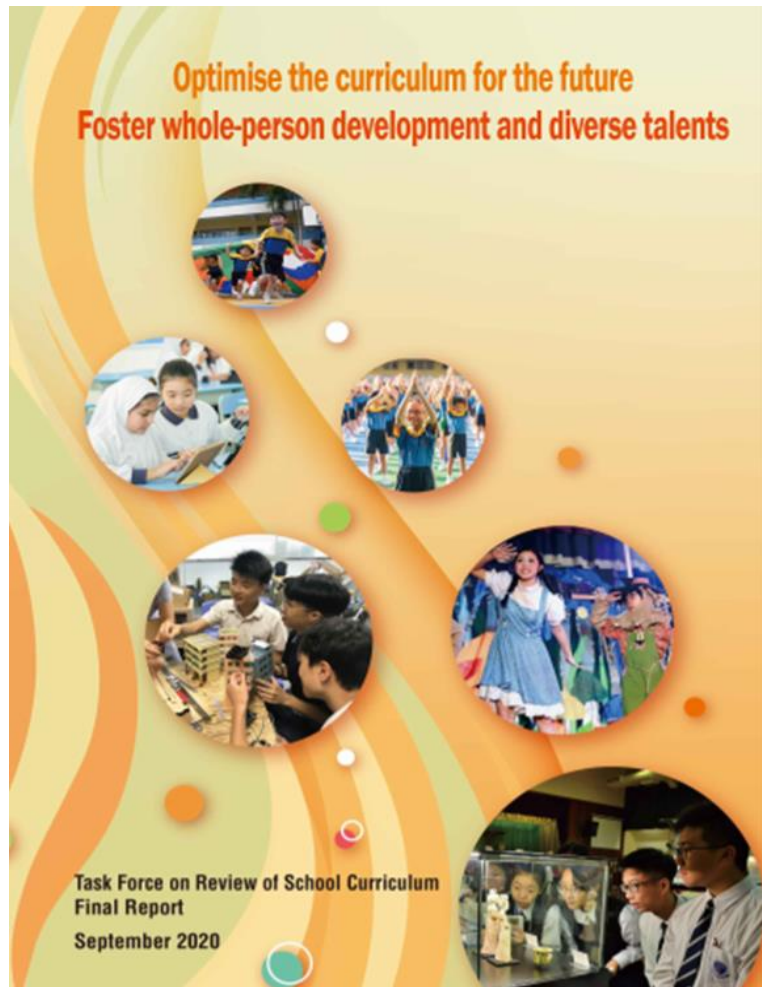
- ❑ adopting **effective teaching strategies** and designing suitable learning, teaching and assessment activities to:
  - promote RaC and cultivate students’ positive values, attitudes and behaviour through engaging them in **meaningful learning activities** and guiding them to reflect on their life experiences; and
  - introduce **creative thinking tools** in the English classroom to stimulate students’ imagination.



# *Final Report of Task Force on Review of School Curriculum (2020)*

## Recommendations on English Language Education (3.6.10)

- enriching the existing curriculum, with more emphasis on the academic and **creative use of the language** such as debating and public speaking, to stretch their potential and achievements; and
- providing more opportunities for students to enhance their language competency via Language across the Curriculum (LaC) and **Reading across the Curriculum (RaC)**



# *Final Report of Task Force on Review of School Curriculum (2020)*

## Values Education at Schools

... to cultivate in students **a care for life,**  
and **positive values** and qualities for  
meeting unanticipated crises, as well as  
helping them develop a **strong sense**  
of **civic-mindedness** and **social**  
**responsibility.**

