

Education Bureau
Curriculum Support Division
School-based Curriculum Development (Secondary) Section
School Sharing in 2022/23

**Designing learning and teaching strategies to
facilitate non-Chinese speaking students'
learning about national development**

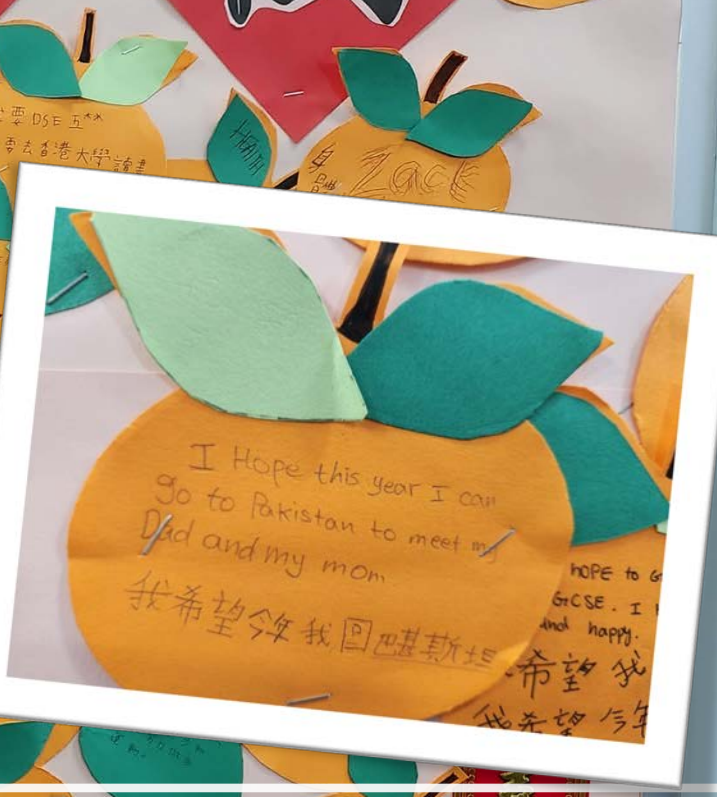
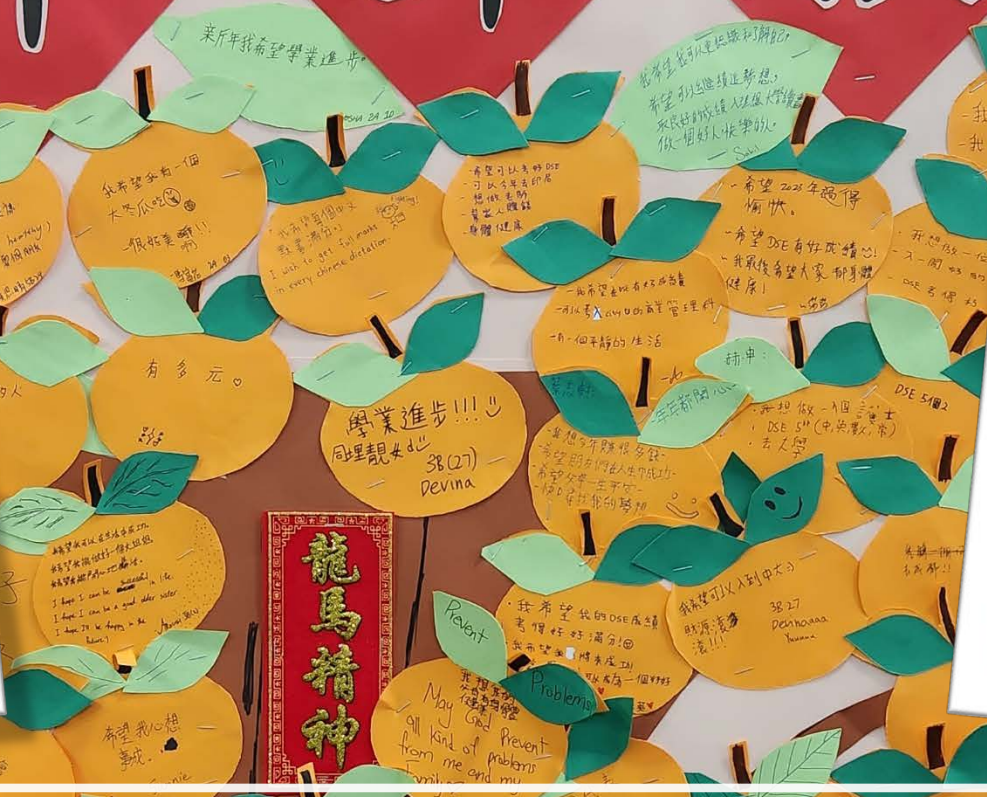
Islamic Kasim Tuet Memorial College

