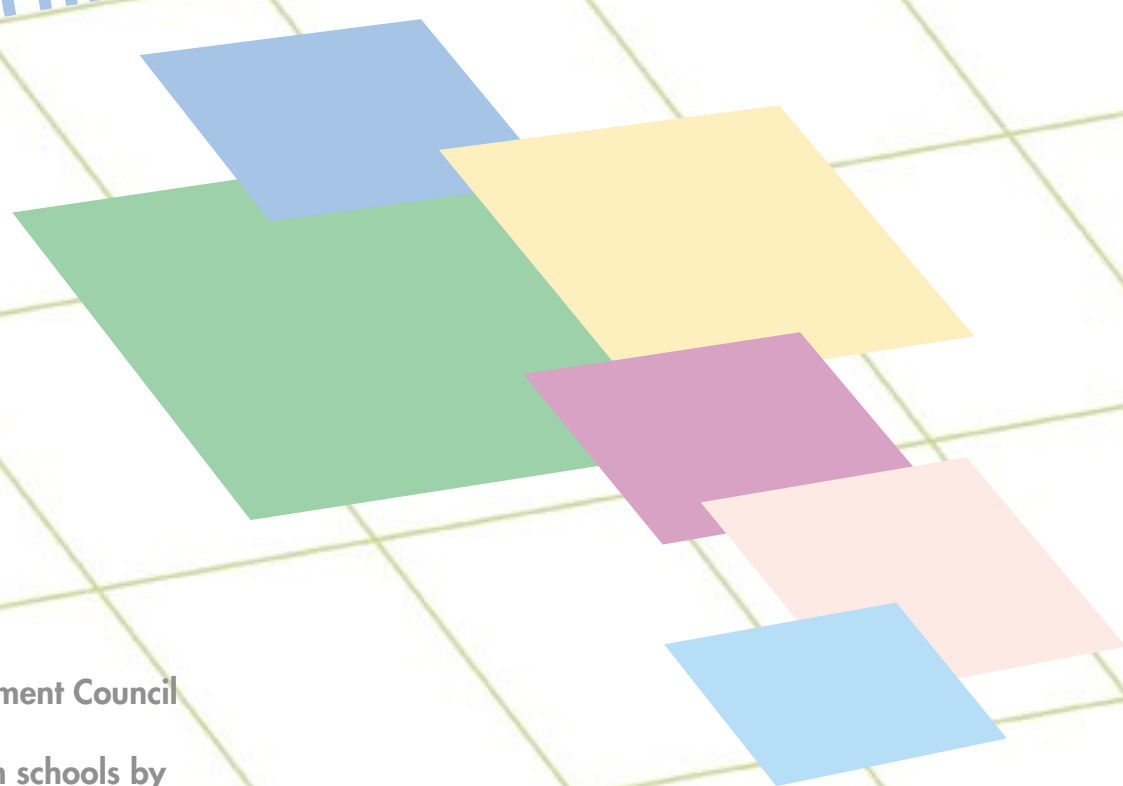


Basic Education Curriculum Guide

Building on Strengths

(Primary 1 – Secondary 3)



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Department
HKSAR
2002

Curriculum Development Documents and Supporting Resources

Learning to Learn –
The Way Forward in
Curriculum Development
(2001)



Exemplars of Curriculum
Development in Schools

Basic Education Curriculum Guide –
Building on Strengths
(2002)



Key Learning Area Curriculum Guides
(2002)



Subject Curriculum Guides



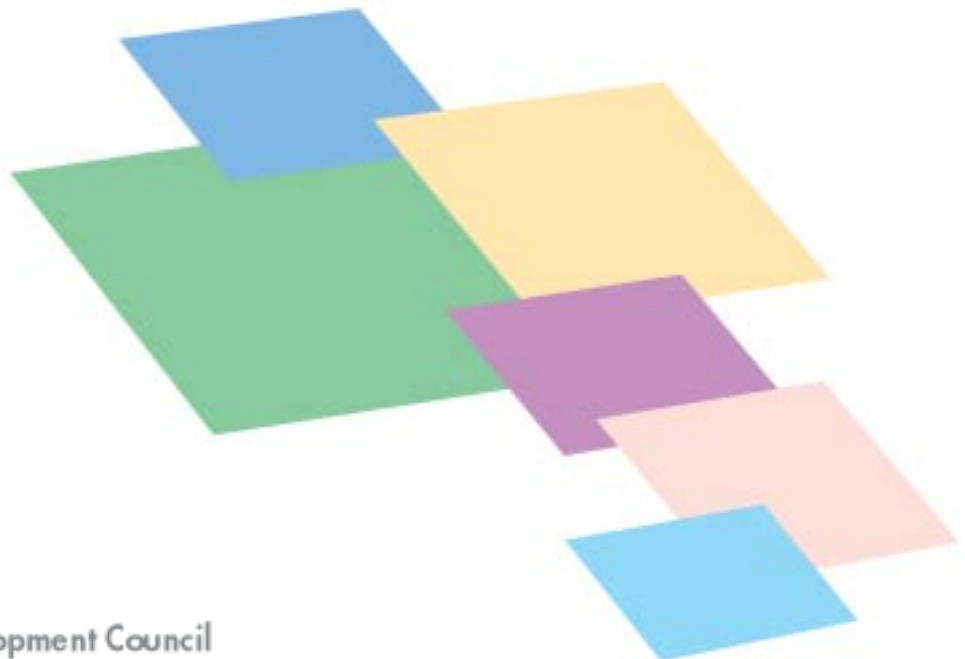
Learning and Teaching
Resources

Teaching Kits, Videos, Tapes,
CD-ROMs, Booklets, Leaflets, Reports





Basic Education Curriculum Guide *Building on Strengths* (Primary 1 – Secondary 3)



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2002



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Contents

List of Abbreviations

Introduction

1 Overview of the Curriculum Reform - Reflecting on Strengths and Getting Ready for Action

2 Whole-school Curriculum Planning - Achieving Learning Goals and Short-term Targets of School Curriculum Development

3 Four Key Tasks - Achieving Learning to Learn

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for Interactive Learning

4 Effective Learning and Teaching - Acting to Achieve

5 School Policy on Assessment - Changing Assessment Practices

6 Life-wide Learning - Enriching Learning through Authentic Experiences



7

Quality Learning and Teaching Resources and School Library Development - Bringing about Effective Learning

8

Meaningful Homework - Consolidating Learning, Deepening Understanding and Constructing Knowledge

9

Interfaces at Various Levels of Schooling - Supporting Transition

9A Interface at Kindergarten and Primary One

9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four

10

Professional Development and School-based Curriculum Development - Sustaining and Enhancing Capacity for the Reform

11

The Contribution of Different Parties - Partnerships for Growth

Glossary

List of Abbreviations

AE	Arts Education
BCA	Basic Competency Assessment
CDC	Curriculum Development Council
CDI	Curriculum Development Institute
CEG	Capacity Enhancement Grant
CPT	Collaborative Planning and Teaching
ED	Education Department
EC	Education Commission
GS	General Studies for Primary Schools
HKSAR	Hong Kong Special Administrative Region
IT	Information Technology
KG	Kindergarten
KLA	Key Learning Area
KS1	Key Stage One
P1	Primary One
PE	Physical Education
PSHE	Personal, Social and Humanities Education
S1	Secondary One
TE	Technology Education

Introduction

Purpose of the Guide

The ***Basic Education Curriculum Guide - Building on Strengths*** is prepared by the Curriculum Development Council (CDC) to advise school supervisors, school heads / principals, teachers, parents and those concerned on how to realise both the aims of education (EC, 2000) and the recommendations made in the report on *Learning to Learn - The Way Forward in Curriculum Development* (CDC, 2001) for life-long learning and the whole-person development of students. This Guide replaces the *Guide to the Primary 1 to 6 Curriculum* (CDC, 1993) and the part on junior secondary level of the *Guide to the Secondary 1 to 5 Curriculum* (CDC, 1993). It aims to provide:

- ❖ Recommendations of a central curriculum for schools and time allocation which all schools have to adopt at primary and junior secondary levels
- ❖ Suggestions for actions in school curriculum planning, learning and teaching and assessment to improve the quality of education, and for school-based adaptations to build on the strengths of Hong Kong schools as well as to meet the needs of students
- ❖ Illustrative examples in authentic school contexts
- ❖ Opportunities for reflection by school heads / principals, teachers and related parties

Structure of the Basic Education Curriculum Guide


The Guide is made up of a series of 15 booklets on a number of areas for action in schools. Though they can be read as individual booklets, it is recommended that they be read in conjunction with one another. The respective titles of the 15 booklets are:

- 1 Overview of the Curriculum Reform - Reflecting on Strengths and Getting Ready for Action**
- 2 Whole-school Curriculum Planning - Achieving Learning Goals and Short-term Targets of School Curriculum Development**
- 3 Four Key Tasks - Achieving Learning to Learn**
 - 3A Moral and Civic Education**
 - 3B Reading to Learn**
 - 3C Project Learning**
 - 3D Information Technology for Interactive Learning**
- 4 Effective Learning and Teaching - Acting to Achieve**
- 5 School Policy on Assessment - Changing Assessment Practices**
- 6 Life-wide Learning - Enriching Learning through Authentic Experiences**
- 7 Quality Learning and Teaching Resources and School Library Development - Bringing about Effective Learning**
- 8 Meaningful Homework - Consolidating Learning, Deepening Understanding and Constructing Knowledge**

- 9 **Interfaces at Various Levels of Schooling - Supporting Transition**
- 9A **Interface at Kindergarten and Primary One**
- 9B **Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four**
- 10 **Professional Development and School-based Curriculum Development - Sustaining and Enhancing Capacity for the Reform**
- 11 **The Contribution of Different Parties - Partnerships for Growth**

Supportive Information for this Guide

The following supportive information is provided in the Guide:


- ❖ A Glossary
- ❖ Cross-references (as indicated by the symbol ) and Exemplars in the texts whenever appropriate
- ❖ A list of suggested references (including websites) at the end of each booklet

The CDI website (<http://cd.ed.gov.hk>) will be updated regularly to provide the latest information on curriculum development. Each booklet will also be updated as required, and new areas will be added to enrich the Guide whenever necessary.

Key Learning Area Curriculum Guides, Subject Curriculum Guides and Other Learning and Teaching Resources

The Basic Education Curriculum Guide is supported by eight Key Learning Area (KLA) Curriculum Guides¹ and the General Studies for Primary Schools Curriculum Guide. They will be published in 2002. The KLA Curriculum Guides will also be supported by other related Subject

¹ Chinese Language Education, English Language Education, Mathematics Education, Personal, Social & Humanities Education, Science Education, Technology Education, Arts Education, Physical Education

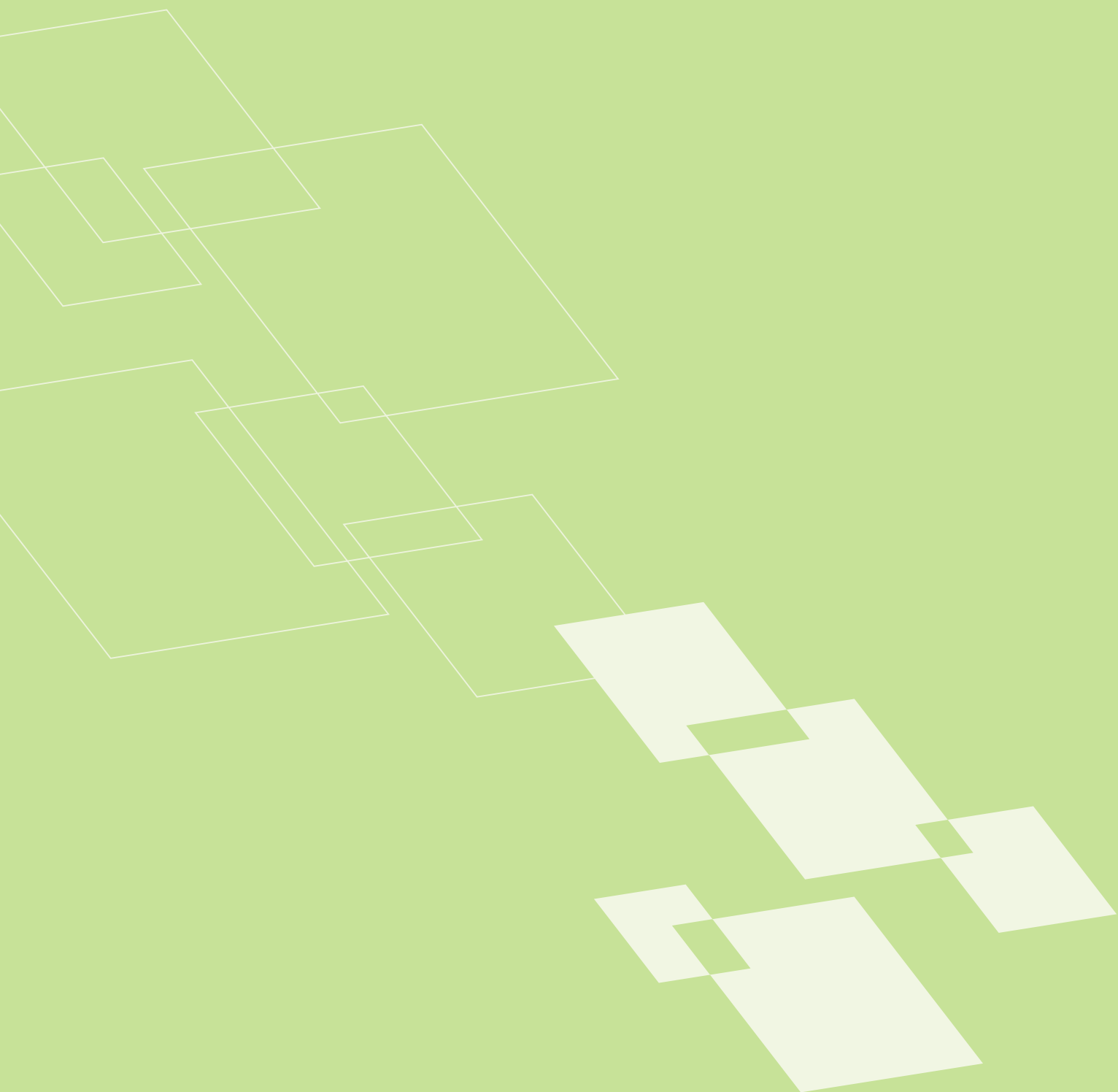


Curriculum Guides where necessary. These provide additional information on how the curriculum planning of particular subjects can be organised. Learning and teaching resources, especially those related to new needs of KLAs will also be prepared to support schools and teachers concerned.

Both primary and secondary school heads / principals and teachers should make cross-reference among this Guide, KLA Curriculum Guides and Subject Curriculum Guides as often as possible to ensure a coherent understanding of the Basic Education curriculum as a whole and at different key stages. This will enable forward planning to bring about a smooth transition from upper primary to junior secondary to facilitate effective student learning. This is applicable to both 'Through-Train' Schools and secondary schools with students from different sources.

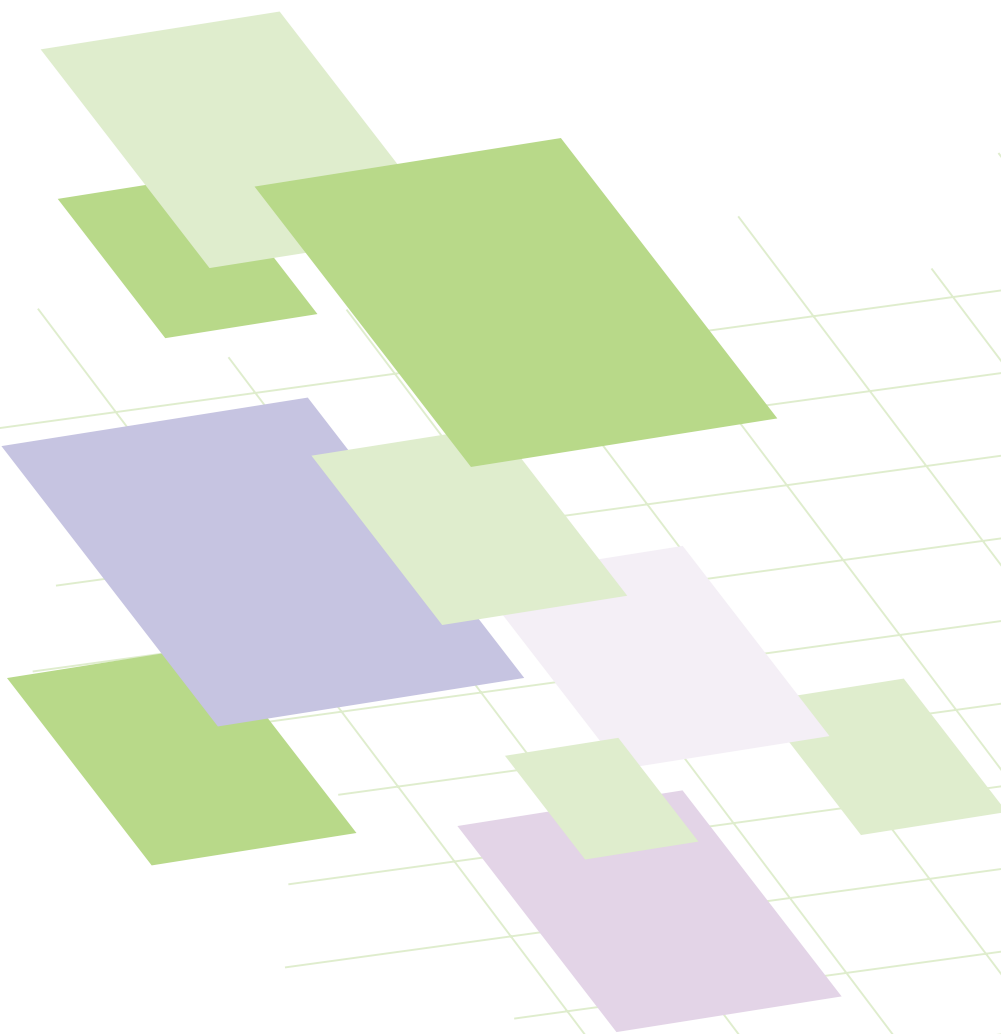
1

Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action



1

Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action



Overview of Curriculum Reform – Reflecting on Strengths and Getting Ready for Action

This is one of the series of 15 booklets in the Basic Education Curriculum Guide – Building on Strengths. Its contents are as follows:

1.1	Purposes of the Booklet	1
1.2	Aims of Education and Overall Aims of the School Curriculum	1
1.3	The Strengths of Hong Kong Schools and Curriculum	2
1.4	The Seven Learning Goals	4
1.5	Principles to Guide Actions	6
1.6	The School Curriculum - Five Essential Learning Experiences and Curriculum Framework	8
1.7	Short-term Targets (2001-2006) and Medium-term Targets (2006-2011) of Curriculum Reform for Schools	12
	<i>1.7.1 Short-term Targets for Schools to Achieve the Seven Learning Goals</i>	12
	<i>1.7.2 Medium-term Targets for Schools</i>	14
1.8	Strategies to Support Curriculum Reform in Schools	14
Appendix I	A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum	15
Appendix II	Short-term Targets (2001-2006) in Key Learning Areas and General Studies for Primary Schools	17
	References	41

Overview of Curriculum Reform – Reflecting on Strengths and Getting Ready for Action

1.1 Purposes of the Booklet

The purposes of this booklet are to help school heads and teachers to reflect upon the strengths of their schools with reference to the main recommendations made in the Curriculum Development Council's (CDC) Report on "Learning to Learn - The Way Forward in Curriculum Development" (CDC, 2001), and then to decide how best to bring about the curriculum reform in the context of the school to achieve the aims of education and the overall aims of the school curriculum.

