

**2021/22 Language Learning Support Section  
Language Support Services for Secondary Schools**

**1. Modes of Support**

On-site professional support

Diversified collaborative support services are provided to schools in light of the school contexts and development needs, including reviewing and developing school-based curriculum, collaborative lesson planning, lesson studies, lesson observation, reviewing and formulating development plans and professional development activities (e.g. seminars, workshops and sharing sessions), and offering consultancy services on school-based curriculum development and pedagogical design.

Learning communities

Different learning communities for teachers with common concerns and interests will be formed to promote cross-school collaboration and to share experiences and resources. Through collective inquiry into different educational issues and concerted efforts in planning and implementing the latest curriculum initiatives, curriculum leadership of the participants and effective pedagogical strategies will be developed.

**2. Foci of Development**

Area	Examples of support services
Chinese Language (A1)	<ul style="list-style-type: none"> <li>- To strengthen the holistic planning of the school-based Chinese Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li>- To support a smooth interface between KS through peer or cross-level curriculum planning at different KS</li> <li>- To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum, values education and appreciation of Chinese culture through learning of Chinese classics</li> <li>- To explore effective learning and teaching strategies to cater for learner diversity</li> <li>- To create a language-rich environment for learning Chinese and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities</li> <li>- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as the use of assessment data to facilitate learning and teaching</li> </ul>
Enhancing support for teaching Chinese to Non-Chinese speaking students (A2)	<ul style="list-style-type: none"> <li>- To enhance support for teaching Chinese to NCS students, including the effective use of the Learning Framework and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students</li> </ul>
Curriculum Leadership Development for Chinese Language Teachers (A4)	<ul style="list-style-type: none"> <li>- To build up the capacity of Chinese Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese Language subject, including devising effective learning and teaching strategies under the new normal</li> </ul>
Learning Community for Chinese Language Teachers (A6)	<ul style="list-style-type: none"> <li>- To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li>- Members of the community will agree on the theme of study for the year, e.g. supporting NCS students in learning Chinese, Reading across the Curriculum, reading classical texts to enhance the learning of Chinese literature and culture.</li> </ul>

Area	Examples of support services
English Language (A3)	<ul style="list-style-type: none"> <li>- To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression</li> <li>- To support a smooth interface between KS through peer or cross-level curriculum planning at different KS</li> <li>- To promote curriculum initiatives such as self-directed learning, Language/Reading across the Curriculum and values education</li> <li>- To explore effective learning and teaching strategies to cater for learner diversity</li> <li>- To create a language-rich environment for learning English and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities</li> <li>- To enhance assessment literacy through promotion of Assessment of Learning (including homework design), Assessment for Learning and Assessment as Learning as well as use of assessment data to facilitate learning and teaching</li> </ul>
Curriculum Leadership Development for English Language Teachers (A5)	<ul style="list-style-type: none"> <li>- To build up the capacity of English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the English Language subject, including devising effective learning and teaching strategies under the new normal</li> </ul>
Learning Community for English Language Teachers (A7)	<ul style="list-style-type: none"> <li>- To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices</li> <li>- Members of the community will agree on the theme of study for the year, e.g. Reading across the Curriculum, self-directed learning, e-learning and listening and integrated skills development</li> </ul>

### 3. Expectations on Participating Schools

To make the best use of the support services, participating schools are expected to:

- nominate a teacher-in-charge to lead and oversee the progress of the support programme
- arrange regular common timeslots for meetings or lesson preparation (no less than one hour per week/cycle, preferably within the timetable) for the teachers involved to plan lessons and evaluate the effectiveness of the strategies implemented
- share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports and student work. (The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes.)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials

### 4. Points to Note

- The duration of support services normally lasts for one year.
- To learn more about the work of the Section and to see examples of work done by schools under the Section's support, please visit the following websites:

<http://www.edb.gov.hk/languagesupport/>

<http://resources.edb.gov.hk/cd/languagesupport>

## 5. Enquiry:

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