Mr Razi Raza Nasir

School Context

- Islamic
- EMI
- Multiculturalism (Pakistani, Nepalese, Filipino, Indian, Chinese, Sri Lankan, Indonesian, Malaysian, Iranian, Egyptian, Palestine, Kazakhstan, etc)
- Co-educational
- New arrivals

新年許願樹



Understanding Chinese Culture in the Chinese Week

學生可取下願望紙，寫下你的願望，交給你的中文老師。

Students can take the wishing paper, write down your wish and submit to your Chinese teachers.



Student Characteristics

- Eager to make decisions on their learning
- Willing to express (strong verbal skills)
- Diverse language proficiency
- Diverse learning needs
- Lack some basic knowledge of China because of their cultural backgrounds

Challenges

- Teachers: Grasp the learning focuses
- Student: A more detailed understanding of the development of the Mainland

<p>Situation of the country and sense of national identity</p>	<ul style="list-style-type: none"> • Brief introduction to the contemporary situation of the country political structure of the country, composition of the Chinese nation; concept of Chinese nationality and Chinese citizens • The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the Basic Law • Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture and education, infrastructures, poverty eradication) • Benefits and contributions of the HKSAR's participation in national affairs: <ul style="list-style-type: none"> ▪ benefits: the country's policies supporting the development of Hong Kong; enabling Hong Kong to have the advantage of "one country, two systems" ▪ contributions: Hong Kong promoting the development of and exchange with the Mainland in different areas; donations for natural disasters and supporting the needs of the developing regions of the Mainland
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2	<p>Our Country since Reform and Opening-up (45–50 hours)</p>	<p>Change in people's life and overall national strength</p>	<ul style="list-style-type: none"> • Brief introduction to the development of China's reform and opening-up (key stages) and related strategies • Changes and enhancement of people's quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) • Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
		<p>The development of our country and the integration of Hong Kong into the overall national development</p>	<ul style="list-style-type: none"> • The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong • The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong

From the curriculum...

Theme 2: Our Country since Reform and Opening-up

Topic	Learning Focus
Change in people's life and overall national strength	<ul style="list-style-type: none"> Brief introduction to the development of China's reform and opening-up (key stages) and related strategies Changes and enhancement of people's quality of life (income, mode of consumption, educational level, standard of medical care, life expectancy, poverty eradication, etc.) Enhancement of overall national strength (economy, culture, natural resources, education, technology, national defence, etc.)
The development of our country and the integration of Hong Kong into the overall national development	<ul style="list-style-type: none"> The focuses and policies of the recent Five-Year Plans of our country, and the connection of these focuses and policies with the promotion of the development of our country and Hong Kong The development plans and policies related to Hong Kong (the development of the Greater Bay Area, The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)) and the relationship with the promotion of the development of Hong Kong
Participation in international affairs	<ul style="list-style-type: none"> The notion of multifaceted diplomacy since the 21st century Actions and initiatives: rescues of various nature and assistance to other countries; setting up international organisations and organising international forums; the Belt and Road Initiative Impact of participation in international affairs on the country's overall development, and the active role played by Hong Kong

14th Five-Year Plan

Goal of 14th Five-Year Plan: Modern socialist country by 2035

New Development Philosophy

Long-Range Objectives through the year 2035

Related policies

Review

Plan forward

Catering for the learning needs of NCS students

Learning and Teaching Strategy:
Discussion and presentations
=> **Make use of students' strength of verbal skills**

Catering for the learning needs of NCS students - learning and teaching design

- Learning focus: 14th Five-Year Plan development **philosophy**, Long-Range **Objectives** and **relevant policies**
- Learning Objectives : Students will be able to
 - (1) identify and analyse the relationship of the 5 areas of new development philosophy alongside the Long-Range Objectives and relevant policies under the 14th Five-Year Plan;
 - (2) apply analytical skills to present views in a logical manner;
 - (3) show their appreciation and respect for others' analysis and views; and
 - (4) show their appreciation for the efforts contributed by the Chinese government towards the country's development.