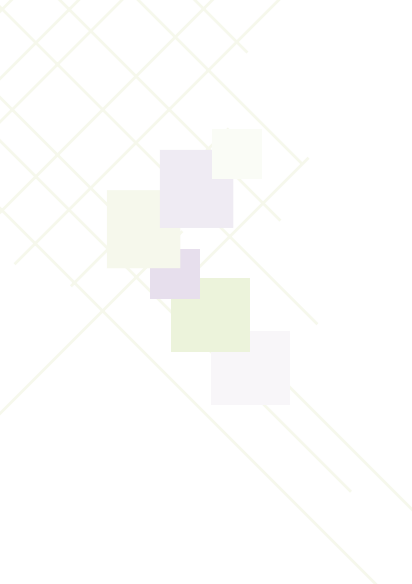
All schools should adopt the main recommendations in this booklet as stated below:

- ❖ The aims of education, overall aims of the school curriculum and seven learning goals
- ❖ Four Key Tasks as entry points for achieving the seven learning goals in the contexts of KLAs, and across KLAs when appropriate
 - ▶ Moral and Civic Education (using life events)
 - ▶ Reading to Learn
 - ▶ Project Learning
 - ▶ Information Technology for Interactive Learning
- ❖ The School Curriculum - eight Key Learning Areas and five essential learning experiences

1.2 Aims of Education and Overall Aims of the School Curriculum

Aims of Education for the 21st Century

"To enable every person to attain all-round development in the



domains of ethics, intellect, physique, social skills and aesthetics according to his / her own attributes so that he / she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large.”

Reform Proposals for the Education System in Hong Kong (EC, 2000)

Overall Aims of the School Curriculum

“The school curriculum should provide all students with essential life-long learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics, according to individual potential, so that all students can become active, responsible and contributing members of society, the nation and the world.

The school curriculum should help students to learn how to learn through cultivating positive values, attitudes, and a commitment to life-long learning, and through developing generic skills to acquire and construct knowledge. These qualities are essential for whole-person development to cope with challenges of the 21st Century.

A quality curriculum for the 21st Century should therefore set the directions for teaching and learning through a coherent and flexible framework which can be adapted to changes and the different needs of students and schools.”


Learning to Learn - The Way Forward in Curriculum Development (CDC, 2001)

1.3 The Strengths of Hong Kong Schools and Curriculum

The strengths of Hong Kong schools and curriculum which the current curriculum reform is building upon are:

Culture and Society

- ❖ Effort in learning is shared and valued in society.
- ❖ There are high expectations of quality in education.
- ❖ The HKSAR has placed a high priority on education in its 10-year strategic plan. Resource input since 1997 has risen by 51%.

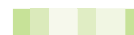
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- ❖ Parents value school education as a means of access to success in society for their children.
 - ❖ There is a keener interest in education among the community than ever before and more community resources for education have been provided.
 - ❖ Hong Kong is exposed to many external stimuli and ideas from the national community to which it belongs and from abroad. It takes these into account when developing the most appropriate school curriculum for its own context.

Education Sector, Schools and Teachers

- ❖ Strengths of individual schools may vary in areas such as past experiences of curriculum development, pedagogy, teachers, students, parents, community and sponsoring body.
- ❖ Teachers in Hong Kong work diligently to build up capabilities they want to contribute to developing in their students and to how best it can be done.
- ❖ Most teachers are very good at making the best use of whole-class teaching and at combining this to an increasing extent with other modes of learning.
- ❖ Teachers' mastery of the knowledge in subject-based curriculum is a necessary requirement for the implementation of the new curriculum.
- ❖ Each curriculum innovation introduced in the past has provided useful experiences for the reform to build on (e.g. impact of Activity Approach, Target-oriented Curriculum, Curriculum Integration, and Information Technology for Interactive Learning on professional knowledge and skills of teachers).
- ❖ The education research community has made rapid stride in research outputs during the last 10 years.

Students

- ❖ There are always outstanding students with high academic achievements and all-around development.
- ❖ Students in Hong Kong are generally studious, willing to learn and have tremendous potentials to learn.



For Reflection and Action

- ★ Do you share the aims of education and the aims of the school curriculum set out above? What do they mean to you and your students?
- ★ How would you integrate them with the mission of your school / your mission in the teaching profession?
- ★ What were the strengths / constraints of your school / yourself in realising the above aims in the past?
- ★ What needs to be strengthened in your school / yourself to achieve the aims set out above?

1.4 The Seven Learning Goals

In line with the aims of education and the overall aims of the school curriculum, CDC had set out the learning goals that our students should be able to achieve in 10 years' time as follows:

- (i) recognise their roles and responsibilities as members in the family, the society, and the nation; and show concern for their well-being;
- (ii) understand their national identity and be committed to contributing to the nation and society;
- (iii) develop a habit of reading independently;
- (iv) engage in discussion actively and confidently in English and Chinese (including Putonghua);
- (v) develop creative thinking and master independent learning skills (e.g. critical thinking, information technology, numeracy and self-management);
- (vi) possess a breadth and foundation of knowledge in the eight Key Learning Areas; and



- (vii) lead a healthy lifestyle and develop an interest in and appreciation of aesthetic and physical activities.

The Seven Learning Goals



For Reflection and Action on the Seven Learning Goals

- ★ To what extent do you share the above learning goals?
- ★ To what extent are the students in your class / school working towards the above goals?
- ★ What are the strengths of your school and in what way will these facilitate the attainment of these goals? What are the weaknesses of your school, and in what way will they constrain the attainment of the goals?
- ★ With regard to the above learning goals, what are your key emphases in 2001-2006 when setting out to address the needs of your students? Why?

1.5 Principles to Guide Actions

The Central Curriculum and School-based Curriculum Development for adaptation should be founded on the following eight guiding principles:

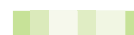
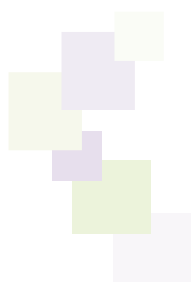
Guiding Principles	Your Beliefs and Current Practices
1. The overarching principle is to support students to learn how to learn.	
2. All students have the ability to learn and in order to do so, they should be provided with essential learning experiences.	
3. A learner-focused approach should be used in order to make decisions in the best interests of students. Diversified learning, teaching and assessment strategies should be used to suit the different needs and interests of students.	
4. Development strategies should be built on the strengths of students, teachers, schools and the wider community of Hong Kong.	
5. Practices should be adopted to achieve a balance across different purposes and conflicting interests and views, e.g. across the academic, social and economic goals of the curriculum and across the various learning and teaching strategies. The purpose and modes of learning, teaching and assessment should be consistent with one another.	



Guiding Principles	Your Beliefs and Current Practices
6. While following the central curriculum, schools should have some flexibility in school-based curriculum development to satisfy the needs of their students.	
7. Curriculum development should be a continuous improvement process to help students to learn better.	
8. Positive thinking, patience, the celebration of small successes and tolerance of ambiguity are essential to ensure that change and improvement are accepted and sustained.	

For Reflection and Action

- ★ What are your beliefs about student learning? Do they accord with the guiding principles set out above?
- ★ Which of the practices that you use are consistent with the guiding principles? Which are not?
- ★ How would you go about changing your current practices to realise the vision of Learning to Learn? (Refer to other booklets in this Guide.)

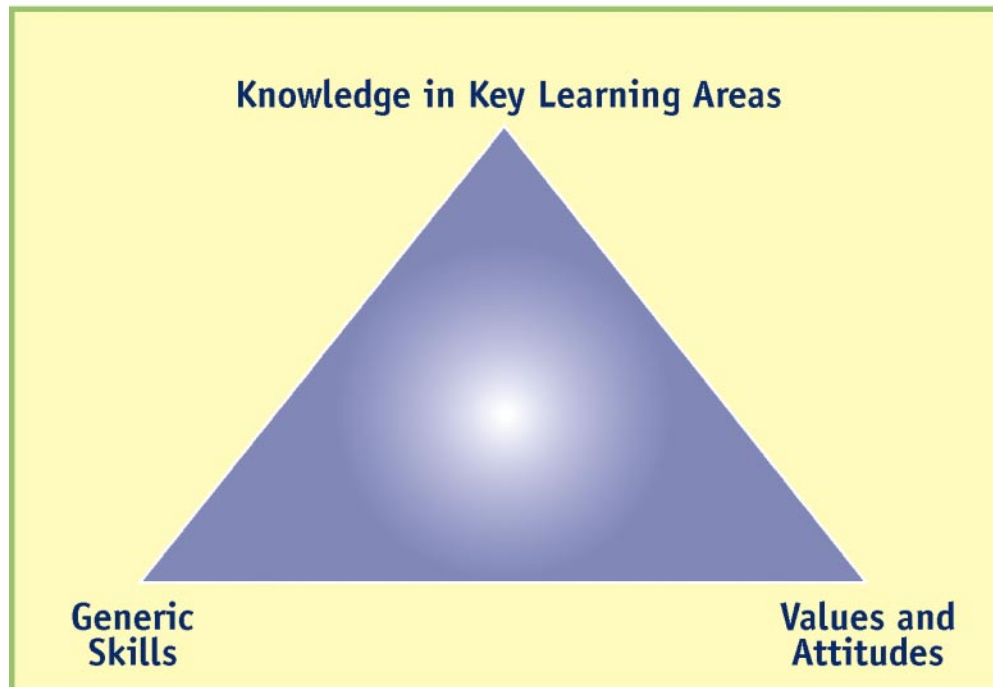


1.6 The School Curriculum - Five Essential Learning Experiences and Curriculum Framework

The term “Curriculum” is defined as the set of total learning experiences through which students learn. All students should be entitled to the following **five essential learning experiences** for **whole-person development**:


- ❖ **Moral and Civic Education**
- ❖ **Intellectual Development**
- ❖ **Community Service**
- ❖ **Physical and Aesthetic Development**
- ❖ **Career-related Experiences** (for junior secondary students)

The Curriculum Framework has three interconnected components: (i) **Key Learning Areas**, (ii) **Generic Skills** and (iii) **Values and Attitudes** as represented in the following diagram. The framework has been so designed as to allow different pathways to understanding variable breadth and depth of content, and the flexible use of a range of learning strategies and styles to suit individual needs.



The Hong Kong School Curriculum





(i) The existing subjects are grouped into the following eight Key Learning Areas (KLAs):

- ▶ Chinese Language Education
- ▶ English Language Education
- ▶ Mathematics Education
- ▶ Personal, Social and Humanities Education
- ▶ Science Education
- ▶ Technology Education
- ▶ Arts Education
- ▶ Physical Education

(ii) Generic Skills: Generic skills are fundamental to learning. They are developed through learning and teaching in the context of different subjects or KLAs and are transferable from one learning situation to another. The nine generic skills are:

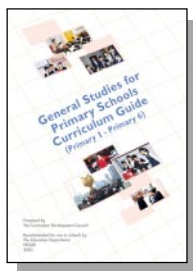
- ▶ Collaboration Skills
- ▶ Communication Skills
- ▶ Creativity
- ▶ Critical Thinking Skills
- ▶ Information Technology Skills
- ▶ Numeracy Skills
- ▶ Problem-solving Skills
- ▶ Self-management Skills
- ▶ Study Skills

For 2001-2006, **priority** should be placed on **communication skills, critical thinking skills and creativity**.

(iii) Values and Attitudes: Values are explicit or implicit belief-systems that students develop and that guide their conduct and decision-making, while attitudes are personal dispositions towards particular tasks.

To start with, priority should be given to the development of positive values and attitudes such as **responsibility, commitment, respect for others, perseverance and national identity** in the **short-term phase** (2001-2006). They can be fostered through Moral and Civic Education (one of the Four Key Tasks) and also across KLAs in appropriate themes, and through appropriate learning and teaching strategies. A list of values and attitudes to be included in the school curriculum is provided in Appendix I.

In making use of the fore-going Curriculum Framework to plan and organise the school curriculum, schools should ensure that **Chinese history and culture** is included as an essential element of learning. The following are the measures introduced and / or recommended to help schools to achieve the above:



Chapter 2

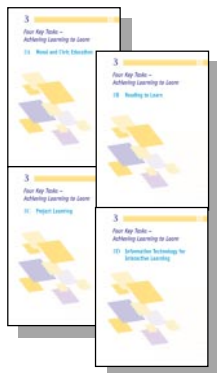


- ❖ The use of Chinese as the medium of instruction in the learning and teaching of Chinese history and culture in the 9-year basic education
- ❖ The incorporation of National Identity and Culture as one of the six strands in the General Studies for Primary Schools Curriculum Guide throughout the six years of primary education
- ❖ The study of Chinese history and culture by students of all types of schools through the essential contents for learning in Personal, Social and Humanities Education (PSHE) and related curriculum contents in other KLAs
- ❖ Keeping Chinese History as an independent subject in Key Stages 3 and 4
- ❖ The use of Chinese history and culture as the main thread of study for the one-history approach (the study of Chinese history and world history through the single subject approach of History and Culture) at junior secondary level
- ❖ The devotion of one quarter of the total curriculum time for PSHE to the learning and teaching of Chinese history and culture at junior secondary level, regardless of the approach of curriculum organisation a school may adopt



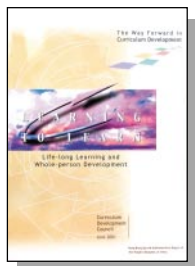


1.7 Short-term Targets (2001-2006) and Medium-term Targets (2006-2011) of Curriculum Reform for Schools



1.7.1 Short-term Targets for Schools to Achieve the Seven Learning Goals

- (i) Based on the key emphases set by the school in Section 1.4, use the Four Key Tasks (**Moral and Civic Education, Reading to Learn, Project Learning, Information Technology for Interactive Learning**) as entry points / means for achieving the learning goals and learning targets in the eight Key Learning Areas.
- (ii) Infuse the priority generic skills (i.e. communication skills, critical thinking skills and creativity) into the learning and teaching of existing subjects / KLAs to promote students' independent learning capabilities to acquire and construct knowledge.
- (iii) In alignment with (i) and (ii), formulate the whole-school curriculum plan (e.g. a school 5-year plan) according to this Basic Education Curriculum Guide, the KLA Curriculum Guides and General Studies for Primary Schools Curriculum Guide. Appendix II lists the short-term targets in Key Learning Areas and General Studies for Primary Schools for schools' quick reference.



Chapter 4



Exemplars of Curriculum Development in Schools

For Reflection and Action

- ★ What curriculum reform measures has your school carried out in 2001-2002?
- ★ How successful are they in bringing about student learning towards the achievement of the seven learning goals at different levels (e.g. P1, P2, S1, S2)?

Exemplar of a Primary School Strategic Plan

	2001-02	2002-03	2003-04	2004-05	2005-06
Tasks of School	Learning Goals of the School Curriculum (Refer to Section 1.4)				
Moral and Civic Education	Respect for others, Responsibility	Respect for others, Responsibility	Perseverance, Commitment	National Identity	National Identity
Reading to Learn	Reading habit	Reading habit	Reading habit	Reading habit	Reading habit
Project Learning	General Studies	English	Chinese	Cross-KLA studies	Cross-KLA studies
IT for Interactive Learning	In project learning	In project learning	In project learning	In project learning	In project learning
Infusing generic skills into the learning and teaching of school subjects	<ul style="list-style-type: none"> ❖ Encourage students to ask more questions in lessons ❖ Asking more open-ended questions in lessons and in assessment and accept different but reasonable answers to strengthen communication skills and critical thinking skills, and develop creativity 				
New KLA Curriculum Guides		Focus on English	Focus on Chinese	Introducing new General Studies	All KLA Guides
Other Innovations, e.g. life-wide learning	Visits to museums	Serving others	Serving others	Serving others, visits to China	Serving others, visits to China
Assessment	10% Course mark	20% Course mark	20% Course mark	Project assessment	Project assessment

1.7.2 Medium-term Targets for Schools

- (i) Improve plans and actions based on a review carried out in 2006.
- (ii) Use the open framework and recommendations in the Curriculum Guides to develop a school-based curriculum best suited to the learning needs of your students and the mission and culture of your school.
- (iii) Continue to increase the effectiveness of learning and teaching, and improve the independent learning capabilities of students needed for life-long learning.

1.8 Strategies to Support Curriculum Reform in Schools

The following strategies are recommended to support curriculum reform in schools:

- (i) Both the Education Department and schools should take **gradual steps**:

- ▶ The Education Department provides frameworks and support to schools by offering central curriculum guides, teacher and principal training programmes, on-site school-based support and other supportive measures.
- ▶ **Each school builds on its existing strengths and plans its curriculum development at its own pace** according to the readiness of its teachers, school conditions and the characteristics of its students.

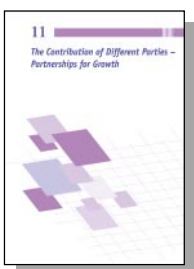
- (ii) Accumulation of experience and capacity building:

- ▶ Capacity is built up through trying things out and reviewing the results.
- ▶ Experience is generated and its results disseminated for further application.

- (iii) Different parties work in partnership to achieve the common goals.

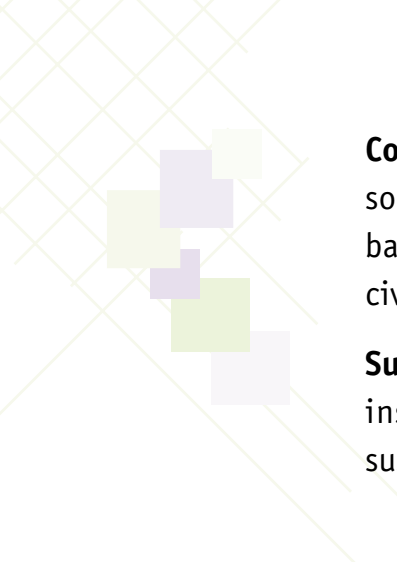


Chapter 5



A Proposed Set of Values and Attitudes for Incorporation into the School Curriculum

Core Values: Personal	Sustaining Values : Personal	Core Values : Social	Sustaining Values: Social	Attitudes
<ul style="list-style-type: none"> ❖ sanctity of life ❖ truth ❖ aesthetics ❖ honesty ❖ human dignity ❖ rationality ❖ creativity ❖ courage ❖ liberty ❖ affectivity ❖ individuality 	<ul style="list-style-type: none"> ❖ self-esteem ❖ self-reflection ❖ self-discipline ❖ self-cultivation ❖ principled morality ❖ self-determination ❖ openness ❖ independence ❖ enterprise ❖ integrity ❖ simplicity ❖ sensitivity ❖ modesty ❖ perseverance 	<ul style="list-style-type: none"> ❖ equality ❖ kindness ❖ benevolence ❖ love ❖ freedom ❖ common good ❖ mutuality ❖ justice ❖ trust ❖ interdependence ❖ sustainability ❖ betterment of human kind ❖ national identity 	<ul style="list-style-type: none"> ❖ plurality ❖ due process of law ❖ democracy ❖ freedom and liberty ❖ common will ❖ patriotism ❖ tolerance ❖ equal opportunities ❖ culture and civilisation heritage ❖ human rights and responsibilities ❖ rationality ❖ sense of belonging ❖ solidarity 	<ul style="list-style-type: none"> ❖ optimistic ❖ participatory ❖ critical ❖ creative ❖ appreciative ❖ empathetic ❖ caring and concerned ❖ positive ❖ confident ❖ cooperative ❖ responsible ❖ adaptable to changes ❖ open-minded ❖ with a respect for <ul style="list-style-type: none"> ▶ self ▶ life ▶ quality and excellence ▶ evidence ▶ fair play ▶ rule of law ▶ different ways of life, beliefs and opinions ▶ the environment ❖ with a desire to learn ❖ diligent ❖ committed to core and sustaining values

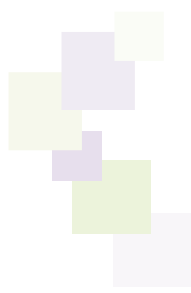
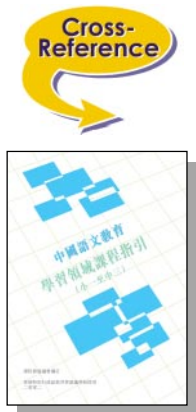


Core values refer to those universal values which are emphasised across societies. They represent the common concerns of human societies, the basic qualities for human existence, the common elements in human civilisation and the common characteristics of human nature.