p.16 3.5 Values Education and Life Planning Education

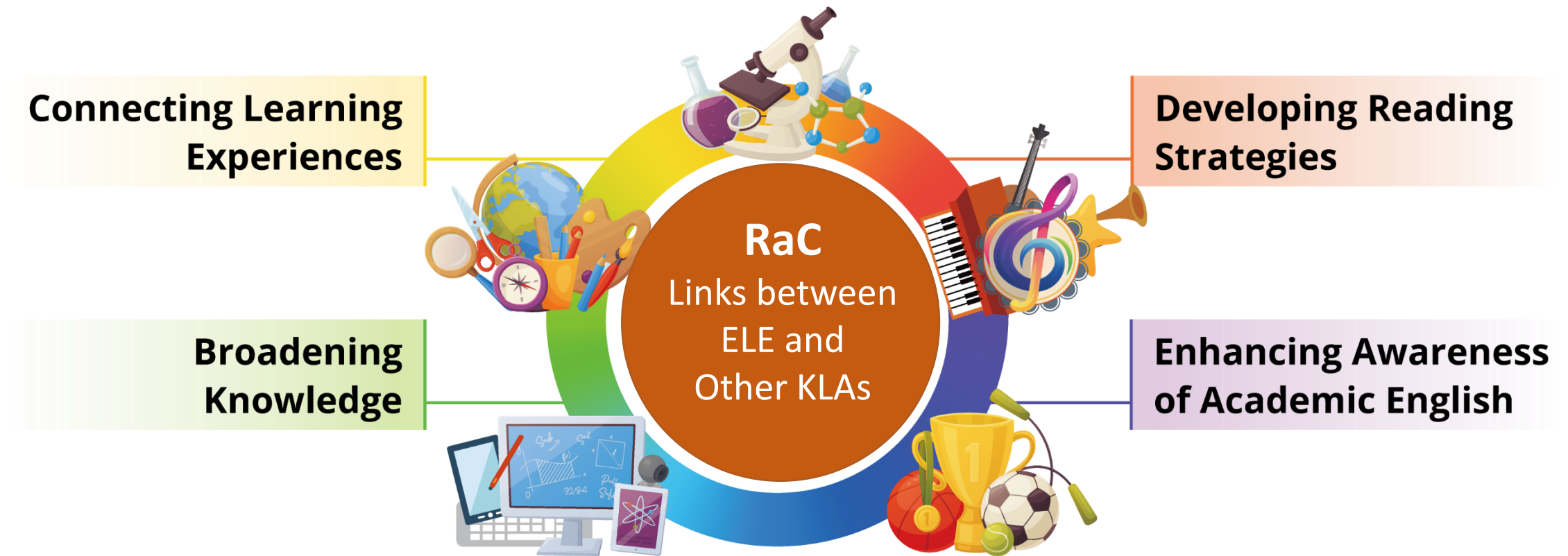
# Collaborative Research & Development ( “Seed” ) Project for 2022/2023

1.