Stage ◦	Learning activities (Task) ◦	Tools ◦
Engagement ◦ (~5 minutes) ◦	◦ 1. Recap previous lessons – goal of 14 th Five-Year Plan: modern socialist country by 2035 ◦ 2. Introduce goal, 14th Five-Year Plan development philosophy (why?), Long-Range Objectives (what?) and policies (how?) ◦ (Ex, goal: students be responsible, <u>obj</u> : punctuality, policy: arrive before 8am) ◦ ◦	Smartboard ◦
Development ◦ (~25 minutes) ◦	◦ 1. Pairing Activity – Students will randomly be given a print-out (either a philosophy, Long-Range Objectives or policy). Students will read other’s papers and form a team with the same ‘theme’. 5 groups should be formed with relevant philosophy, the long term objectives or policies. Then, students will digest, discuss and craft key points to show the ‘relations’ or ‘connection’ of those print-outs from each teammate. Each group present the ideas in a logical manner. ◦ ◦ ↓ If not enough time, can do window reading. ◦ ◦	Print-outs, blue tag ◦
Conclusion ◦ (~5 minutes) ◦	1. Summarize learning with reference to the learning objectives. ◦ 2. Exit Card (can ask students to circle) ◦	Exit cards ◦

14th Five-Year Plan

Goal of 14th Five-Year Plan: Modern socialist country by 2035

New Development **Philosophy**

Long-Range **Objectives** through the year 2035

Related **policies**

**Pairing
Activity**

Discussion

Presentation

Significance of the new development philosophy

- As China is becoming more influential in the world, independent innovation has become a driving force for its economic and social development. China needs to continuously promote innovation in theory, system, science, technology, culture and other aspects.
- Coordinated development refers to the coordination of various elements, including economy, politics, culture, society and ecological environment so that the development can be optimised and the problem of unbalanced development can be solved.
- Green development refers to green and low-carbon recycling, resources saving, environmental protection and sustainable development.
- Opening-up means that we should further open up, strengthen international exchanges and cooperation, and achieve common prosperity.
- Sharing. China is trying its best to improve the basic public services system, and the people's wellbeing and the social governance system featuring joint efforts and shared governance. China has formulated the outline for our action to achieve common prosperity so as to narrow regional, urban-rural and income gaps and ensure that the fruits of development benefit all the people.

Related Policies (example):

Development of a modern industrial system: We will facilitate the deep integration of advanced manufacturing and modern service industries, strengthen infrastructure, build a modern industrial system featuring coordinated development of the real economy, scientific and technological innovation, modern finance and human resources, and promote industrial optimization and upgrading to achieve a high-end, intelligent and green industry.

Related policies

Major objectives of the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035



Related Policies (example):

Promoting the harmonious coexistence between people and Nature: We will respect Nature, follow Nature’s laws and protect Nature. We will prioritize resource conservation, environmental protection, and let nature restore itself, put emphasis on sustainable development, and build an ecological civilization system for a beautiful China.

Students were engaged in their learning.

Students were randomly given a print-out.