Sustaining values refer to other values which are also important at an instrumental level, and are regarded as important or helpful for sustaining the core values.

Short-term Targets (2001-2006) in Key Learning Areas and General Studies for Primary Schools

Chinese Language Education Key Learning Area



Our Students	Our Teachers
<p>Primary 1-3</p> <p>To develop students' listening and speaking skills as the major aim with focuses as follows:</p>	
<ul style="list-style-type: none"> ❖ have more practice in listening and speaking, so that they can listen accurately and speak clearly ❖ have less dictation, but develop more knowledge and recognition of Chinese characters ❖ develop a habit in reading more interesting passages and a love for reading ❖ read aloud more simple literary work to sense the rhythm of words and appreciate the beauty of images 	<ul style="list-style-type: none"> ❖ provide more opportunities for students to listen and speak, and to build up more vocabulary so that they can express themselves better orally ❖ cultivate students' interest in recognising and writing Chinese characters, and help them to appreciate the beauty of Chinese characters ❖ help students to love reading and acquire preliminarily a reading habit ❖ lead students to learn rhythm through reading aloud simple literary work, and let them feel the rhythm of words and the beauty of images ❖ listen to students, provide more opportunities and encourage them to express their own ideas freely, and never block the development of their ideas ❖ avoid too much practice with low effectiveness in recitation and dictation



Chinese Language Education Key Learning Area

Our Students	Our Teachers
<p>Primary 4-6</p> <p>To develop students' reading and writing skills as the major aim with focuses as follows:</p>	
<ul style="list-style-type: none">❖ have more practice in reading and listening, to acquire vocabulary and life experience; be confident in speaking and writing❖ appreciate the pleasure of reading and writing, and nurture an aesthetic sense❖ acquire a thinking habit, able to use imagination and creativity, and develop the consciousness of raising questions through reading	<ul style="list-style-type: none">❖ let students acquire more vocabulary and life experience through reading and listening, and help them to become more confident in speaking and writing❖ organise diversified learning activities to enhance students' development of pleasure in reading and writing, and to nurture their aesthetic sense❖ develop students' consciousness of raising questions, help them to acquire a thinking habit, develop their abilities to use imagination and creativity through reading activities❖ avoid too much practice with low effectiveness in recitation and dictation❖ provide more life-wide learning and cross-curricular activities, and encourage students to learn language from the real living environment

Chinese Language Education Key Learning Area

Our Students	Our Teachers
<p>Secondary 1-3</p> <p>To develop students' integrated language skills as the major aim with focuses as follows:</p>	
<ul style="list-style-type: none">❖ acquire the habit of listening carefully, be confident and skilful in oral communication in various contexts❖ acquire a habit of reading extensively and deeply with wider interest❖ acquire basic writing skills and a writing habit❖ enjoy the pleasure of literary reading❖ acquire the habit of independent thinking, and develop creative and critical thinking skills	<ul style="list-style-type: none">❖ help students to acquire the habit of listening carefully, and to be confident and skilful in oral communication in various contexts❖ provide diversified learning activities to enhance students' appreciation of the pleasure in reading and writing, and to nurture their aesthetic sense❖ help students to enjoy the pleasure of literary reading❖ make more use of integrated language activities to help students to acquire the habit of independent thinking and develop creative and critical thinking skills❖ provide more life-wide learning and cross-curricular activities, and encourage students to learn language from the real living environment

Chinese Language Education Key Learning Area

Our Students

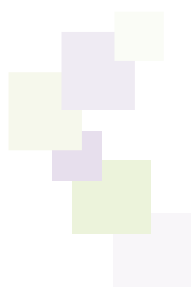
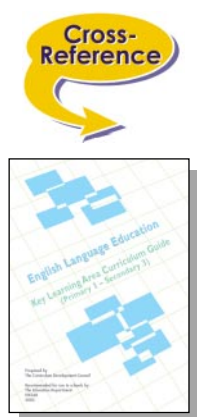
Our Teachers

Secondary 4 and above

To develop students' integrated and diversified language skills and as the major aim with focuses as follows:

- | | |
|---|---|
| <ul style="list-style-type: none">❖ express themselves and communicate with others positively and effectively in various contexts❖ widen the scope and improve the quality of their reading❖ integrated use of writing skills to express themselves❖ respond to the feelings and thoughts expressed in literature, and develop a moral sense❖ explore the sense of national culture identity through reading texts and viewing audio-visual materials❖ develop individual interests and strengths in different strands and specific items in language learning | <ul style="list-style-type: none">❖ provide various contexts to train students to communicate positively and effectively in different situations❖ encourage students to widen the scope and improve the quality of their reading❖ let students acquire different writing skills to meet with the needs of daily life❖ assist students to explore the feelings and thoughts expressed in literature, and develop a moral sense❖ help students to explore the sense of national culture identity through reading texts and viewing audio-visual materials❖ provide more opportunities and choices, and help students to develop individual interests and strengths in different strands and specific items in language learning❖ provide more life-wide learning and cross-curricular activities, and encourage students to learn language from real life and in vocational environment |
|---|---|

English Language Education Key Learning Area



Our Students	Our Teachers
Primary 1 - Primary 3	
<ul style="list-style-type: none">❖ enjoy participating in meaningful English learning activities❖ will be motivated to speak, read and listen to English❖ develop phonics skills and vocabulary-building skills	<ul style="list-style-type: none">❖ avoid excessive use of dictation and mechanical language practice❖ motivate learning and encourage creativity through activities such as puppet shows, games and show-and-tell❖ develop learners' language skills through activities such as shared reading of big books and story-telling❖ make flexible use of textbooks and other resource materials
Primary 4 - Primary 6	
<ul style="list-style-type: none">❖ have more opportunities for reading, writing, speaking and listening to English❖ develop dictionary and information skills❖ communicate effectively by using suitable grammar structures	<ul style="list-style-type: none">❖ use tasks and projects to facilitate the integrative use of language and develop dictionary and information skills❖ make greater use of open-ended questions to stimulate thinking❖ facilitate grammar learning through a wide range of materials and activities



English Language Education Key Learning Area

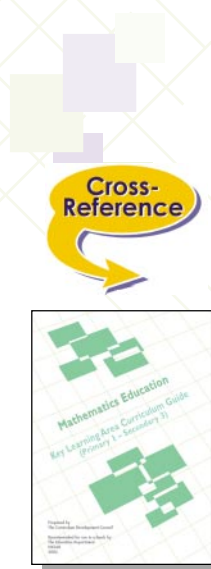
Our Students	Our Teachers
Secondary 1 - Secondary 3	
<ul style="list-style-type: none">❖ develop creativity, critical thinking and cultural awareness❖ broaden their dictionary skills such as using phonetic symbols to pronounce unfamiliar words❖ develop the positive language learning attitudes of co-operativeness, perseverance and not being afraid of making mistakes❖ engage in self-access learning❖ communicate effectively by using suitable grammar structures	<ul style="list-style-type: none">❖ make greater use of imaginative / literary texts to develop learners' creativity, critical thinking and cultural awareness❖ use language tasks and projects to further enhance learners' dictionary skills and encourage collaboration and risk taking in language learning❖ foster learner independence by creating opportunities for learners to make choices and decisions in their learning❖ make flexible use of class time to facilitate self-access learning❖ facilitate grammar learning through a wide range of materials and activities

English Language Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ communicate effectively in a wide range of situations❖ actively seek opportunities for self-access and life-wide learning	<ul style="list-style-type: none">❖ engage learners in purposeful tasks and projects that allow them to learn and use English in natural and realistic settings❖ negotiate the learning objectives, materials and activities with learners, and encourage them to seek and create opportunities to learn and use English❖ enable learners to practise self / peer assessment



Mathematics Education Key Learning Area



Our Students	Our Teachers
Primary 1 - Primary 3	
<ul style="list-style-type: none"> ❖ understand basic mathematical concepts and computational skills ❖ apply basic mathematical knowledge in daily life ❖ show interest in learning Mathematics 	<ul style="list-style-type: none"> ❖ avoid meaningless drilling ❖ use diversified learning activities (including role play and manipulation of real objects) to arouse students' interest in learning Mathematics ❖ use diversified assessments (including classroom observation and questioning) for improving learning and teaching
Primary 4 - Primary 6	
<ul style="list-style-type: none"> ❖ understand mathematical concepts and skills ❖ apply mathematical knowledge in daily life ❖ maintain interest in learning Mathematics 	<ul style="list-style-type: none"> ❖ avoid meaningless drilling ❖ encourage more teacher / student interaction in class to enhance students' thinking and communication skills ❖ use diversified learning activities (including using calculators and information technology) to arouse students' interest in learning Mathematics and foster high order thinking skills ❖ use diversified assessments (including open-ended questions and projects) for improving learning and teaching ❖ adapt the Mathematics curriculum to cater for learner differences and use curriculum space created flexibly for consolidation and enrichment

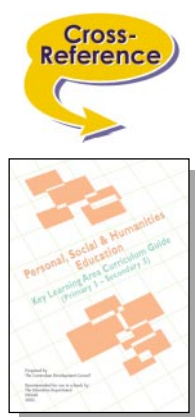
Mathematics Education Key Learning Area

Our Students	Our Teachers
Secondary 1 - Secondary 3	
<ul style="list-style-type: none">❖ understand more abstract mathematical concepts and related skills❖ understand symbolic treatment of Mathematics❖ apply mathematical knowledge in real-life situations❖ maintain interest in learning Mathematics❖ participate in Mathematics-related activities	<ul style="list-style-type: none">❖ avoid meaningless drilling❖ encourage more teacher / student interaction in class to enhance students' thinking and communication skills❖ use diversified learning activities (including project learning and using information technology) to arouse students' interest in learning Mathematics and to foster high order thinking skills❖ use diversified assessments (including open-ended questions and projects) for improving learning and teaching❖ adapt the Mathematics curriculum to cater for learner differences and use curriculum space created flexibly for consolidation and enrichment

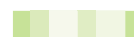
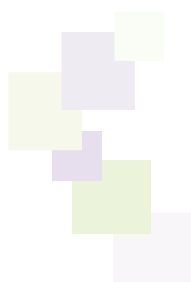
Mathematics Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ understand more complex and abstract mathematical concepts and related skills❖ apply mathematical knowledge in more complex real-life situations❖ handle mathematical problems in a more abstract context❖ maintain interest in learning Mathematics❖ participate in Mathematics-related activities outside school to broaden the perspectives	<ul style="list-style-type: none">❖ avoid meaningless drilling❖ encourage more teacher / student interaction in class to enhance students' thinking and communication skills❖ use diversified learning activities (including project learning and using information technology) to arouse students' interest in learning Mathematics and to foster high order thinking skills❖ use diversified assessments (including open-ended questions, projects and oral presentation) for improving learning and teaching❖ adapt the Mathematics curriculum to cater for learner differences and use curriculum space created flexibly for consolidation and enrichment

Personal, Social and Humanities Education Key Learning Area



Our Students	Our Teachers
Primary 1 - Primary 3	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Primary 4 - Primary 6	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> ❖ will be able to ask meaningful questions, plan their own process of learning and search for their own answers ❖ will have a healthy personal development and the ability to relate harmoniously to others ❖ will have a deeper understanding of the history, culture, natural and human environments of China, to strengthen their national identity ❖ will develop values of perseverance, responsibility and commitment, as well as respect for others 	<ul style="list-style-type: none"> ❖ will move away from content / subject-based teaching and adopt the enquiry approach by encouraging students to ask questions and search for their own answers ❖ will make project learning an entitlement of students every year and allow students to connect PSHE learning better with personal and social issues as well as other KLAs ❖ will collaborate better with other PSHE and/or KLA teachers for the development of common themes and the provision of learning opportunities outside the classroom



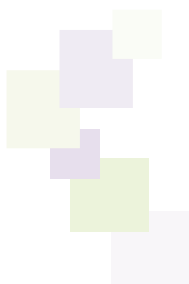
Personal, Social and Humanities Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ will broaden their knowledge base by studying at least one PSHE subject❖ will apply critical thinking skills in dealing with personal and social issues in different contexts❖ will develop a social and humanistic perspective for making sound judgments about issues concerning the local community, the nation and the world	<ul style="list-style-type: none">❖ will raise students' awareness of the need for a balanced curriculum and provide alternative choices of subjects, such as introducing the new Integrated Humanities curriculum❖ will create an open learning atmosphere and encourage self-directed learning for the development of critical thinking skills❖ will provide life-wide learning opportunities for the development of students' concern for the local community, the country and the world

Science Education Key Learning Area



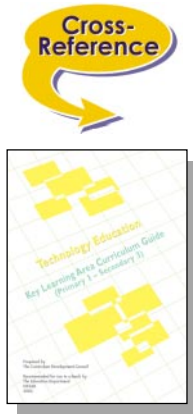
Our Students	Our Teachers
Primary 1 - Primary 3	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Primary 4 - Primary 6	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> ❖ will design and carry out scientific investigations ❖ will show an interest in exploring contemporary Science and related issues ❖ will demonstrate fundamental scientific knowledge, creativity, basic communication and critical thinking skills in Science and Technology learning activities 	<ul style="list-style-type: none"> ❖ make use of the core and extension parts of the Science curriculum to design a school-based curriculum ❖ arrange more scientific investigations and problem-solving activities ❖ create an open atmosphere for discussion and infuse process and thinking skills into Science lessons ❖ be aware of new developments in Science and encourage students to explore these developments



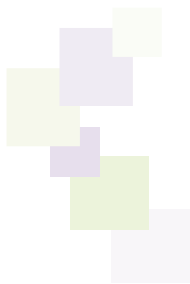
Science Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ will apply their scientific knowledge and critical thinking skills in making informed decisions❖ will evaluate evidence and make use of critiques and arguments derived from Science during discussions❖ will demonstrate concern about the impacts of Science and Technology on society	<ul style="list-style-type: none">❖ arrange more scientific investigations and learning activities on Science, Technology and society❖ will be more open to ideas and accept multiple solutions in discussions about scientific issues❖ will keep abreast of frontier developments in Science and provide support to students in exploring these developments❖ will explore learning opportunities for students with talent or a strong interest in Science

Technology Education Key Learning Area



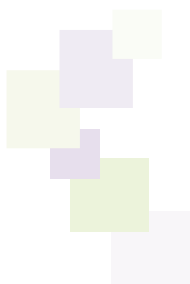
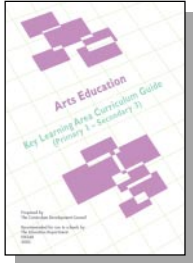
Our Students	Our Teachers
Primary 1 - Primary 3	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Primary 4 - Primary 6	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> ❖ engage in authentic, hands-on problem-solving learning activities using easily available materials and equipment ❖ develop their knowledge and skills to cope with rapidly emerging technologies ❖ develop their willingness to update their knowledge and skills in technology from time to time ❖ appraise the impact of technology and develop critical thinking ability 	<ul style="list-style-type: none"> ❖ move away from subject-based teaching and specific skills training to hands-on problem-solving teaching ❖ integrate student learning within TE KLA and with other KLAs through different knowledge areas ❖ provide life-wide learning experiences to students ❖ encourage students to appraise their solutions ❖ use a variety of methods to assess students' learning processes and outcomes



Technology Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ study through different subjects in Technology Education, such as Computer and Information Technology, Design Technology, Home Economics, etc. according to their aptitudes, interests and abilities, in order to prepare themselves for their future studies and career❖ engage in authentic, hands-on problem-solving learning activities related to various applications of Technology Education knowledge such as programming, networking, home management, design and make, graphical communication, marketing, etc. in order to acquire skills, concepts and underlying principles etc. of the applications❖ develop a global outlook on the innovative and continuous development of technology	<ul style="list-style-type: none">❖ provide multiple channels for students to study technology through different knowledge contexts according to their aptitudes, interests and abilities❖ provide students with a wide range of learning experiences (including workplace learning experiences) so that students are better prepared for their future studies and work❖ provide learning opportunities for students to explore innovative and sustainable development in technology

Arts Education Key Learning Area



Our Students	Our Teachers
Primary 1 - Primary 3	
<ul style="list-style-type: none"> ❖ are sensitive to events and matters around them ❖ are interested in the arts 	<ul style="list-style-type: none"> ❖ stimulate students to discover and explore, and display imagination in the arts ❖ arrange more creative and less skill-based learning activities for maintaining students' interest in the arts ❖ design a balanced Arts curriculum leading to arts learning experiences
Primary 4 - Primary 6	
<ul style="list-style-type: none"> ❖ respond to and appreciate nature and works of art ❖ acquire basic understanding of the characteristics of various art forms ❖ express themselves through the arts by applying elements in their daily lives 	<ul style="list-style-type: none"> ❖ encourage students to actively observe and spontaneously respond to nature and works of art ❖ provide students with life-wide learning experiences in the arts ❖ stimulate students to generate knowledge and skills for applications in the arts
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> ❖ acquire appropriate knowledge and skills for making, evaluating and appreciating works of art ❖ respond critically to and appraise works of arts of different cultures 	<ul style="list-style-type: none"> ❖ provide a suitable learning environment for the acquisition of various knowledge and skills in the arts ❖ cultivate an open-minded attitude to and respect for the arts of different cultures



Arts Education Key Learning Area

Our Students	Our Teachers
Secondary 1 - Secondary 3 (continued)	
<ul style="list-style-type: none">❖ widen their arts experiences through connections with other KLAs	<ul style="list-style-type: none">❖ design a school-based Arts curriculum across KLAs for enhancing effective learning
Secondary 4 and above	
<ul style="list-style-type: none">❖ learn how to access knowledge and develop their own ways for self-expression through the arts❖ set appropriate criteria for aesthetic judgment❖ pursue a life-long interest in the arts so as to enhance their quality of life	<ul style="list-style-type: none">❖ strengthen students' ability to learn in and through the arts❖ cultivate students' critical responses in the arts❖ provide students at senior secondary level with arts learning experiences

Physical Education Key Learning Area

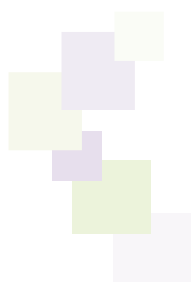


Our Students

Our Teachers

Primary 1 - Primary 3

- | | |
|--|---|
| <ul style="list-style-type: none">❖ develop basic movement skills and perform sequences of skills with creativity and imagination by means of the Fundamental Movement (FM) approach or other approaches❖ have some knowledge of the relationship between physical activities and the development of physical health❖ communicate ideas, feelings, etc. effectively with others in plays, games and demonstrations | <ul style="list-style-type: none">❖ develop a balanced PE curriculum with creativity, fun and challenges to enhance students' development in generic skills❖ help students develop basic physical movement skills through FM approach and other approaches❖ help students acquire appropriate attitudes and knowledge in health and physical activities |
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Physical Education Key Learning Area

Our Students	Our Teachers
Primary 4 - Primary 6	
<ul style="list-style-type: none">❖ learn basic skills of at least eight different physical activities from not less than four core activity areas and engage regularly in at least one PE-related co-curricular activity❖ understand the relationship between physical activities and health development and the wide range of factors and actions that influence their health status❖ learn how to respect others' rights and demonstrate a co-operative manner in teamwork and be able to apply decision-making, critical thinking, communication, etc. in different learning situations	<ul style="list-style-type: none">❖ develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning❖ help students acquire basic competency through the learning of at least eight different physical activities from not less than four core activity areas and develop a habit to participate in at least one PE-related co-curricular activity❖ offer opportunities for students to participate in modified games, competitions and other health related activities that develop their skills in creativity, communication, critical thinking and health-related knowledge