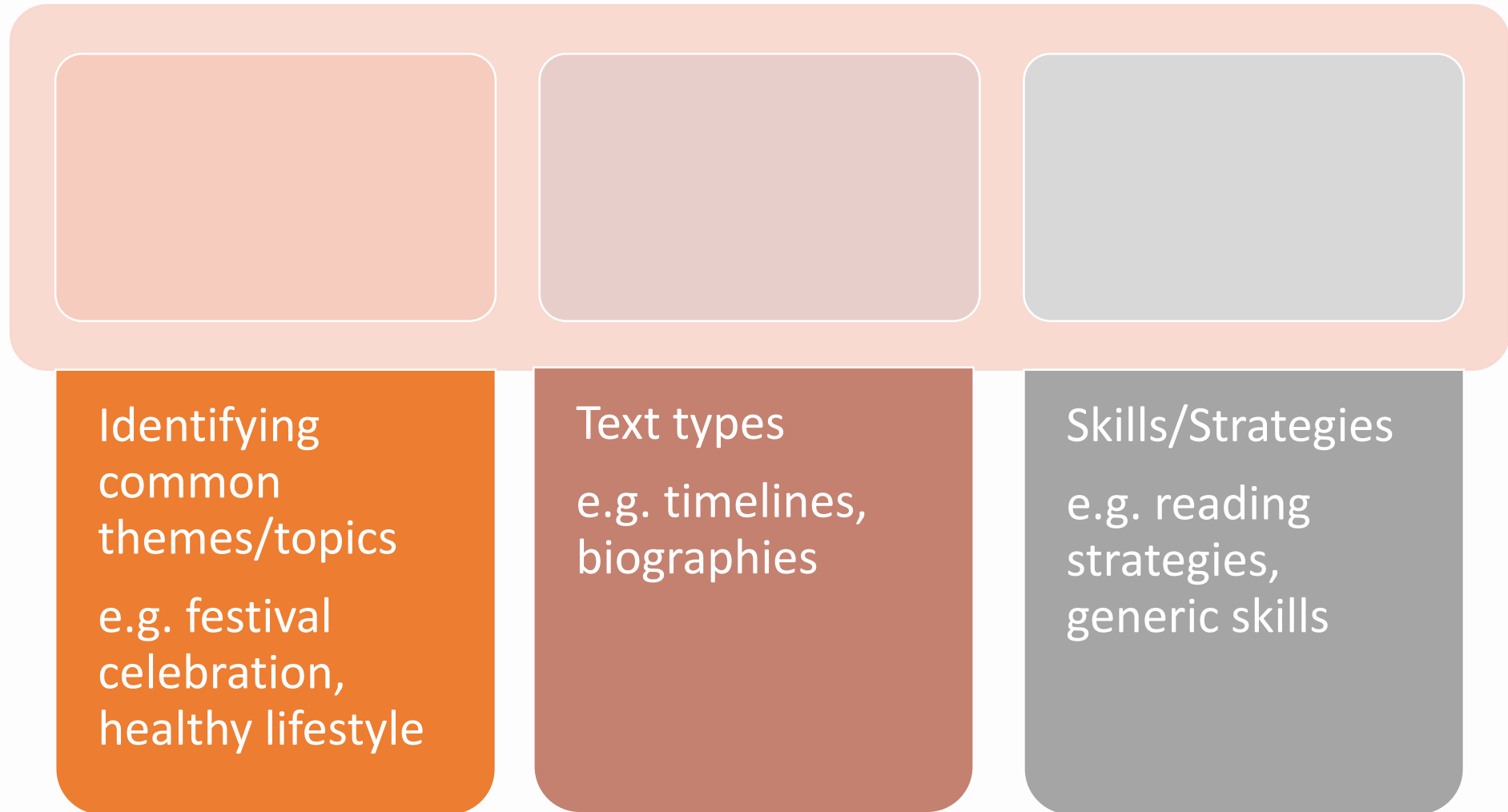
## Enhancing Creative Language Use and Promotion of Reading across the Curriculum

Rationale and Benefits

# Benefits of Implementing Reading across the Curriculum



# Possible Directions When Planning for Reading across the Curriculum



# Promoting Reading across the Curriculum

## Possible directions when planning for RaC

### 1. Themes/topics/ issues

### 2. Text types

### 3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

#### Key Stage 2

##### Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

##### Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

##### Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

##### Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

##### The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

##### We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things



# Promoting Reading across the Curriculum

## Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	<ul style="list-style-type: none"> <li>to tell others how to do something</li> <li>list of materials and steps</li> </ul>
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none"> <li>to describe something in detail</li> <li>present tense is used</li> <li>to use quite a lot of adjectives</li> </ul>
A recount	An article about WWII	<ul style="list-style-type: none"> <li>to recall what happened in the past</li> <li>past tense is used</li> <li>to follow the time sequence (chronological order)</li> </ul>
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	<ul style="list-style-type: none"> <li>to discuss some issues from different sides/ perspectives</li> </ul>

# Creative Language Use in the Primary English Classroom

## Curriculum Planning Level

- **Creative thinking** involves the generation of new ideas, exploring possibilities and discovering alternatives.
- **Development strategies:** Providing ample opportunities for students to use English language in an integrative and creative manner
- **Designing tasks, activities and projects** for students to create new ideas or things, or work out innovative solutions to problems
- **Collaboration with other KLAS**

## Learning & Teaching Strategies

- Adopting a student-centred approach
- Introducing creative thinking tools and strategies to encourage imagination and creativity