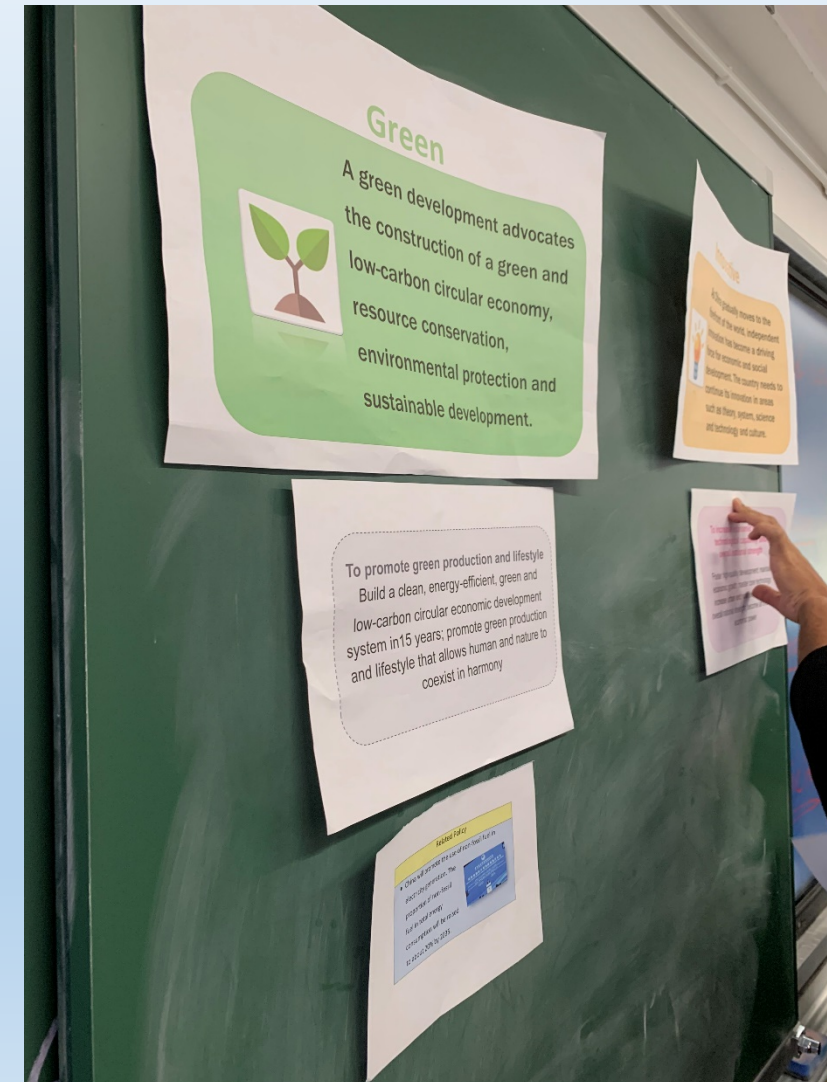
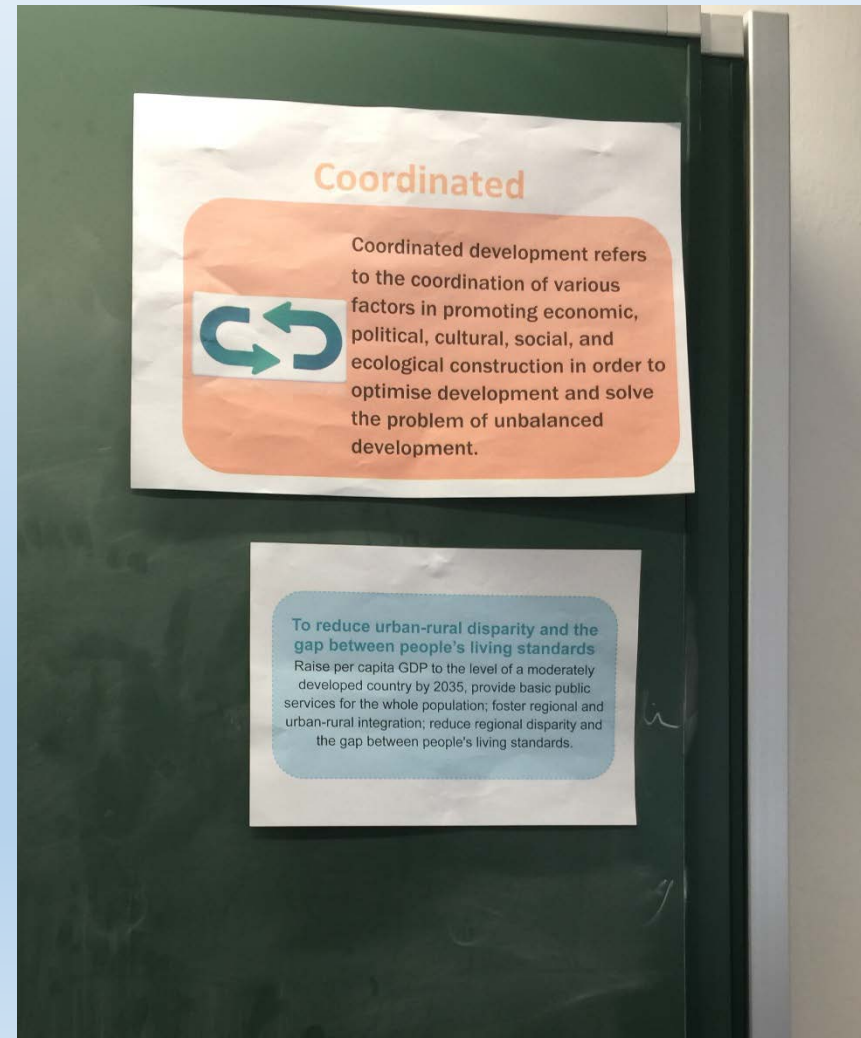
Reading



Pairing



5 Groups were **formed to prepare** for presentation. The print-outs were posted in the classroom.



Reflection

NCS students could achieve the learning objectives of CS with teachers' due consideration of the following:

- 1) Plan a school curriculum in response to the cultural backgrounds, needs and strengths of NCS students with reference to the central curriculum;
- 2) Set appropriate learning goals for NCS students;
- 3) Engage students to learn and share their views in well-designed cooperative learning;
- 4) Design learning and teaching activities to address students' specific need for knowledge acquisition; and
- 5) Empower students to learn and exhibit their learning and thinking.

End