Physical Education Key Learning Area

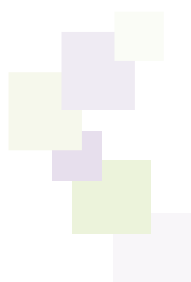
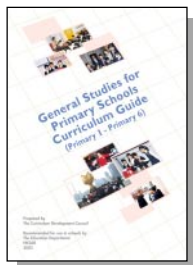
Our Students	Our Teachers
Secondary 1 - Secondary 3	
<ul style="list-style-type: none">❖ acquire and apply skills in at least eight different physical activities from not less than four core activity areas and participate actively and regularly in at least one PE-related co-curricular activity❖ apply the FITT (Frequency, Intensity, Time, Type) principle in planning their individual fitness programme❖ demonstrate appropriate etiquette and sportsmanship in plays, games and competitions	<ul style="list-style-type: none">❖ develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning❖ help students to improve their proficiency through the application of movement concepts and training principles in at least eight different physical activities from not less than four core activity areas and develop a habit to participate actively in at least one PE related co-curricular activity❖ help students set their goals in planning their health programmes❖ encourage students to make effective use of different youth health programmes in the community❖ help students develop desirable behaviour and sportsmanship through physical activities



Physical Education Key Learning Area

Our Students	Our Teachers
Secondary 4 and above	
<ul style="list-style-type: none">❖ refine the learnt skills or acquire the skills of some novel physical activities, participate actively and regularly in at least one PE-related co-curricular activity and be willing to serve the club or society in the school and the community❖ understand the relationship of physical activities with personal and social development❖ demonstrate the ability to initiate responsible and independent decisions, display an attitude of willingness to try new games, apply a wide range of analysing and evaluating skills to different learning situations and interact positively with others	<ul style="list-style-type: none">❖ develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning❖ offer opportunities for students to learn specific or advanced skills and substantiate the habit of regular exercise in at least one PE related co-curricular activity❖ offer opportunities for students to understand the relationship of physical activities with personal and social development❖ offer opportunities to develop students' life skills, leadership and community services

General Studies for Primary Schools



Our Students	Our Teachers
Primary 1 - Primary 3	
<ul style="list-style-type: none"> ❖ develop a healthy lifestyle ❖ are able to manage their daily life needs and relate harmoniously to other people ❖ develop a keen interest in observing the environment instead of focusing on the study of textbook content, and have hands-on experiences to cultivate a sense of curiosity in the natural and human world ❖ develop inquiry and investigative skills to solve problems encountered in daily life 	<ul style="list-style-type: none"> ❖ trim existing curriculum with reference to suggestions made in the new General Studies for Primary Schools Curriculum Guide ❖ strengthen personal and social development by using the life event approach ❖ avoid being textbook-bound in teaching ❖ design hands-on and minds-on activities to arouse students' interest in the natural and human world ❖ organise inquiry and investigative activities to help students solve daily life problems
Primary 4 - Primary 6	
<ul style="list-style-type: none"> ❖ conduct hands-on and minds-on inquiry with an open mind ❖ develop positive attitudes and values through learning experiences of various life events ❖ develop an awareness of their roles in society and national identity through understanding local society, Chinese history and culture 	<ul style="list-style-type: none"> ❖ trim existing curriculum with reference to suggestions made in the new General Studies for Primary Schools Curriculum Guide ❖ avoid over-emphasis on the teaching of facts and information ❖ organise more hands-on and minds-on learning activities to develop students' inquiry skills, include Information Technology skills



General Studies for Primary Schools

Our Students	Our Teachers
Primary 4 - Primary 6 (continued)	
<ul style="list-style-type: none">❖ connect what they have learnt in school to daily life problems and issues through project learning❖ develop basic knowledge, investigative skills and problem-solving capabilities in science and technology	<ul style="list-style-type: none">❖ inculcate positive values and attitudes in students in their personal and social development❖ strengthen students' affective development, especially towards their national identity and Chinese culture❖ develop students' generic skills through diversified learning activities, e.g. project learning❖ motivate students' interest and develop their knowledge and skills in science and technology through hands-on problem-solving and investigative activities

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The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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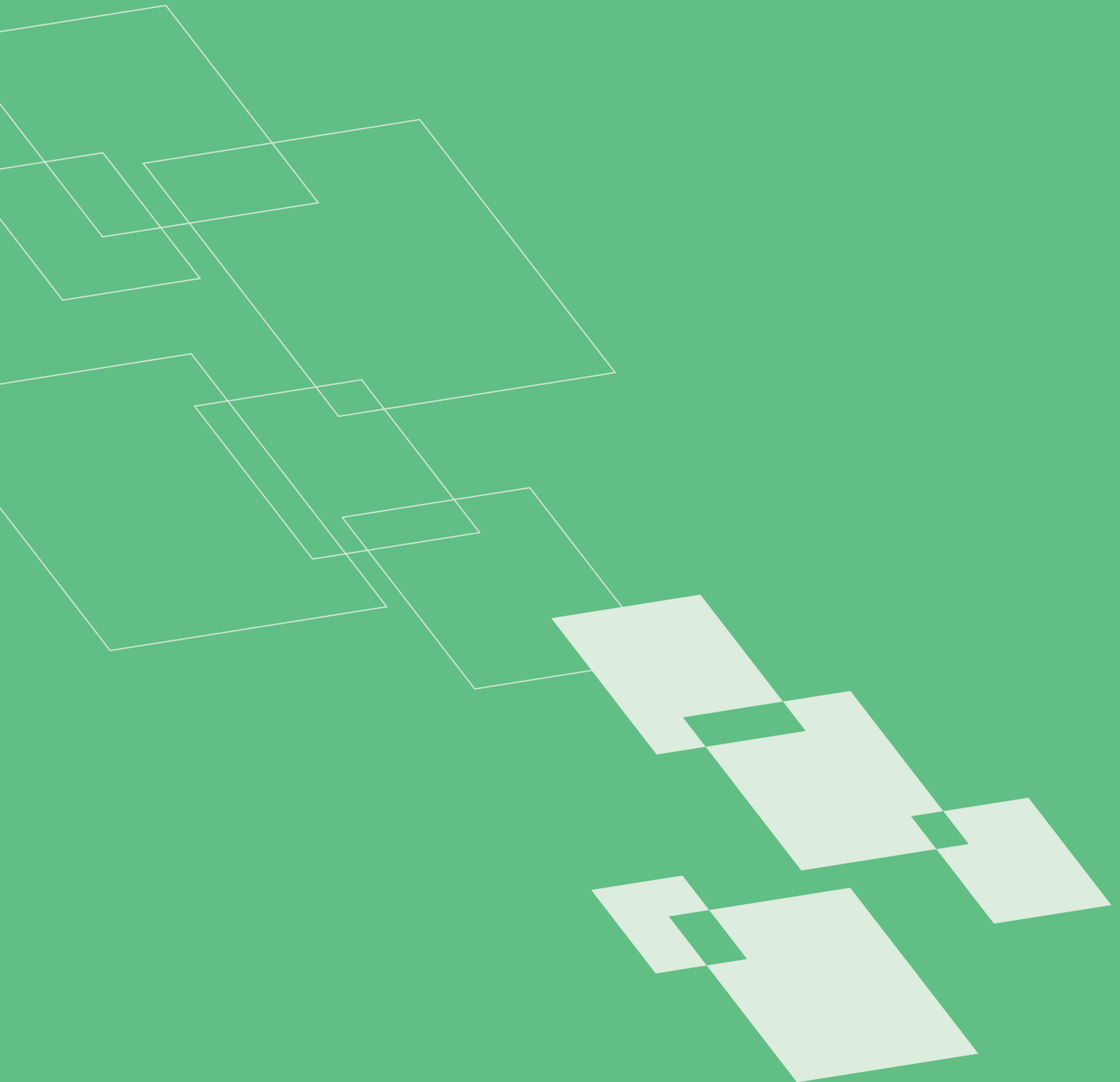
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
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- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
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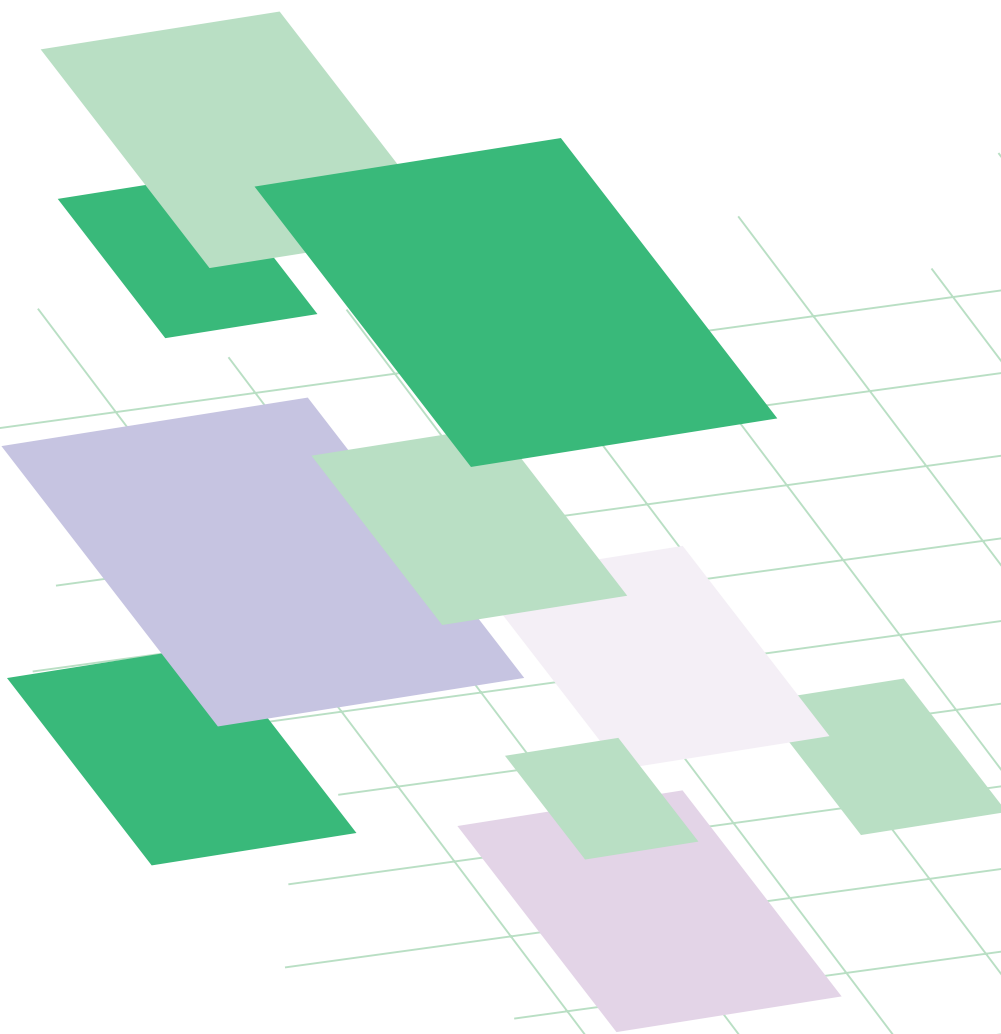
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Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development



2

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This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

2.1	Purpose of the Booklet	1
2.2	Linking Whole-school Curriculum Planning to Learning Goals, Short-term Targets and Building on School Strengths	1
2.2.1	<i>Principles for Consideration in Whole-school Curriculum Planning</i>	2
2.2.2	<i>Resource for Curriculum Planning</i>	4
2.3	Suggested Time Allocation, Calendar Planning and Time-tabling	5
2.3.1	<i>Quality School Time</i>	5
2.3.2	<i>Number of School Days and Lesson Time</i>	6
2.3.3	<i>Suggested Time Allocation</i>	6
2.3.4	<i>Calendar Planning and Time-tabling</i>	10
2.4	More Effective Use of Learning Time	12
2.4.1	<i>Creating Space for Students and Teachers</i>	12
2.4.2	<i>Exercising Flexibility in Time-tabling Arrangement to Extend and Enrich Students' Learning Experiences</i>	13
	Exemplars for Primary Schools	15
	Exemplars for Secondary Schools	27
	References	37

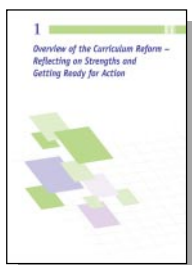
Whole-school Curriculum Planning - Achieving Learning Goals and Short-term Targets of School Curriculum Development

2.1 Purpose of the Booklet

The purpose of this booklet is to help schools develop a practical whole-school curriculum plan which is based on reflections on their strengths, the mission of their school, and the short-term targets of the current curriculum reform set out in Booklet 1 “Overview of the Curriculum Reform - Reflecting on Strengths and Getting Ready for Action”.

Schools should entitle all students to the recommendations in this booklet according to the following aspects:

- ❖ A broad and balanced curriculum in KLAs at each Key Stage and five essential learning experiences in 9-year basic education
- ❖ Quality school time
- ❖ Number of school days
- ❖ Total lesson time (including reading)
- ❖ Suggested time allocation for KLAs, reading, Chinese history and culture, and deployment of flexible time



Section 1.4, 1.6
and Appendix II

2.2 Linking Whole-school Curriculum Planning to Learning Goals, Short-term Targets and Building on School Strengths

Every school is unique in terms of its strengths such as history, experiences in curriculum development, pedagogy, teachers, leadership, community context, and the changes it proposes to make each year. Systematic **whole-school curriculum planning** is necessary to ensure that every member of the school works towards achieving the priority learning goals set by the school through planning short-term targets and strategic steps of school curriculum development.

2.2.1 Principles for Consideration in Whole-school Curriculum Planning

Cross-Reference



Section 1.7.1 (iii)

For Reflection and Action

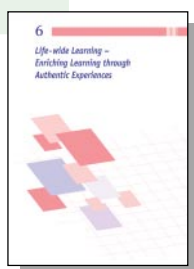
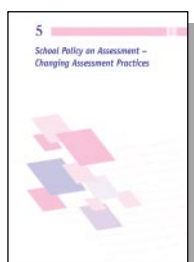
With reference to the example provided in Booklet 1, Section 1.7.1(iii), use the strategic plan below to decide on the short-term targets in your school curriculum plan for the next 5 years.

	2001-02	2002-03	2003-04	2004-05	2005-06
Tasks of School	Learning Goals of the School Curriculum				
Moral and Civic Education					
Reading to Learn					
Project Learning					
IT for Interactive Learning					
Infusing generic skills (especially communication skills, critical thinking skills and creativity) into the learning and teaching of school subjects					
KLA Curriculum Guides (2002)					
Other Innovations, e.g. life-wide learning					
Assessment					

Principles for Consideration

Schools should:

- ❖ have **clear and priority** learning goals and targets for curriculum development from 2002-2006 or beyond (as stated in Booklet 1)
- ❖ provide a **broader and more balanced curriculum** covering 8 Key Learning Areas, and with more emphasis on Chinese and English Languages in early primary school years
- ❖ provide the five essential learning experiences throughout the 9 years of schooling
- ❖ use the **suggested time allocation** in Section 2.3 of this booklet
- ❖ use the **central curriculum** of KLA Curriculum Guides / General Studies for Primary Schools Curriculum Guide (CDC, 2002) as the basis, and make **school-based adaptations** when necessary to ensure the following at each Key Stage:
 - ▶ **Smooth progression** in curriculum design, learning and teaching from one level to another, based on the diversified needs of students
 - ▶ **Coherence** among the KLAs using appropriate learning, teaching and assessment approaches, avoidance of overlapping, and use of meaningful links
 - ▶ **Widen the space of student learning**
- ❖ use appropriate strategies of **learning, teaching and assessment flexibly** to achieve the LEARNING GOALS: Moral and Civic Education, Reading to Learn, Project Learning, IT for Interactive Learning, life-wide learning, diversified assessment modes
- ❖ identify **the strengths of the school** (including existing practices) in order to deploy resources to achieve the short-term targets of curriculum development set by the school



	Strengths (including existing practices)
Students	
Teachers	
Teacher-Librarian	
Head / Principal	
Parents	
Sponsoring Body	
School Management Committee	
Social Worker	
Community	
Others	

❖ Should adjust the targets and strategies as the capacity of the school grows

2.2.2 Resource for Curriculum Planning

In planning whole-school curriculum and developing strategies to achieve the learning goals, schools can make reference to the website of the Curriculum Development Institute to obtain updated information on:

- (1) curriculum, learning and teaching for KLA and cross-curricular issues;
- (2) curriculum documents, curriculum resource bank and exemplars; and
- (3) resources and support for curriculum development

<http://cd.ed.gov.hk>



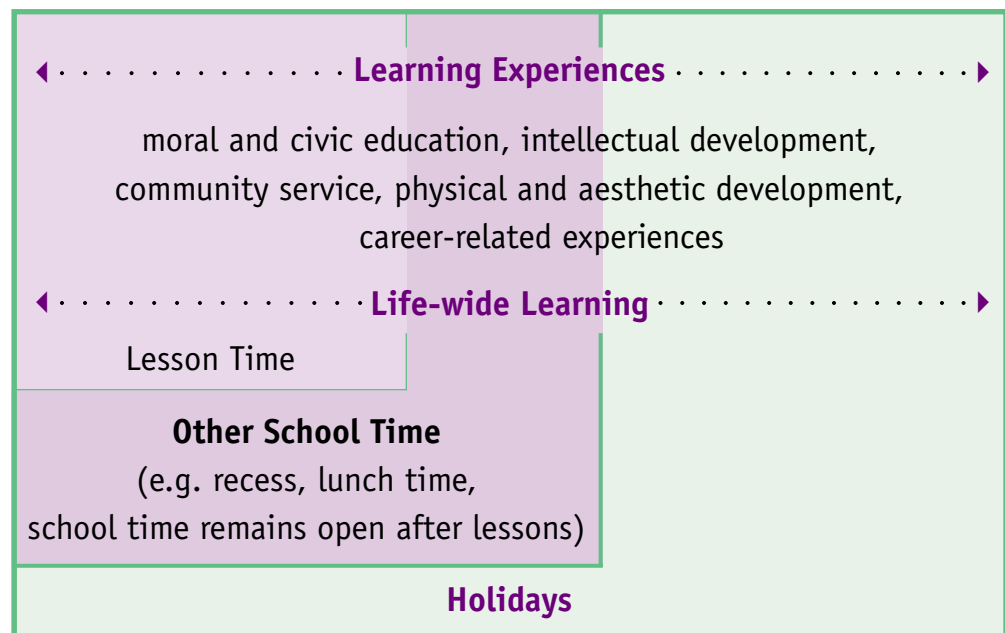
(Screen captured on 28th May 2002)

2.3 Suggested Time Allocation, Calendar Planning and Timetabling

2.3.1 Quality School Time

The school curriculum is defined as the learning experiences students will engage in schools. Students spend an average of about 7 hours a day in school. Every experience during or outside formal lessons also adds new learning to students, which would have long-term impact on them. Hence, school curriculum planning should aim at providing **quality time for students during lessons, lunch, recess, or after school through nurturing a caring and open learning culture in the school.** For instance, formal lesson time provides close contact for students in the study of KLAs, lunch and after-school hours provide opportunities for nurturing students' interpersonal relationships with peers and teachers, and for cultivating cultural interests and leadership qualities for character formation.

Components of Learning Time



■ School Time

The learning time of students includes:

- ❖ Lesson time (time when there is close contact with teachers, normally in the classroom, but not necessarily so)
- ❖ School time other than lesson time (such as recess, lunch, after-school time, open days, examination days)
- ❖ Holidays



2.3.2 Number of School Days and Lesson Time

Schools should ensure that all students have the following number of **school days** (excluding holidays, examination days and teacher development days) or amount of **lesson time** (in terms of days or hours) per year, which have been specified for primary and junior secondary schools.

	Primary	Junior Secondary
Length of a school year in Hong Kong	190 days or 887* hours (whole day) 776* hours (bi-sessional)	190 days or 1013* hours
Lesson time per year (school days or lesson hours per year) [@]	172 days or 792 hours	172 days or 918 hours

[@] Examination time not included

* Based on averages over years

2.3.3 Suggested Time Allocation

- (1) Schools should adopt the following **allocation of lesson time** (% of total lesson time / number of hours of lesson time over 3 years) for each KLA, and use flexible time to suit the specific needs of their students and their school context.