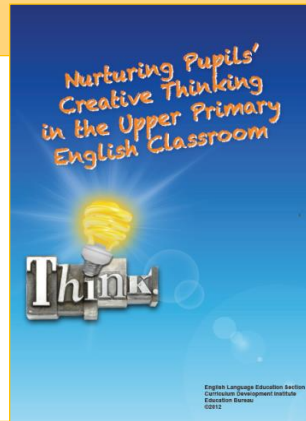
## Learning & Teaching Resources

- Language arts materials, e.g. short stories, poems, songs, films

# Providing opportunities for students to write creatively and critically

Some principles:

1. Go beyond the given information
2. Allow time to think
3. Strengthen creative abilities, e.g.
  - look at a situation from several perspectives
  - break away from traditional patterns of thought
  - teach creative thinking techniques



[http://www.edb.gov.hk/creativethinking\\_pri](http://www.edb.gov.hk/creativethinking_pri)

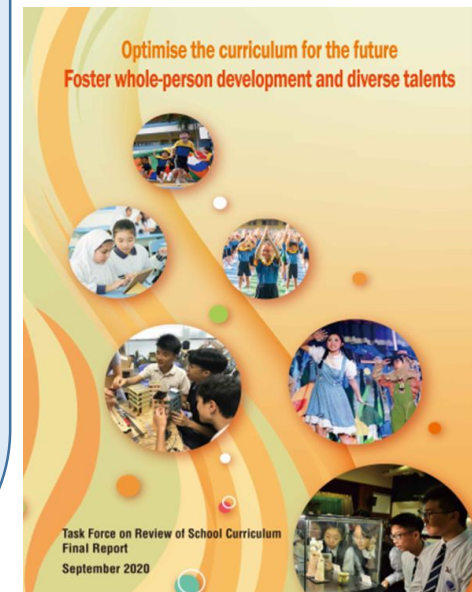
Creative Thinking Tools	Pages	Learning and Teaching Activities					
		2.1 Turning over a New Leaf	2.2 Food Packaging	2.3 Favourite Festivals	2.4 We Love Cheung Chau	2.5 An Unfair Game	2.6 A New Fairy Tale
<b>1.1 Brainstorming</b> <i>Thinking more by building on prior knowledge and experience</i>	2		*		*	*	
<b>1.2 Mind Mapping</b> <i>Concentrating the mind by providing sub-topics</i>	4		*				
<b>1.3 Morphological Matrix</b> <i>Combining ideas to explore possibilities</i>	5			*			*
<b>1.4 S.C.A.M.P.E.R. Techniques</b> <i>Thinking outside the box</i>	7	*	*	*	*		
<b>1.5 Value Grid</b> <i>Evaluating the pros and cons of ideas</i>	9				*		
<b>1.6 R.A.F.T. Strategy</b> <i>Thinking from a new angle</i>	11				*	*	*

# Collaborative Research & Development ( “Seed” ) Project for 2022/2023

## 2. Promoting Values Education

Concepts and Ideas

“In view of the fact that **positive values are interrelated**, the Task Force considers that the **current holistic and integrated approach** for promoting different facets of Values Education is appropriate.”



p.17 Values Education and Life Planning Education (3.5.3)

# A Holistic and Integrated Approach for Promoting Values Education

- provide multifarious **Values Education-related learning experiences in the curriculum** to broaden students' perspective
- provide different modes of **professional development activities**, including pre-service teacher education and in-service continuing professional development
- prepare more **exemplars and resource materials** to support teachers in developing the universal core values underpinning Chinese morals and culture

**Project Title:**

**Enhancing Creative Use of Language and Promoting Values Education through Reading across the Curriculum (RaC) in the Primary English Classroom (KS2)**

**Project Code:**      EE0122

**Duration:**      September 2022 to August 2023

# Planning & Implementation of the “Seed” Project

## Phase I

### Development

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

### Implementation (1-2 weeks)

- To try out the unit, i.e. the strategies and materials, in at least one class of students

## Phase II

### Development

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

### Implementation (1-2 weeks)

- To try out the unit, i.e. the strategies and materials, in at least one class of students