Key Learning Area	Lesson Time (over 3 years)		
	P1- P3 (KS 1)	P4-P6 (KS 2)	S1-S3 (KS 3)
Chinese Language Education	594-713 hours (25-30%)	594-713 hours (25-30%)	468-578 hours (17-21%)
English Language Education	404-499 hours (17-21%)	404-499 hours (17-21%)	468-578 hours (17-21%)
Mathematics Education	285-356 hours (12-15%)	285-356 hours (12-15%)	331-413 hours (12-15%)

Science Education	General Studies for Primary Schools			276-413 hours (10-15%)*
Personal, Social and Humanities Education		285-356 hours (12-15%)	285-356 hours (12-15%)	413-551 hours (15-20%)*
Technology Education				220-413 hours (8-15%)*
Arts Education		238-356 hours (10-15%)	238-356 hours (10-15%)	220-276 hours (8-10%)
Physical Education		119-190 hours (5-8%)	119-190 hours (5-8%)	138-220 hours (5-8%)
Sub-total of the lower range of lesson hours over 3 years		1925 hours (81%)	1925 hours (81%)	2534 hours (92%)
Flexibility		A flexibility of 19% (about 451 hours over 3 years) is provided for:		A flexibility of 8% (about 220 hours over 3 years) is provided for:
		<ul style="list-style-type: none"> ❖ Moral and Civic Education / Guidance to complement values education across KLAs ❖ Additional common reading time ❖ School Assembly / Class teacher period to complement values education across KLAs ❖ Remedial or enhancement studies in KLA(s) or across KLA(s) ❖ Other broadening learning experiences such as community service, co-curricular activities, and aesthetic and physical activities to complement life-wide learning 		



	<i>The deployment of flexible time may vary from term to term (e.g. life skills education in the 1st term of the year, remedial study of Chinese Language in the 2nd term of the year, enhancement study of English Language throughout the academic year.)</i>		
Total no. of lesson hours over 3 years	2376 hours (792 hrs x 3) (100%)	2376 hours (792 hrs x 3) (100%)	2754 hours (918 hrs x 3) (100%)

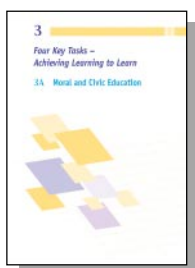
* The following suggested time allocation is applicable to schools whose curriculum has a **technology education orientation**:

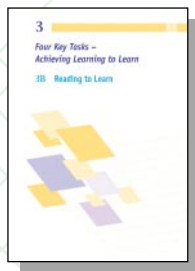
- (1) For Science Education, the time allocation would be 8-10% (220-276 hours). The curriculum should connect students' learning experiences in science and technology education.
- (2) For Personal, Social and Humanities Education, the time allocation is 10-15% (276-413 hours) provided in such a way that the essential content for personal, social and humanities learning, including Chinese history and culture, can be accommodated.
- (3) For Technology Education, the time allocation is 25-35% (689-964 hours). This provides flexibility for more time to be devoted to TE in schools where technology subjects are good vehicles for the development of generic skills. Some learning elements in technology subjects, for example, Design Fundamentals, Graphical Communication, etc., are already embedded in other KLAs (such as Arts Education, Science Education, Personal, Social and Humanities Education). In these schools, lesson time, in terms of percentages allocated to other Key Learning Areas, can be adjusted accordingly.

(2) With reference to the recommended time allocation for each KLA, schools could consider counting the lesson time over the three years of a Key Stage (KS) [KS1 (P1-3), KS2 (P4-6) and KS3 (S1-3)]. In other words, there is flexibility for schools to vary the percentage of time allocated to individual KLAs in different years, **especially for Chinese and English languages in early primary school years** as long as students are provided with the total lesson time recommended. **Examination days, however, should not be counted as lesson time.**

(3) Independent programme on Moral and Civic Education could be considered in the flexible time to **complement values education across KLAs**, especially in using the life-event approach. Teachers could approach some life-events systematically or respond to any current issue or problem which is affecting the emotions, decisions and behaviour of students, such as life and death education, love for the elderly.

(4) **Reading time should be allocated** to promote a Reading to Learn culture in schools through adopting some of the following practices:

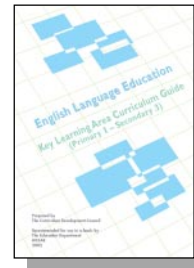




- ❖ As a basic arrangement in language lessons for all students



Chapter 3,
Section 3.4 and
Chapter 4,
Section 4.4



Chapter 3,
Section 3.4 and
Chapter 4,
Section 4.2.1

- ❖ Provision of Library lessons
- ❖ As a regular whole-school activity within the school day, e.g. morning reading, lunch-time reading. (Refer to Exemplars of Secondary School 1, 2 and 3 in this booklet.)

(5) Lesson time should be allocated for the **study of Chinese history and culture**, which contributes positively to the development of national identity among students. This may be reflected in:



- ❖ Key Learning Area lesson time, specifically through Personal, Social and Humanities Education and Chinese Language Education
- ❖ Special lesson time arranged for cross-KLA projects, e.g. for studying the development of Chinese architecture through collaboration across PSHE, Chinese Language Education, Arts Education and Technology Education
- ❖ School assembly time or class teacher periods for Moral and Civic Education programmes, e.g. giving talks or presentations on important events in Chinese history and / or on national heroes / heroines

For Reflection and Action

- ★ Is it necessary to lengthen the school day or make use of time in the school holiday to provide sufficient learning time for students?
- ★ How to save or economise time to meet students' entitlement?



2.3.4 Calendar Planning and Time-tabling

Students' learning needs should always be given the top priority in planning the school calendar and time-table. Allowances should be made for the formal curriculum, co-curricular activities, life-wide learning opportunities, interface programmes (e.g. at the beginning or end of term, induction programmes for teachers / students), staff development days, assessment measures, project learning, etc.

For Reflection and Action

In relation to the school mission:

- ★ Are the school mission and learning goals / short-term targets in curriculum development reflected in the school calendar and class time-tables?

In relation to students and teachers:

- ★ Are there any measures to address students' diverse needs, e.g. their social needs, academic abilities (any remedial / pulled out / enhancement programme / life-wide learning opportunities) and concerns for transition (e.g. from Primary 6 to Secondary 1, from Secondary 3 to Secondary 4)?
- ★ Shall we extend the lesson or learning time in school?
- ★ Are there both space and time for teachers to enhance their professional development (e.g. collaborative lesson preparation time)?

In relation to resources:

- ★ Are the physical environment and facilities of the school fully utilised to enable better time-tabling arrangement?
- ★ Are there any community resources available? Can they be made use of to facilitate student learning?
- ★ Are there any ways to deploy teaching or non-teaching staff more effectively to facilitate time-tabling?
- ★ Has parental support been sought? How can the parents help with school activities?

In relation to curriculum planning:

- ★ How many subjects are offered at different levels? Do they offer a broad and balanced curriculum for students, with flexibility to cater for the specific needs of students?
- ★ What is the number of periods per day / per week / per cycle?
- ★ Does the lesson time meet the minimum requirement recommended for each Key Learning Area?
- ★ How have connections and collaborative work across KLAs been encouraged?

- ★ How has the school catered for co-curricular or life-wide learning activities in the school curriculum and school calendar / time-table?

2.4 More Effective Use of Learning Time

Schools need to consider the following key factors to facilitate effective use of learning time.

2.4.1 *Creating Space for Students and Teachers*

Examples

- ❖ Adapting the curriculum by making reference to the **core and extension components** suggested in the CDC subject syllabuses / subject curriculum guides (e.g. Mathematics, Science, History, Economic and Public Affairs) to meet students' needs.
- ❖ Use the following recommendations in Key Learning Area Curriculum Guides to reduce overlapping content, to create time and space for life-wide learning, project learning, library lesson, morning reading, collaborative lesson preparation, etc.
 - ▶ Key Learning Area curriculum frameworks which connect knowledge, skills, values and attitudes
 - ▶ Different modes of curriculum planning
 - ▶ Cross-Key Learning Area programmes



(However, learning / teaching of the core does not imply the percentage time allocated to the Key Learning Area(s) should fall below the minimum requirement.)

- ❖ Reducing the time spent on pre-test and pre-examination revisions and post-test and post-examination correction of answer scripts by students
- ❖ Encouraging active learning by students and lowering teachers' instruction time correspondingly
- ❖ Organising cultural / aesthetic activities in lunch time (such as concerts, painting classes, drama etc.) in lunch time and, before / after school for whole-person development
- ❖ Making use of the learning space created for teachers to undertake collaborative lesson preparation

2.4.2 *Exercising Flexibility in Time-tabling Arrangement to Extend and Enrich Students' Learning Experiences*

Priorities need to be set based on what benefits students can get.

Examples

- ❖ Arranging more double periods, longer periods of 45-55 minutes or a **combination of long and short periods** throughout the year or in different terms enables teachers to provide a wide range of learning experiences to meet different learning needs and objectives
- ❖ **Flexible use of lesson time** to enable subject setting within the same level, reading and collaborative learning, thematic study and project learning
- ❖ Allotting **longer or more class teacher periods** to provide Moral and Civic Education and to help students consolidate learning
- ❖ Arranging **block time** for large group teaching, whole-school activities or for life-wide learning
- ❖ **Readjusting the time-table** in **each term** to cater for a fair weighting of subjects as well as learning needs of students
- ❖ **Using Saturdays flexibly** for conducting co-curricular activities to broaden students' learning experiences





Exemplars

Exemplars for Primary Schools

Primary School 1

Primary School 2

Primary School 3

Primary School 4

Exemplars for Secondary Schools

Secondary School 1

Secondary School 2

Secondary School 3

Secondary School 4

Exemplars for Primary Schools

Primary schools may refer to the following table and exemplars for some of the possible ways to attain different purposes in whole-school curriculum planning.

Purpose	Current Situation	Possible Way Out	Examples
To create time and space for a wide range of learning activities to address individual learning needs	<ul style="list-style-type: none"> ❖ A fixed time allocation usually of 35 minutes per period, which restricts the adoption of a range of learning experiences ❖ Individual learning needs of students are not addressed ❖ Schools' facilities not fully utilised 	<ul style="list-style-type: none"> ❖ To extend the length of the lessons based on learning needs, such as arranging double / triple periods, or blocking a whole day / whole week for thematic activities ❖ To incorporate separate sessions of Life Education and Moral and Civic Education or use weekly assemblies and class teacher periods to develop students' positive values and attitudes ❖ To block a particular session for remedial measures of a particular subject especially in reading ❖ To allocate a counselling / homework guidance session everyday ❖ To arrange weekly remedial teaching programme for academically less able students ❖ To open the special rooms for students during lunch time and after school 	Refer to Exemplars of Primary Schools 1 to 4



Purpose	Current Situation	Possible Way Out	Examples
To create space for enhancing teachers' professionalism	❖ A lack of time and space for teachers' professional development	❖ To specify a time slot for teachers' professional development, including collaborative lesson preparation session or teacher development programmes once every alternate week	Refer to Exemplars of Primary Schools 1, 3 and 4

Primary School 1

- ❖ Some long lessons are planned.
- ❖ Life Education, Remedial Session and Teacher Development Programme are incorporated.
- ❖ A class period is allocated everyday.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30am	Morning Assembly				
8:30-9:10am	English Language	Mathematics	English Language	English Language	English Language
9:10-9:40am	Putonghua	Physical Education	Chinese Language		Computer
9:40-9:45am	Break				
9:45-10:15am	Chinese Language	English Language	Chinese Language	Music	Chinese Language
10:15-10:45am			Mathematics	Physical Education	
10:45-11:10am	Recess				
11:10-11:40am	Music	General Studies	Art and Craft	Chinese Language	Music
11:40-12:10pm	General Studies			General Studies	General Studies
12:10-12:40pm		Chinese Language		Mathematics	
12:40-1:40pm	Lunch				
1:40-2:10pm	Assembly/ Life Education	Chinese Language	Library	Chinese Language	Remedial
2:10-2:40pm		Mathematics	Interest Groups	Putonghua	
2:40-2:45pm	Break			Interest Groups	Break
2:45-3:05pm	Class Period	Class Period	Class Period		

Rationale

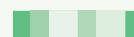
- ❖ Double or triple lessons ensure sufficient time for the achievement of a number of learning objectives in different subjects through a range of learning activities.
- ❖ The class period allows students to do their assignments under teachers' guidance where appropriate.
- ❖ Regular time for interest groups to develop students' interests. (The school also invites parents to join in the activities or to conduct interest groups for students.)
- ❖ Life education is incorporated as a core subject to facilitate whole-person development.
- ❖ The fixed time slot for the teacher development programme allows teachers to share their views and discuss students' needs. Collaborative lesson preparation enhances teachers' professionalism.

The school also schedules a week for conducting a theme-based curriculum. An example of the programme of the Integrated Week is as follows:

Programme of the Integrated Week

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30am	Morning Assembly (Publicity)				
8:30-9:10am	A Beginning and an End (1)	Fun with Fish	Surfing the Musical World (Hall)	Fantasy Land (1)	Dance for a Beautiful Life (playground)
9:10-9:40am	Fun with Ink		Appreciating the Beauty of the Victoria Harbour (outside school)	Healthy Kids (Hall)	
9:40-10:15am					
10:15-10:45am					
10:45-11:10am	Recess				Recess
11:10-11:40am	Devoted to 'Bugs' (Hall)	A Passage to the Beauty of Life		Recess	Joy of Reading
11:40-12:10pm					A Beginning and an End (2)
12:10-12:40pm					Conclusion
12:40-01:40pm	Lunch				
01:40-02:10pm	Making Your own Musical Instrument	Searching the Beautiful Melody	Creating Your Rainbow	Fantasy Land (3)	Staff Development Day/ Holiday for Students
02:10-02:40pm					
02:40-02:45pm	Class period	Class period	Class period	Class period	

- ❖ The objective of the Integrated Week is to provide opportunities for students to learn in an integrated way across a range of daily activities.
- ❖ Students develop their generic skills through participating in various activities and exposing themselves to different learning environments.



Primary School 2

- ❖ Long periods are arranged on Friday.
- ❖ Lesson time is flexibly arranged, as there is more time in a whole-day school.
- ❖ The time on Friday afternoon is blocked for General Studies (GS) lessons for all levels and for conducting co-curricular activities.

Subject Time	Day					Day Subject Time
	Mon	Tue	Wed	Thu	Fri	
08:00-8:15	Morning Assembly / Class Teacher Period					8:00-8:15
08:15-08:50	Chi	Chi	Eng	Eng	Assembly	8:15-9:15
08:50-09:25	Eng	Chi	Maths	Chi	Maths	9:15-10:05
09:25-10:00	Eng	Eng	IT	Maths		
10:00-10:15	Recess				Recess	10:05-10:20
10:15-10:50	Maths	Maths	Chi	Chi	Eng	10:20-11:10
11:50-11:25	Chi	Music	Chi	PE		
11:25-12:00	PE	Maths	Music	Chi	Chi	11:10-12:00
12:00-12:45	Lunch				Lunch	12:00-12:45
12:45-13:20	Library	Putonghua	Art and Craft	Putonghua	GS	12:45-1:35
13:20-13:55	GS	GS	Art and Craft	RK		
13:55-14:10	Recess				Recess	13:35-13:45
14:10-14:45	Integrated Lesson				Activities	13:45-14:45

RK - Religious Knowledge

Rationale

- ❖ Double periods on Friday facilitate the arrangement of a range of learning experiences. Relevant whole-school activities like seminars, visits, inter-class competitions and opportunities for life-wide learning are arranged during the block periods of General Studies.

- ❖ The integrated lesson is used to cater for diversity in the learning needs of students, e.g. tutorial session, training of different types of school teams. Teachers may also use the time for enhancement lessons in particular subjects.



Primary School 3

- ❖ The school arranges leisure and cultural activities at lunch time from Monday to Thursday.
- ❖ Staff development is conducted on every alternate Friday afternoon when there is no formal class teaching for the students.
- ❖ A guidance session is arranged every day to cater for students who need extra help in academic work. The Intensive Remedial Teaching Programme (IRTP) is also arranged at the same time and students with special learning needs have a chance to learn with other students.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:35am	Class period				
8:35-9:15am	English Language	English Language	English Language	English Language	English Language
9:15-9:55am	English Language	General Studies	Physical Education	English Language	Chinese Language
9:55-10:30am	Mathematics	General Studies	Mathematics	Chinese Language	Mathematics
10:30-11:00am	Recess				
11:00-11:35am	Chinese Language	Putonghua	Mathematics	Mathematics	Mathematics
11:35-12:10pm	Chinese Language	Music	Art and Craft	Mathematics	General Studies
12:10-12:45pm	Physical Education	Mathematics	English Language	Music	General Studies
12:45-1:15pm	Lunch				
1:15-1:55pm	Leisure and Cultural Activities in School				

	Monday	Tuesday	Wednesday	Thursday	Friday
1:55-2:30pm	Art and Craft	Library	Chinese Language	Chinese Composition	Moral Education / Staff Development
2:30-3:05pm	Art and Craft	Chinese Language	Chinese Language	Chinese Composition	Putonghua / Staff Development
3:05-3:40pm	Remedial (Eng)	Remedial (Chi)	Remedial (Chi)	Remedial (Eng)	English Language / Staff Development

Rationale

- ❖ The school lays emphasis on creating a caring learning environment and enhancing students' self-esteem and self-discipline.
- ❖ To develop among students a sense of belonging, the schools' facilities are fully utilised including:
 - ▶ the library for reading, with the computer for electronic games or surfing the Internet
 - ▶ the art room and the music room for different kinds of music and art activities. Students may also use the facilities in these rooms for practising their musical instruments or finishing their homework assignments
 - ▶ classrooms for showing short videos on Moral and Civic Education, news or cartoons
- ❖ Students' self-discipline is also developed through allowing them to use different school facilities with care.
- ❖ Time is identified for teacher development, such as collaborative lesson preparation, sharing of experiences or conducting / attending seminars.
- ❖ Moral and Civic Education or extended leisure and cultural activities are arranged for students on alternate Fridays.



Primary School 4

- ❖ The school has arranged the learning time for subjects at different levels flexibly.
- ❖ The school also exercises flexibility in allocating learning time from Monday to Saturday.
- ❖ A skill-training lesson is allocated to help students to acquire generic learning skills such as IT, information searching, report writing, reading, studying, presentation, choral-speaking and life-skills.
- ❖ There are Interest Groups for KS2 students.
- ❖ Co-curricular activities are conducted in long weeks on Saturdays.

Time Allocation for Chinese Language and English Language - Primary 1 to Primary 6

Key Learning Area	Subject	Teaching Hours in Key Stage 1 / 2						Total Teaching Hours over 6 yrs
		P1	P2	P3	P4	P5	P6	
Chinese Language Education	Chinese Language	169	169	169	146	146	146	1080
	Putonghua	22.5	22.5	22.5	22.5	22.5	22.5	
English Language Education	English Language	146	146	146	169	169	169	945

Class Time-table

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-8:45am	Assembly	English Language	General Studies	Mathematics	Chinese Language	Skill Training
8:45-9:30am	Chinese Language	Library	English Language	English Language	English Language	Chinese Language
9:30-9:45am	Recess					
9:45-10:30am	Physical Education	Chinese Language	Music	Chinese Language	Art and Craft	English Language
10:30-11:15am	English Language	Music	Putonghua	Skill Training	Art and Craft	Mathematics
11:15-11:25am	Recess					
11:25-12:10pm	General Studies	Physical Education	Chinese Language	General Studies	Mathematics	Co - Curricular Activities 11:30am - 12:45pm or 2:00 - 5:00pm
12:10-12:55pm	Chinese Language	Mathematics	Mathematics	Chinese Language	English Language	
12:55-1:40pm	Lunch					
1:40-1:45pm	Interest Groups / Intensive Remedial Teaching Programme					
1:45-3:30pm	Collaborative Lesson Preparation (each teacher has to attend at least 3 sessions per week)					

Rationale:

- ❖ The school allocates more time to Chinese Language in KS1 and English Language in KS2. This helps students to develop reading skills in Chinese Language at an early stage of schooling and facilitates students' reading to learn. The KS2 students meet the native-speaking English teacher one period per week. They learn to communicate in English in an authentic situation and become more



competent when attending interviews and have a better transition to junior secondary schooling.

- ❖ A 45-minute period makes learning and teaching more coherent as learner-centered activities can be conducted. Students are more attentive in the lesson.
- ❖ An Intensive Remedial Teaching Programme is carried out in normal lessons in the form of collaborative teaching. Two teachers teaching in the same class enables more students' needs to be attended to and avoids a "labelling effect".
- ❖ The KS2 students can learn to organise activities and to co-operate and collaborate with others when participating in interest groups, e.g. Chinese Club, Bridge Club and Photography Club.

Exemplars for Secondary Schools

Secondary Schools may refer to the following table and exemplars for some of the possible ways to attain different purposes in whole-school curriculum planning.

Purpose	Current Situation	Possible Way Out	Examples
<p>To create time and space to address students' needs and to promote the implementation of the Four Key Tasks</p>	<ul style="list-style-type: none"> ❖ A rigid framework with discrete separate lessons ❖ Lack of interconnection in the learning of different subjects and insufficient time for diversified learning experiences ❖ Lack of flexibility in allocating time for co-curricular activities during the school hours 	<ul style="list-style-type: none"> ❖ To arrange some block time for whole-school or whole level activities ❖ To extend class time for adopting various modes of learning and teaching ❖ To introduce integrated learning programmes / integration of subjects, e.g. <ul style="list-style-type: none"> ▶ To develop school-based subjects such as Life Education and Integrated Humanities ▶ To incorporate other learning experiences such as community services into the time-table ▶ To specify a morning reading session for nurturing a reading culture in school 	<p>Refer to Exemplars of Secondary Schools 1 to 4</p>



Purpose	Current Situation	Possible Way Out	Examples
To increase flexibility	<ul style="list-style-type: none"> ❖ A fixed subject time-table structure throughout the year or a key stage does not facilitate <ul style="list-style-type: none"> ▶ catering for learner diversity ▶ different learning demands of subjects / KLAs at different levels ▶ large group teaching / cross-level teaching 	<ul style="list-style-type: none"> ❖ To arrange block time for whole-school or whole level activities ❖ To arrange different time-tables for different school terms ❖ To provide a homework guidance session into the timetable to meet students' needs ❖ To arrange a longer period for IT interactive learning and outside school activities ❖ To vary the percentage of lesson time for individual subjects for different years in a Key Stage 	Refer to Exemplars of Secondary Schools 1 and 3

Secondary School 1

A specific time slot is scheduled for co-curricular activities as core activities to ensure a broad and balanced education. A homework guidance session is included to address students' needs.

AM (Monday to Friday)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:15 am	Morning Assembly for 1. collecting homework 2. morning devotion 3. short talk and/or announcement				
8:15 - 8:40 am	Morning Reading				
8:40 - 9:15 am	1 st lesson				
9:15 - 9:50 am	2 nd lesson				
9:50 -10:10 am	Recess				
10:10 - 10:45 am	3 rd lesson				
10:45 - 11:20 am	4 th lesson				
11:20 - 11:40 am	Recess				
11:40am - 12:15 pm	5 th lesson				
12:15 - 12:50 pm	6 th lesson				
12:50 - 1:15 pm	Lunch (with class teacher in classroom)				
1:15 - 1:55 pm	Free time (students are free to use all facilities in school)				



PM (Monday to Friday)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:55 - 2:00pm	Grouping students for co-curricular activities				
2:00 - 3:00pm	Assembly / Co-curricular activities				
3:00 - 3:20pm	Recess				Stretching Exercises and Eye-protection Exercises
3:20 - 3:35pm	In-class stretching exercises and eye-protection exercises				Class teacher period + Cleaning up classroom
3:35 - 4:15pm	7 th lesson				Assembly (for group health exercise) and PE lesson
4:15 - 5:00pm	Homework guidance session				Learning outside school
5:00pm	Cleaning up classroom				

Rationale

Addressing students' needs through:

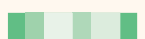
Homework guidance session

- ❖ Many students, for various reasons, do not have sufficient support at home. A homework guidance session is scheduled in the time-

table as the last period for teachers to assist students who have problems in finishing their homework.

Learning outside school

- ❖ This session allows time for students to have visits, perform community services or attend activities that are organised by community centres. The purposes are to extend students' learning environment from school premises to the community and to promote life-wide learning.



Secondary School 2

- ❖ A morning reading session, community services and school-based subjects are incorporated into the time-table to cultivate a reading culture in school and expose students to the five essential learning experiences.
- ❖ Each lesson lasts for 45 minutes. There is a 5-minute interval between lessons.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:35am	Morning Reading				
8:35 - 9:20am (45 minutes)			Social Education (1/2 period)		Family Life Education
9:25 - 10:10am (45 minutes)					
10:10 - 10:40am	Recess				
10:40 - 11:25am (45 minutes)					
11:30am - 12:15pm (45 minutes)					
12:15 - 1:15pm	Lunch				
1:15 - 2:00pm (45 minutes)	Aesthetic Education	Social Education	Social Education	Social Education	
2:05 - 2:50pm (45 minutes)	Aesthetic Education	Assembly/ Community Service			
2:55 - 3:40pm (45 minutes)	Aesthetic Education	Assembly/ Community Service			

Rationale

- ❖ To create time and space for students and to cater for whole-person development, the following school-based subjects / learning opportunities are introduced:

- ▶ Family Life Education - for nurturing a healthy family life
- ▶ Social Education - for developing students' critical thinking and analytical skills
- ▶ Community Service - for developing positive moral and civic values and attitudes
- ▶ Aesthetic Education - for enhancing life-wide learning experiences in Arts Education



Secondary School 3

Periods of varying lengths (e.g. 45 minutes or 65 minutes) are used to facilitate effective learning and teaching in school. Some subjects are integrated to reduce overlapping content and to create time and space for whole person development.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
20 minutes	Home Room (for Reading)				
45 minutes					
65 minutes					
30 minutes	Recess				
45 minutes					
65 minutes					
60 minutes	Lunch				
65 minutes			PSE		
45 minutes			PSE		
20 minutes	Home Room		Home Room		Home Room

Remark - PSE (Personal and Social Education) and Home Room periods are conducted by class teachers.

Rationale

Periods of Varying Lengths

- ❖ To cater for different learning needs, lessons are re-allocated with long lessons of 65 minutes and short lessons of 45 minutes. This arrangement reduces the number of lessons and enables teachers to have more contact time with students.
- ❖ In the longer periods, a wider range of learning activities or approaches can be adopted; and consolidation exercises and guidance can be provided more efficiently and effectively. Thus, the motivation of students is enhanced.

Reading to Learn

- ❖ To develop a reading culture and to increase awareness in social affairs, **Home Room periods** are introduced in the morning and after school for students so that they can either read the daily newspapers, and the articles extracted by the teachers, or write their daily accounts / feedback on particular events.

Increase Flexibility for Life-wide learning

- ❖ Class teachers teach Personal and Social Education (PSE) on Wednesday afternoons. The purposes are:
 - ▶ time can be flexibly blocked for whole-school activities during school hours
 - ▶ diversified activities such as large group seminars, outdoor visits etc. can be arranged inside and outside school premises
 - ▶ opportunities are created for parents to participate / organise activities in schools or help to monitor the discipline during events. Thus, communication between parents and school is enhanced
 - ▶ more time is provided for teachers and students to communicate with each other. Teachers also have a better understanding of the psychological and physical development of their students
- ❖ To cater for a balanced curriculum and to meet the percentage of time allocation recommended for different KLAs, the school adjusts its time-table flexibly for each term.



Secondary School 4

To address learning needs at different levels in Key Stage 3, the time allocation for the KLAs of English Language Education, Science Education and Personal, Social and Humanities Education is varied in different years.

Key Learning Area	Subject	Lesson Time		
		S1	S2	S3
English Language Education	English Language	158.0 hours (9 periods / cycle)	158.0 hours (9 periods / cycle)	140.4 hours (8 periods / cycle)
Science Education	Integrated Science	87.8 hours (5 periods / cycle)	87.8 hours (5 periods / cycle)	105.3 hours (6 periods / cycle)
Personal Social and Humanities Education (PSHE)	Integrated Humanities & Chinese History (S1 and S2) Chinese History, History, Geography and Economic and Public Affairs (S3)	122.9 hours (7 periods / cycle)	122.9 hours (7 periods / cycle)	104.4 hours (8 periods / cycle)

Rationale

- ❖ More English lessons in S1 and S2 are allocated to support students to build up a strong foundation in English.
- ❖ More subjects are introduced under the Science Education Key Learning Area and Personal, Social and Humanities Key Learning Area at Secondary 3 for students to broaden and deepen their understanding of the related studies.

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The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** **Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action**
- 2** **Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development**
- 3** **Four Key Tasks – Achieving Learning to Learn**
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** **Effective Learning and Teaching – Acting to Achieve**
- 5** **School Policy on Assessment – Changing Assessment Practices**
- 6** **Life-wide Learning – Enriching Learning through Authentic Experiences**
- 7** **Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning**
- 8** **Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge**
- 9** **Interfaces at Various Levels of Schooling – Supporting Transition**
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** **Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform**
- 11** **The Contribution of Different Parties – Partnerships for Growth**

3

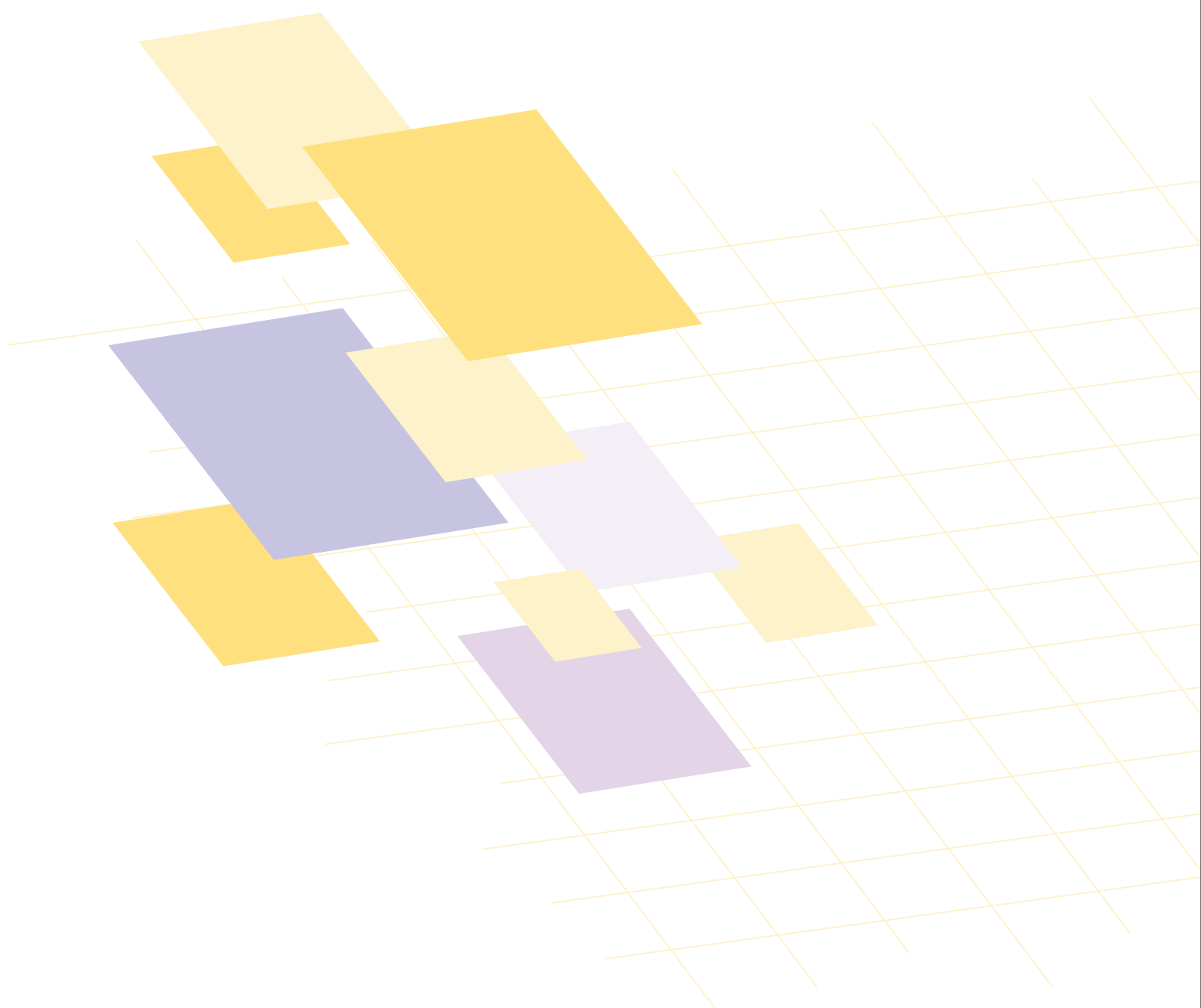
Four Key Tasks – Achieving Learning to Learn

- 3A Moral and Civic Education
- 3B Reading to Learn
- 3C Project Learning
- 3D Information Technology for Interactive Learning

3

Four Key Tasks – Achieving Learning to Learn

3A Moral and Civic Education



Four Key Tasks - Achieving Learning to Learn

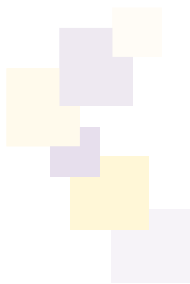
This set of 4 booklets (3A, 3B, 3C, 3D) belongs to the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. The respective titles of the 4 booklets are as follows:

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for Interactive Learning



Four Key Tasks - Achieving Learning to Learn

Purpose of This Set of 4 Booklets

The CDC Report, “Learning to Learn - The Way Forward in Curriculum Development” (CDC, 2001), recommends Four Key Tasks to help students to develop independent learning capabilities within and across Key Learning Areas. The purpose of this set of 4 booklets is to help schools and teachers to incorporate the Four Key Tasks into curriculum planning, and put them into action to achieve the overall aims of the school curriculum. The Four Key Tasks are:

- ❖ Moral and Civic Education
- ❖ Reading to Learn
- ❖ Project Learning
- ❖ Information Technology for Interactive Learning

Relationship among the Four Key Tasks

The Four Key Tasks can be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students’ potentials in other aspects. More than one Key Task may be put into action together to achieve a number of learning targets, objectives or unintended learning outcomes.

For instance, Project Learning almost always involves Reading to Learn, and probably IT for Interactive Learning if information has to be searched out and interaction among students or with teachers takes place on the Internet. Collaboration among students in such a learning context is conducive to the development of perseverance, self-management and other qualities promoted through Moral and Civic Education. The Four Key Tasks should also be flexibly used in the learning and teaching of different Key Learning Areas to enhance students’ capabilities for constructing knowledge, developing generic skills and nurturing positive values and attitudes.



Rationale for Choosing the Four Key Tasks for Whole-school Curriculum Planning

- ❖ The Four Key Tasks help to promote independent learning capabilities among students so that they could achieve the various learning goals and objectives in the 8 Key Learning Areas and in other learning contexts.
- ❖ Moral and Civic Education is one of the five essential learning experiences. The development of positive attitudes and values provides the affective basis for students to learn more effectively.
- ❖ Reading to Learn is essential to promote a reading culture in schools. This helps students to develop their competence in and the love for reading which is essential for life-long learning.
- ❖ Project Learning is a powerful learning and teaching strategy that helps students to develop their generic skills, integrate and apply their knowledge within and across Key Learning Areas.
- ❖ Information Technology helps to develop the competency needed for gaining access to information and processing it effectively, and for developing closer interaction among different people in different parts of the world.
- ❖ The Four Key Tasks are inter-connected. Making use of one may help to strengthen learning in another, thus producing an overall beneficial impact on student learning.

Planning for the Four Key Tasks

It is important to adopt appropriate strategies when planning for the Four Key Tasks and when using them to facilitate learning. The focus of using the Four Key Tasks should not be put on organising the activities superficially, which may cause futile and duplication of efforts by different parties, without producing a positive effect on learning. Schools should identify their strengths and use any one (or more) of the Key Tasks as an entry point. It is unnecessary to insert all Four Key Tasks into each Key Learning Area all at once which would overburden teachers and students.

Information about the Four Key Tasks can be found at <http://cd.ed.gov.hk/4keytasks.htm>



(Screens captured on 28th May 2002)

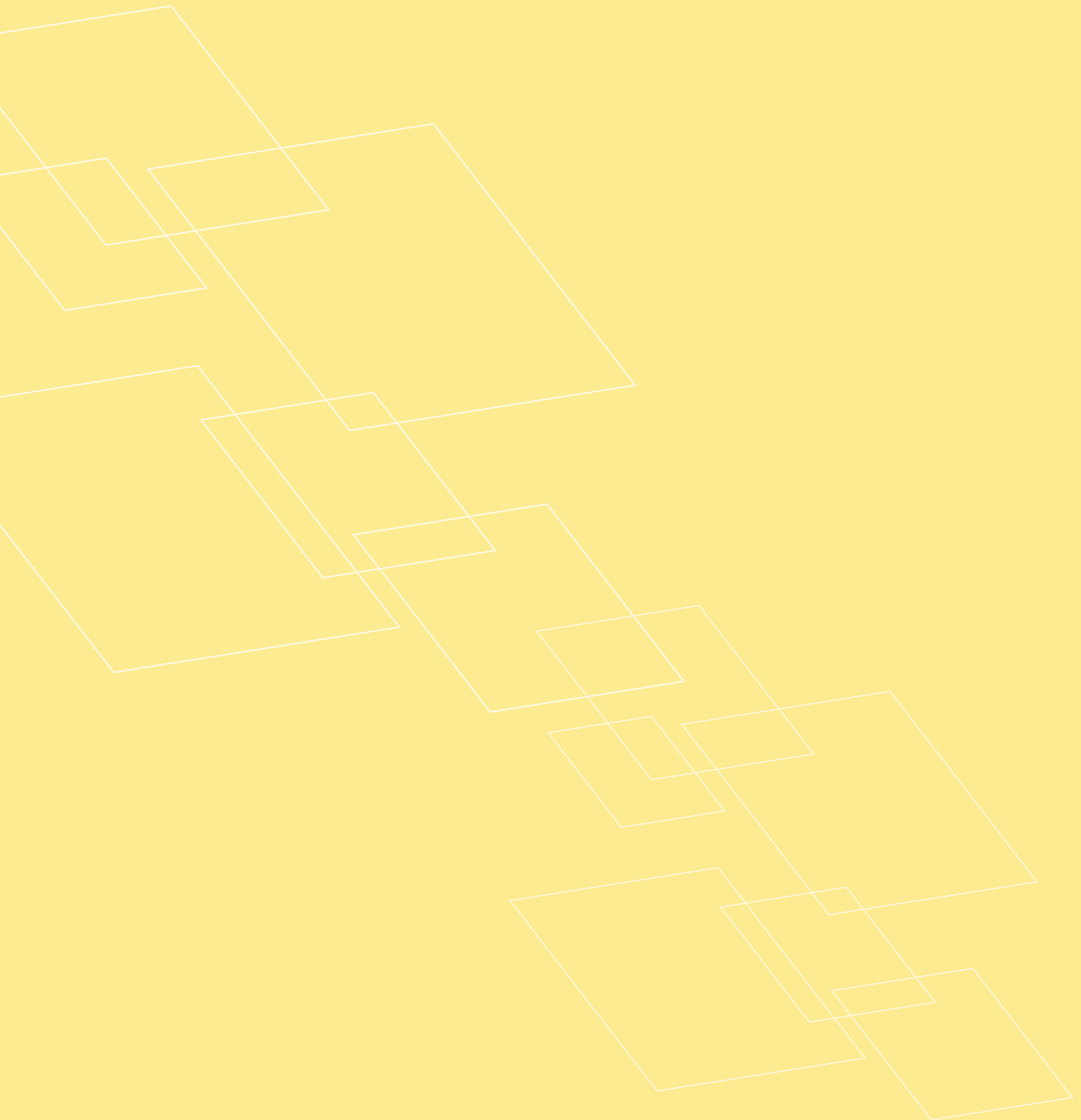




For Reflection and Action

- ❖ Has your school had any experience in the use of any of the Four Key Tasks? Which one should the school use as an entry point?
- ❖ In what context (Key Learning Area(s) or cross Key Learning Area projects) will the Key Task(s) be first introduced?
- ❖ What learning objectives / targets are to be achieved in the selected Key Task(s)?
- ❖ How should teachers and resources be coordinated?