### Evaluation

- To participate in the tryout evaluation
- To participate in the end-of-the-year sharing



## “Seed” School(s)

### Seed schools are expected to:

- nominate 1 experienced and committed English teacher to be the **project leader** and identify a core group of teachers to form a **Project Team**;
- identify **one upper primary level** for implementing the programme
- consider how discussion and material development can fit into the level’s current mode of **collaborative lesson preparation**;
- set aside a period of time in the scheme of work to **try out the project materials**; and
- assist in the **collection of evidence** (covering tryout lessons, classroom observations, interviewing students/teachers) on the processes of change and impact on student learning.

# Application

## School Application Form

[Education Bureau Circular Memorandum No. 1/2022 Staff Interflow Schemes 2022  
(Appendix C in duplicate)]

Appendix C  
Page 1 of 2

**Education Bureau**  
**Staff Interflow Schemes 2022**

**School Application Form**  
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 1/2022 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB03 – Staff Interflow Schemes 2022) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2022 should reach HRM Unit of EDB or EDB's drop-in-box on or before 10 March 2022.

**Participation in Collaborative Research and Development ("Seed") Projects**  
**2022/23 School Year**

**Part I: My school wishes to take part in the following "Seed" Project(s) in 2022/23:**  
(Please refer to Appendix A(26) for the information on "Seed" projects.)

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

**Part II: School information**

School Name : \_\_\_\_\_

School Address : \_\_\_\_\_

Telephone No. : \_\_\_\_\_ Fax No. : \_\_\_\_\_

Contact Person: \*Mr/Ms \_\_\_\_\_

Telephone No. : \_\_\_\_\_ Fax No. : \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Signature of School Head : \_\_\_\_\_

Name of School Head : \_\_\_\_\_  
(in BLOCK letters)

Date : \_\_\_\_\_

\* Please delete where inapplicable.

EDBCM/No. 1/2022

Appendix C  
Page 2 of 2

Please provide the following details for each project separately.

**Part III: Proposal Details**

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

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

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

Please tick in the appropriate box below:

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

☐ My school wishes to nominate the following teacher(s) for secondment to the CDI to participate in its "Seed" Project(s) (please also submit the completed Appendix B and its Annexes 2 and 3 for each teacher nominated):

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

\* Please delete where inapplicable.

EDBCM/No. 1/2022

Appendix C  
(pp.68 & 69 of  
CM 1/2022)

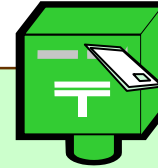
**Submit a Project Proposal**  
including the following

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

**(provide details on A4 sheets)**

Send your application to:

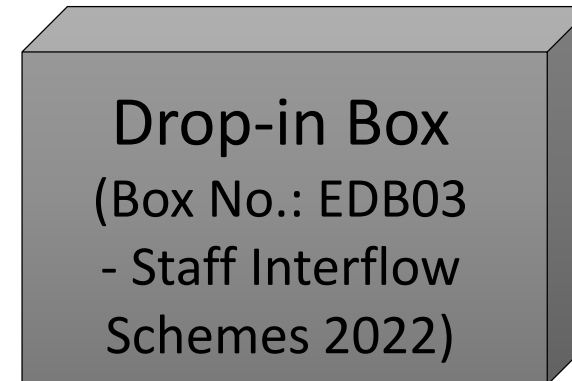
By post



**EDB Human Resource Management Unit  
4/F, East Wing, Central Government Offices  
2 Tim Mei Avenue, Tamar, Hong Kong  
(Application for Staff Interflow Schemes 2022)**

or

By hand



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

**Deadline for Application:  
10 March 2022 (Thursday)**

## **Enquiries**

### **Professional matters:**

**Ms Christine LEUNG    2892 5874**

**(email: [lws@edb.gov.hk](mailto:lws@edb.gov.hk))**

**Ms Brenda FUNG        2892 5888**

**(email: [brendafung@edb.gov.hk](mailto:brendafung@edb.gov.hk))**