3A Moral and Civic Education



Moral and Civic Education

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

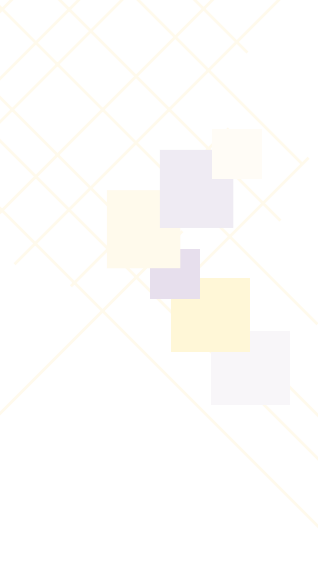
3.1	Re-focusing Moral and Civic Education	
3.1.1	<i>The Five Priority Values</i>	2
3.1.2	<i>Building Connections among Different Areas of Learning</i>	2 4
3.2	Re-organisation - the New Strategy of Life Event Approach	
3.2.1	<i>Considerations for Selecting Life Events</i>	8
3.2.2	<i>Adopting the Life Event Approach into the School Curriculum</i>	8
3.2.3	<i>Main Features of the Life Event Approach</i>	9
3.3	Re-engineering within the School Setting	10
3.3.1	<i>Enhancing the Whole-school Approach</i>	12
3.3.2	<i>Making Use of All Kinds of Opportunities</i>	12
3.4	Roles of Different Key Players	13
3.4.1	<i>The School Head / Principal</i>	18
3.4.2	<i>The Coordinator of Moral and Civic Education</i>	18
3.4.3	<i>KLA / Subject Panel Heads</i>	18
3.4.4	<i>Subject Teachers</i>	18 19
3.5	Assessment of Student Learning in Moral and Civic Education	20
3.5.1	<i>Some Principles of Assessment</i>	21
3.5.2	<i>Recording, Reporting and Feedback</i>	21
3.6	Support Available to Schools	21
	Appendix - A School Plan Adopting the Life Event Approach	22
	References	25
		35

Moral and Civic Education

All schools should try to nurture in their students the five priority values / attitudes: perseverance, respecting others, responsibility, national identity and commitment by integrating them with the school mission and their aims of moral education. This can be planned in conjunction with the relevant values education programmes in the short-term phase of development.

Moral and Civic Education, as one of the five essential learning experiences for whole-person development, aims at helping students to develop positive values and attitudes. **Building on past experience in the implementation of Moral and Civic Education in schools, it is recognised that in whole-school curriculum planning, Moral and Civic Education should continue to be given a prominent position, so that:**

- ❖ it is geared to the contemporary needs of young people
- ❖ it sets clear learning objectives for teachers and expectations for students
- ❖ its objectives and the programme plan are in accordance with the school's mission
- ❖ it embodies a holistic approach covering areas most relevant to students' daily life (life events) and related to values development, such as sex education, environmental protection, media education, ethical education and health education
- ❖ it cultivates in young people a respect for diversity and positive attitudes for addressing the differences and value conflicts in society
- ❖ it is coordinated and connected with learning in different KLAs and is reflected in the school ethos
- ❖ life-wide learning opportunities are provided for students
- ❖ different key players including the school management, teachers, parents, students and organisations outside the school are involved



In short, the present reform proposes the **re-focusing, re-organisation** and **re-engineering** of Moral and Civic Education in schools through adopting a more practical approach - the **Life Event Approach**. Please refer to the diagram on page 6-7 for a suggested migration strategy towards a more integrated Moral and Civic Education curriculum in schools.

3.1 Re-focusing Moral and Civic Education

3.1.1 *The Five Priority Values*

During the short-term phase of curriculum reform from 2001-02 to 2005-06, schools might start by putting emphasis on five values and attitudes, which are seen as essential to students' personal and social development. The five priority values and attitudes are:

- ❖ Perseverance
- ❖ Respect for Others
- ❖ Responsibility
- ❖ National Identity
- ❖ Commitment

These priority values and attitudes are proposed with due consideration given to students' personal and social development and to the changes in the local context (e.g. violence in online games and the media, early sex, suicide, career opportunities) and global context, with a view to preparing our students to meet the challenges of the 21st Century. The values are interconnected and if fostered, should help students to become informed and responsible citizens committed to the well-being of their fellow humans.

❖ **Perseverance**

In the course of their personal and social development, young people face various expectations and anxieties arising from their personal and social needs. In addition, they have to cope with the prevailing social and economic changes. Globalisation, momentous technological advances and the emergence of a knowledge-based economy present pressures and challenges that are more daunting than ever to our young people. Perseverance, which is considered as **a strength of the Chinese people**, is an important quality that they should embrace to help them **face life's challenges** and **cope with adversities**. An associated value is resilience, the ability to recover from difficulties and downturns.

❖ Respect for Others

In different stages of growth, students not only establish close relationships with family members, but also develop relationships with adults and peers in the school and in their neighbourhood. In a world with such diversity, they need to develop communication skills and more importantly, acceptance and respect for others so as to **appreciate and tolerate views and beliefs different from their own**. Cultivating a respect for others is both a personal virtue and the key to enhancing interpersonal competency.

❖ Responsibility

An individual is a member of different social groups and he / she plays different roles, enjoys rights and assumes different responsibilities within these groups. Living in an increasingly interdependent world, students need to develop an enhanced sense of responsibility. They need to understand the impact that their behaviour has on others, and realise that the **well-being of an individual is inextricably bound up with the collective well-being of the community**. They are expected to develop a sense of responsibility with regard to themselves, their families, their society, their nation, and human-kind in general.

❖ National Identity

The return of Hong Kong to China since 1997 calls for **a deeper understanding of the history and culture of our motherland**. There is a need to strengthen the sense of national identity among our young people. It is imperative to **enhance their interests in and concern for the development of today's China** through involving them in different learning experiences and life-wide learning. Instead of imposing national sentiments on them, we must provide more opportunities for young people to develop a sense of belonging to China.





❖ Commitment

Young people need to reflect constantly on their own values and develop ever-more positive ones in order to be responsible individuals committed to the well-being of their family, society, the nation and the world. A sense of commitment to one's work and to others is of paramount importance as this is **a basic attitude for the realisation of core personal and social values.**

For Reflection and Action

- ★ What priorities have you set for your school in the promotion of Moral and Civic Education?

3.1.2 *Building Connections among Different Areas of Learning*

Moral and Civic Education will be re-focused to establish a better connection among different areas of Moral and Civic Education such as sex education, environmental education, media education, life and death education, etc., and to put an increased emphasis on values development. The five priority values, as well as the attitudes in facing competing values can be incorporated in the contexts of these areas and implemented through the learning and teaching of KLAs and / or cross-KLA programmes. (refer to pages 6-7)

The previous Guidelines on **Civic Education, Sex Education and Environmental Education** continue to provide relevant basic references on how to develop positive values and attitudes among students through specific themes. The experiences gained by schools through implementation of these guidelines have also given birth to pools of ideas on the design of school-based curriculum plans for Moral and Civic Education.



Example - Connecting Environmental Education with the Development of the Five Priority Values

A primary school has adopted the theme ‘Green School’ for Moral and Civic Education in 2001-02. Reference is made to the *Guidelines on Environmental Education in Schools* in developing the school-based programme and design of learning activities, with connections built to the development of the five priority values. A visit to Mai Po is planned with the aim of helping students to realise the rights of other living things and develop a sense of **responsibility for the environment** and a **commitment** to protecting wild life. Students are encouraged to participate in the Environmental Ambassador Scheme to learn to appreciate the value of **perseverance** and **commitment** as they are increasingly involved in promoting a green lifestyle. The school also conducts a ‘Green project’ for its senior class students to visit Guangdong later in the year, aiming at arousing students’ concern for the natural environment of China and to develop a sense of **national identity** and **respect for people** living in other parts of our country.

<http://cd.ed.gov.hk>

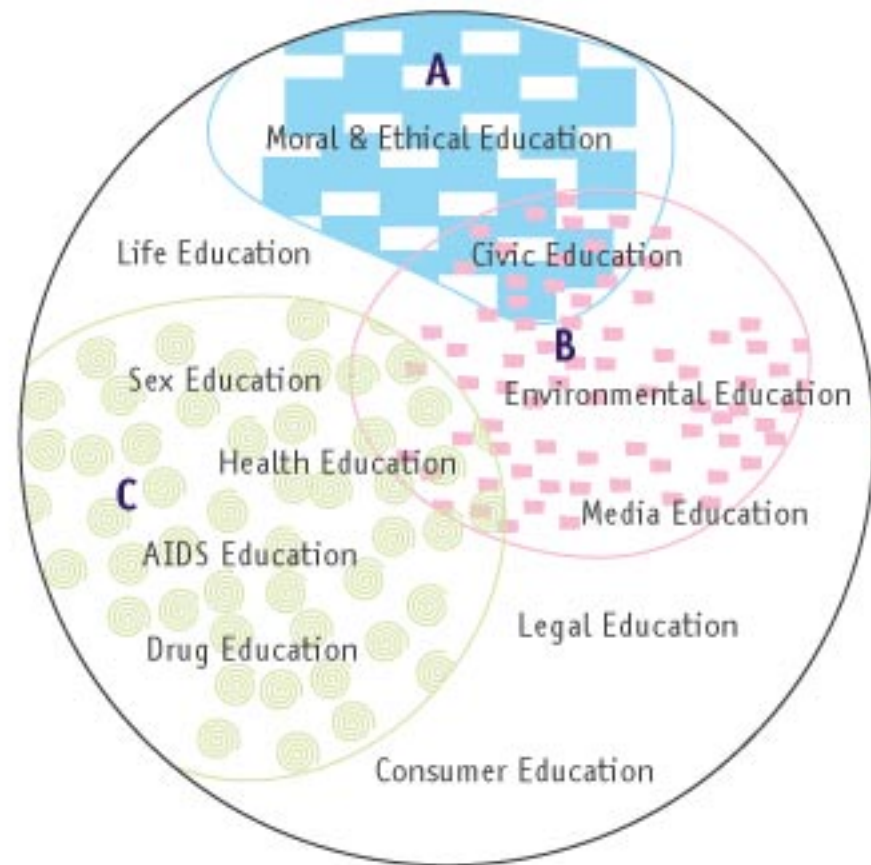


(Screen captured on 28th May 2002)






A Migration Strategy for Moral and Civic Education

A common situation in schools at present : **cross-curricular areas with gaps in values development**



Examples:

-  **School A :** its programme has a heavy overtone of Moral and Ethical Education
-  **School B :** its programme has a heavy overtone of Environmental Education
-  **School C :** emphasis of its programme is put on Health, Sex, AIDS and Drug Education

Re-focusing (short term 2002-2006)
 - Values development : 5 priority values
 - Building connections

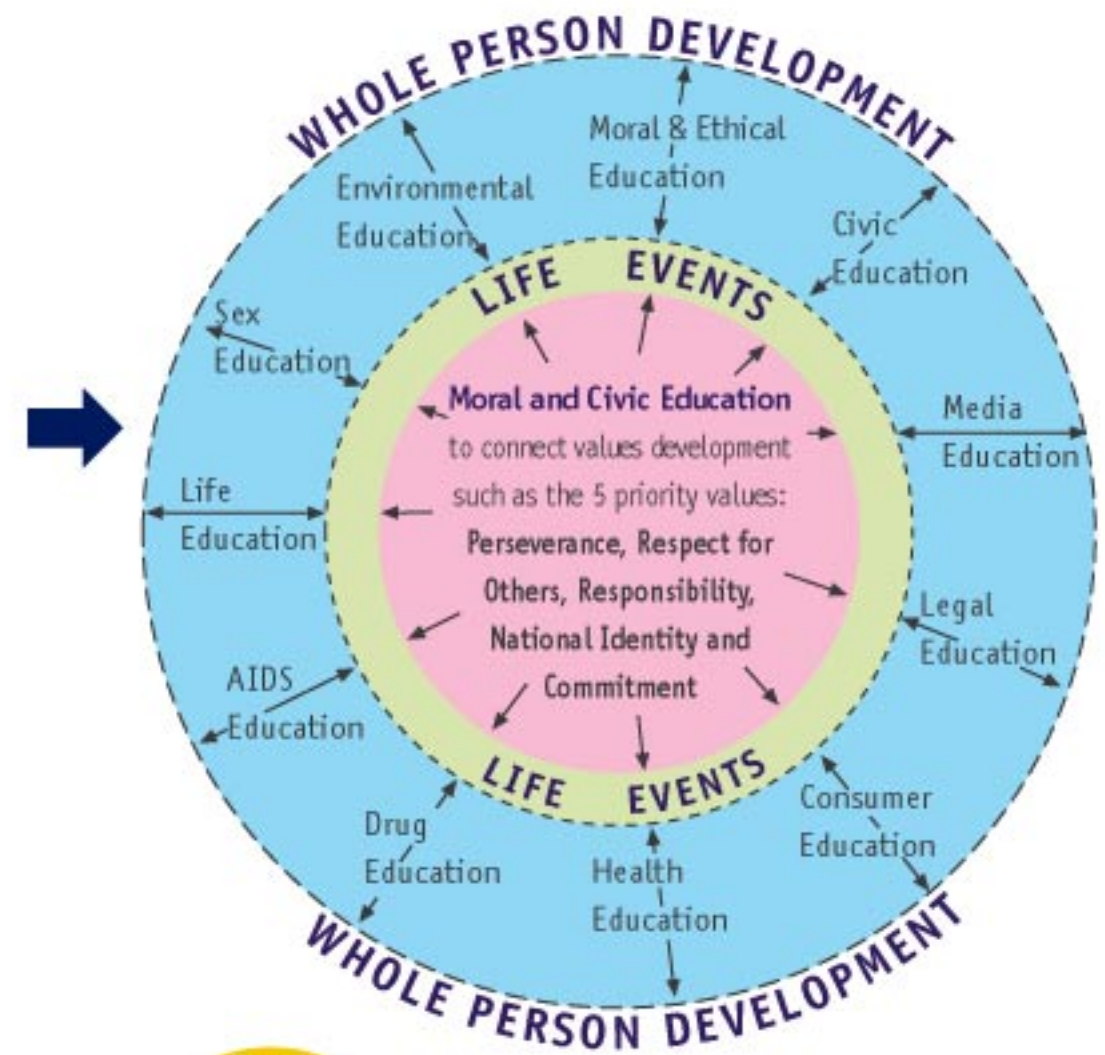
Re-organization
 - Adoption of Life Events as updated themes
 (Refer to the Appendix in this booklet)

Re-engineering
 - Enhancing whole-school approach
 - Making use of all kinds of opportunities

through

Joint Partnership and Collaboration of Different Key Players

Enhancement of Moral and Civic Education through Life Event Approach in Different Areas for Whole-person Development



Appendix I

3.2 Re-organisation - the New Strategy of Life Event Approach

Moral and Civic Education can be re-organised by adopting the new strategy of Life Event Approach in schools. This aims at enabling students to understand a range of the events and issues that they may come across in schooling and future life, and to develop positive values and attitudes through dealing with them. The Appendix recommends both core events that all students should learn and extension and special events that might also be useful to them.

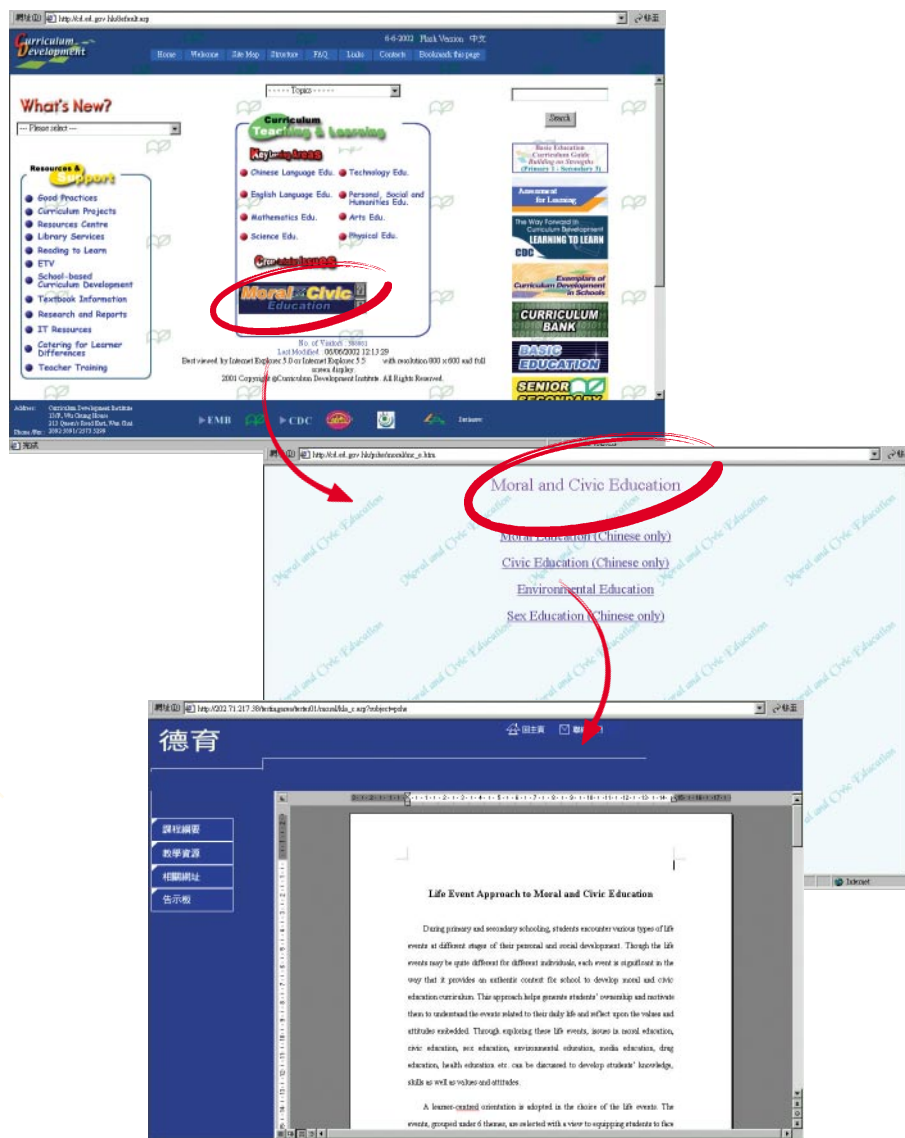
3.2.1 Considerations for Selecting Life Events

Schools should take the following into **consideration when selecting the life events to be covered in the curriculum:**

- ❖ Students' personal and developmental needs (arising from physical and cognitive development at different stages, e.g. puberty, understanding learning aptitude and career aspiration)
- ❖ Relevancy to students' life experience (events common to students' life experience, e.g. making friends, green habits)
- ❖ Societal problems (arising from social, political and economic factors, e.g. violence, broken families)
- ❖ Reference can be made to <http://cd.ed.gov.hk> when using the Life Event Approach to design school-based Moral and Civic Education programmes. A related resource list can also be found.

生活事件	價值與態度	課程內容	學科/年級			製作機構	備註
			科別	級別	製作年份		
德育	尊重他人、愛	德育小冊	德育/教	初中	2002	教育署	德育中
個人生命教育	自我肯定、個人責任感	「Focus」系列	德育	初中	2001		德育一《青少年的轉變》
個人生命教育	自我肯定、個人責任感	「Focus」系列	德育	初中	2000		德育二《青少年與社會》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育三《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育四《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育五《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育六《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育七《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育八《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育九《生命與健康》
德育	尊重他人、愛	德育小冊	德育/教	初中	2000		德育十《生命與健康》

(Screens captured on 28th May 2002)



(Screens captured on 28th May 2002)

3.2.2 Adopting the Life Event Approach into the School Curriculum

The **Life Event Approach** could be flexibly adopted in curriculum planning and existing school practices in the following ways:

- (1) as a theme or case study for independent Moral and Civic Education programme, e.g. discussion in class teacher periods, form / school assembly
- (2) as themes / sub-themes for cross-curricular activities, e.g. project learning, study camp for humanities subjects

- (3) as a context for relevant themes in KLA, e.g. responsibility for one's health in General Studies for Primary Schools, perseverance and commitment of a hero or heroine in Chinese History



3.2.3 Main Features of the Life Event Approach

The main features of learning and teaching in the Life Event Approach are:

- (1) A Learner-focused orientation

It establishes meaningful connections between students' daily life encounters and their learning. Discussing real life experiences helps to arouse the interests of students, to engage them in meaningful discussion, and to get them to reflect on their own values, needs and interests.

- (2) Authentic learning contexts

The use of authentic situations provides meaningful contexts for students to reflect upon the values they hold and provides opportunities for them to express and challenge their own views. By selecting significant events in students' lives, e.g. "managing personal finance", students reflect upon their behaviour as a consumer, or on the importance of developing a simple lifestyle, and may act accordingly to avoid overspending.

- (3) Multi-perspectives on issues / events

The use of daily events enables students to analyse them from different perspectives and to see the value conflicts.

Examples

Using the simple event of “dressing appropriately”, teachers can lead students to reflect on:

- ❖ the importance of a simple lifestyle
- ❖ the relationship between self-esteem and the clothes one wears
- ❖ personal choice versus peer influence

Using the event of “facing illness”, students can learn something about:

- ❖ facing adversity in life positively
- ❖ appreciating the importance of healthy living
- ❖ valuing life
- ❖ the need to allocate sufficient resources to the provision of medical and health services in society

For Reflection and Action

- * What core and extension life events are currently included in the Moral and Civic Education-related programmes of your school?
- * How would you prioritise the life events for your 2002-2006 school programme to meet the personal needs of your students and the changing socio-economic contexts?

3.3 Re-engineering within the School Setting

3.3.1 Enhancing the Whole-school Approach

(1) Setting a common goal for action by all

- ❖ The school head should attempt to set common learning objectives in values development that are shared by all members of the school - teachers, students and parents. These can be considered with due regard given to the school context and its mission, e.g. love and responsibility as priority values. Learning goals and objectives should be identified through discussion rather than imposed.

Example

The school can collect views from students (e.g. by means of surveys through the Students' Association), from teachers (through staff meetings and informal discussion) and from parents (through parents' meetings, and Parent-Teacher Association meetings) to build a consensus.

- ❖ Goals are best expressed in terms of achievable objectives for action.

Examples

Students are expected to:

- ❖ show concern through participation in some kind of service, and finish the tasks assigned to them on time (developing the value / attitude of commitment and responsibility)
- ❖ complete a group project in spite of difficulties (developing the value of perseverance), and be willing to listen to and accept different opinions, arriving at a joint decision in group work (developing the value of respect for others).

(2) Involving everyone

- ❖ **school organisation and management:** to pool together the efforts of staff working on cross-curricular studies related to personal and social development (e.g. sex education, guidance, civic education). Identify a teacher to coordinate the overall

planning of Moral and Civic Education. Exercise flexibility in the deployment of other staff and in time-tabling to meet the agreed school goals.

- ❖ ***school culture***: to arouse awareness that the school ethos is important in promoting Moral and Civic Education, e.g. by building up a values-conscious atmosphere with teachers as role models, encouraging collaboration among subject teachers, preparing teachers and students for the sharing of experiences with each other; and providing opportunities for teachers to enhance professionalism as values educators.
- ❖ ***strong links with parents***: to solicit parents' views when formulating school policies and new initiatives; to maintain regular communication between school management and parents through newsletters, meetings and face-to-face dialogues; to involve parents in organising school activities for strengthening parent-child relationship; and seek their support in reinforcing values development among students at home through seminars and functions of the Parent-Teacher Association.
- ❖ ***community support***: to look out for community resources and support for the promotion of Moral and Civic Education, e.g. through school student guidance officers / school social workers, to involve Youth Centres in the school neighbourhood or other organisations to provide opportunities for students to develop values through community service.

3.3.2 *Making Use of All Kinds of Opportunities*

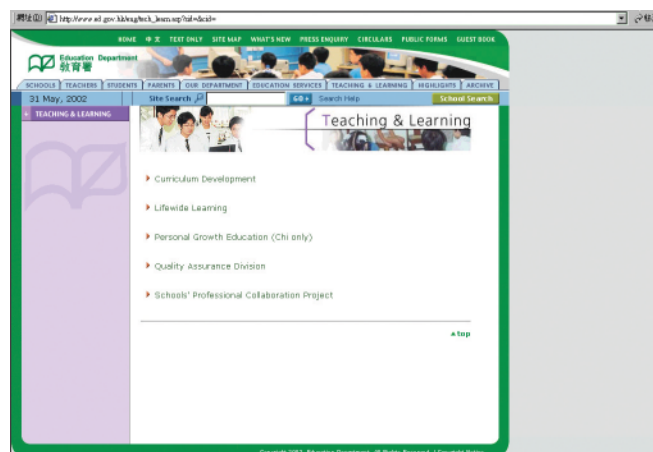
For Reflection and Action

- ★ Which of the following opportunities do you think would have an impact on students of your school?

(1) Activities in which all students and teachers participate

- ❖ **Student participation in community service or serving others** is an easy entry point for the development of a number of priority values.
- ❖ Schools should provide every student with the opportunity to serve others every year to develop responsibility and commitment, or encourage them to identify needy people / organisations that they would like to serve.
- ❖ There are many opportunities in schools and society for students to develop values through performing services ranging from cleaning the classroom, being school ambassadors during school open days, tutoring other students, and acting as student librarians.
- ❖ Through serving others, students engage in learning how to see the needs of others, experience empathy and sympathy, and take appropriate actions to help to improve the quality of life. Through serving in this way, students develop a sense of responsibility and commitment and sometimes perseverance or resilience when there are barriers to be overcome. Upon completion of a task, students gain a feeling of satisfaction for what they have achieved, and develop confidence for further service and for facing more challenging tasks in the future.

(2) Introducing an independent programme by allocating specific periods to Moral and Civic Education in the time-table, e.g. using the syllabus for Civic Education (S1-3) to put an emphasis on citizenship education, or the Growth Education curriculum prepared by the Student Guidance Section, ED, if the school wishes to focus on the personal development needs of students. (http://www.ed.gov.hk/eng/tech_learn.asp)



(Screen captured on 28th May 2002)

(3) Learning through the Key Learning Areas

Different KLAs provide the knowledge base for nurturing positive values and attitudes in students. The values and attitudes may be embedded in the subject content and conveyed through the learning and teaching process or related co-curricular activities.

Examples

- ❖ A sense of national identity and commitment to our motherland is nurtured through developing in students an understanding and appreciation of the achievements of the Chinese nation in history, literature, science, sports and art, etc. Themes related to this may be found in the KLAs of Personal, Social and Humanities Education (PSHE), Chinese Language Education, Science Education, Physical Education and Arts Education



- ❖ The value of perseverance can be developed in the KLAs of Physical Education, Arts Education and Science Education when students' abilities and their pursuit of excellence are fostered in sports, through the mastery of skills in various art forms and through the process of scientific investigation respectively.

(4) School Assemblies and Class Teacher Periods

School assemblies such as morning / weekly assemblies and class teacher periods are commonly used for promoting Moral and Civic Education. In morning / weekly assemblies, the principal, teachers, students and parents may be invited to share their life experiences. The climate of whole-school involvement can be generated through effective experience sharing by different key players.

Examples

- ❖ Sharing of experience on how one overcomes difficulties in life and studies
- ❖ Telling stories or reading poems embodying personal qualities / virtues

(5) Life-wide Learning Opportunities

Real life learning experiences outside the classroom can help students to develop positive values and attitudes. The learning experiences so gained not only complement learning in formal lessons, but also have a deeper effect because they are real to the students. There are now more opportunities for life-wide learning as government departments as well as non-government organisations are increasingly involved in promoting values education among young people. Schools can also forge partnership with parents to utilise community resources in support of Moral and Civic Education.

Examples

- ❖ The Hong Kong History Museum holds an exhibition on the Great Wall. This may help to arouse students' interest and appreciation of Chinese history and culture.
- ❖ Different organisations are arranging study tours to different parts of the Mainland to enhance young people's understanding and love of China.
- ❖ The national flag-hoisting ceremony at the Golden Bauhinia Square provides an opportunity to develop students' sense of National Identity.



- ❖ Community service projects in hospitals help to develop students' sense of commitment and responsibility.
- ❖ Partnership with a non-government organisation / government department to provide opportunities for students to participate in its activities and services, e.g. tree planting to promote environmental protection, fund raising for the relief of natural disaster in other countries.

(6) The School Ethos

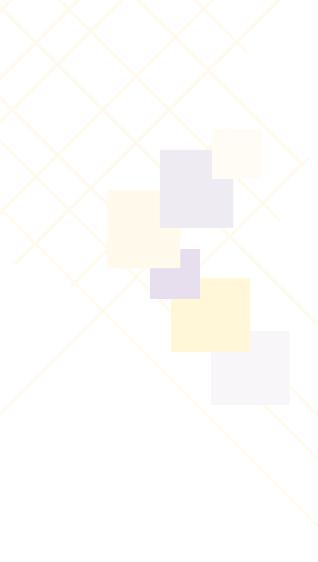
The culture, environment and atmosphere of a school have a subtle but profound influence on students. Values treasured by the school and incorporated in the school's mission should be reflected in various school practices and in daily interaction among different school members. The demonstration of positive values and attitudes by all adult school members including sponsoring bodies will help students to appreciate how values function in life and society.

Examples

- ❖ School regulations reflect the corporate values of the school. Review the school regulations by giving due consideration to students' opinions.
- ❖ Fair disciplinary measures demonstrate that the school upholds the principles of care, concern and mutual respect.
- ❖ Assigning appropriate responsibilities to students provides impetus to their development.
- ❖ Consistency between the views expressed by the principal and teachers and their actions may help to exemplify the values of perseverance, commitment, responsibility and respect for others.
- ❖ Objectivity and open-mindedness of the school head and teachers to different views will facilitate students to develop a readiness to face value conflicts with constructive approaches.
- ❖ Encouraging remarks, support and patience will create an atmosphere of care and respect, and students will feel valued.
- ❖ Openness to the adoption of different methods or practices of learning and teaching facilitates the development of positive values.

For example:

- ▶ through discussion in groups, students learn to appreciate different views and to reflect on the values they hold
- ▶ through peer-tutoring students learn to share and care
- ▶ through community service they understand the needs of the community and learn to take action, and to reflect upon their experiences

- 
- ▶ through debating on a controversial issue, students gain insights into different perspectives behind value conflicts, and learn to appreciate diversity of views in society

3.4 Roles of Different Key Players


To establish better connections among different areas of Moral and Civic Education and to enhance the impact of related programmes, it is most crucial that the school head / principal understands the importance of Moral and Civic Education to a balanced education. The school head / principal should encourage partnership amongst the coordinators of civic education, sex education and environmental education (where more than one coordinator has been appointed in the school) and collaboration with the counselling and guidance team and school discipline team. If a coordinator of Moral and Civic Education does not exist in the school, he / she can be nominated among the coordinators of environmental education, sex education, and the counselling teacher. The suggested roles of different key players are:

3.4.1 *The School Head / Principal*

- (1) To communicate the importance of Moral and Civic Education to all members of the school, give support to it, and be consistent in key decisions and daily practices.
- (2) To facilitate consensus building and the setting of goals for various key players.
- (3) To identify a coordinator to oversee the overall development, if he or she is not overseeing it.
- (4) To lead teachers to synergise and plan student development activities, especially life-wide learning programmes, in maximising the impact of their effort to help students to achieve the aims of Moral and Civic Education.

3.4.2 *The Coordinator of Moral and Civic Education*

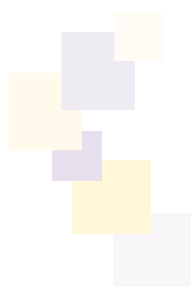
- (1) To identify the strengths of the school, build consensus, set goals, develop plans regarding core and extension content / events, and prioritise the values to be incorporated into the school-based Moral and Civic Education programme.

- 
- (2) To serve as a resource person to the school management and teachers.
 - (3) To identify the needs and opportunities for professional development of different key players, and encourage them to participate.
 - (4) To initiate action among various groups to take the plan forward, and promote partnership with other parties outside the school.
 - (5) To work with heads of KLAs and coordinator of life-wide learning to align priorities among values and life-events in Moral and Civic Education each year with relevant themes in KLAs.
 - (6) To evaluate plans and programmes on the basis of their impact on student learning as a basis for future planning.
 - (7) To promote the sharing of good practice among teachers.
 - (8) To solicit the support of the school head / principal whenever required.

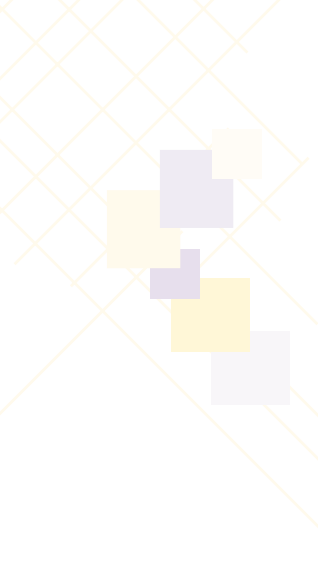
Examples of the work of the Moral and Civic Education Coordinator

- ❖ build up a Moral and Civic Education resources bank for teachers' use with the school librarian
- ❖ include in the school calendar thematic days / weeks / activities, such as a 'Service Week' (collaborating with the guidance teacher / school social worker), 'Caring for the Needy' week (collaborating with relevant KLAs), China Fortnight (collaborating with different KLAs)

3.4.3 KLA / Subject Panel Heads

- 
- (1) To identify relevant parts of the curriculum at each level for the incorporation of positive attitudes and values, and to implement core / extension life-events.
 - (2) To discuss the appropriate ways to bring out positive values in the learning and teaching process at panel meetings or specially-arranged sessions.
 - (3) To arrange collaborative lesson preparation time and seek joint efforts with teachers of other KLAs on cross-curricular themes.
 - (4) To plan and conduct relevant activities / projects / programmes.



- 
- (5) To arrange experience sharing sessions among subject teachers.
 - (6) To review progress and evaluate related plans.

3.4.4 Subject Teachers

- (1) To regard the implementation of Moral and Civic Education as one of the missions and responsibilities of being a teacher, and to be role models in daily social interaction.
- (2) To discuss with colleagues and share experiences on how values development can be strengthened in learning and teaching.
- (3) To design learning activities which incorporate the priority values / attitudes.
- (4) To provide an open atmosphere for students to share their views in class. A respect for different views should be established in the learning process.
- (5) To assign tasks that promote active learning and collaboration for the development of responsibility, perseverance and respect for others.
- (6) To engage students in different types of service at school and / or encourage them to participate in community service.
- (7) To be sensitive to unusual behaviour amongst students and be able to offer advice with regard to problems, or seek relevant intervention from other sources.

Example

Instead of putting a full-stop after the discussion on “Keeping Hong Kong Clean” in a General Studies / EPA class, the teacher encourages students to write a letter to the government department concerned to report on rubbish black spots in the neighbourhood. This helps students to develop a sense of commitment and responsibility towards improving the environment they live in.

3.5 Assessment of Student Learning in Moral and Civic Education

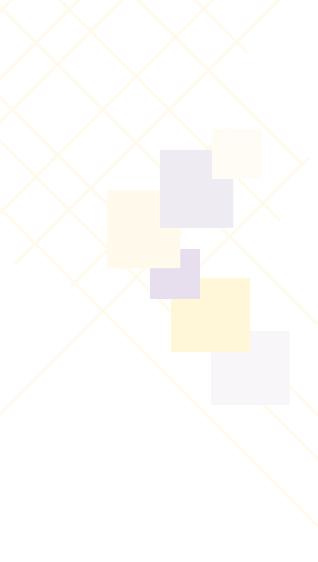
3.5.1 Some Principles of Assessment

It is difficult to assess values development, and it has to be remembered that the purpose of assessment in Moral and Civic Education is not to compare the achievement of different students but to provide useful feedback and opportunities for reflection, so that students can develop the necessary positive values and attitudes over time. The following principles should be observed in assessing the impact of Moral and Civic Education on students:

- ❖ We should acknowledge the links between development of positive values / attitude and academic achievement of students even though we do not apply the same measures in assessing students' knowledge acquisition and values / attitude development.
- ❖ Teachers cannot insist on 'correct' answers from students. Instead, assessment has to be a continuous process of observing changes in attitudes and values over time in individual students.
- ❖ Assessment should take place in authentic contexts e.g. through group work, discussion.
- ❖ A self-reflective culture ought to be developed, in which students review what values were embedded in a particular event and what they can learn from it.
- ❖ Assessment should be an interactive process involving different parties, such as teachers, students themselves, their peers and parents.
- ❖ The setting of assessment criteria, e.g. which values to emphasise should be done with the involvement of students so that they know what they are to be assessed on.

3.5.2 Recording, Reporting and Feedback

Students' achievements in values / attitude development should be recorded to reflect both process and products. The acknowledgement of achievement in the development of a value or positive attitude on the record of achievement or report card can help to build up students' self-esteem, which is a necessary factor for successful learning. Although



some recording and reporting of student progress over time, based on criteria, needs to be undertaken, schools should exercise care not to become involved in excessive recording and reporting. Informal sharing, feedback and care for students are effective means to complement formal reporting. It is the quality of assessment rather than the quantity that matters.

Examples

- ❖ The report card might be revised to include something on the personal, social and emotional development of students as well as on their participation in services and community work.
- ❖ Recordings might be made of observations of students' interaction with others, their collaboration in group work, and incidents in which they exhibit the values of responsibility, commitment, etc.
- ❖ Adoption of portfolio-based assessment would help students to look at values and attitudes in their course work and obtain teachers' feedback.
- ❖ Observation forms might be provided for parents to note down any changes in student behaviour e.g. an increase in their willingness to help in housework, or in their commitment to their homework.

3.6 Support Available to Schools

There are many services provided for the promotion of Moral and Civic Education. Schools are advised to select those which would best suit their students, priorities and school contexts. Regular theme-based courses are organised by the Education Department and non-government organisations to enhance the competency of teachers.

- ❖ Curriculum leadership courses to strengthen the planning and implementation of Moral and Civic Education in schools
- ❖ School-based support services to help schools in developing the Moral and Civic Education programme
- ❖ A network enabling teachers to exchange ideas and experiences

- ❖ Resource materials including a resources database, curriculum resource packages, exemplars and references (refer to <http://cd.ed.gov.hk>)



(Screen captured on 28th May 2002)

- ❖ Piloting of new approaches and dissemination of findings to schools
- ❖ Partnerships with tertiary institutions to keep teachers informed of the latest developments in Moral and Civic Education
- ❖ Community support by other government and non-government organisations to provide opportunities for character formation, experiential learning and life-wide learning





Appendix

A School Plan Adopting the Life Event Approach

In the example, the life events are identified for designing a school-based Moral and Civic Education programme. Depending on the commonality of the events to students' experiences, they are classified into core, extension and special events. The events are identified with a view to helping students to develop positive values to face the challenges arising from their personal and social development. The same life event could be revisited at the next key stage to provide students with the opportunity to reinforce the knowledge, skills and values they have developed.

Core Events

Events that most students will experience in that particular stage of growth and development. They will be included in the school's Moral and Civic Education programme for the cohort of students every year.

Extension Events

Optional events will be prioritised for inclusion in the Moral and Civic Education programme according to the time available and needs of the students in that particular cohort.

Special Events

Events to be arranged to meet the special needs of students' family background of that particular year or emergency needs (e.g. occurrence of a student suicidal case or death of a student).

Key Stage One (Primary 1-3)



Themes	Core Events	Extension Events	Special Events
Personal Development and Healthy Living	<ul style="list-style-type: none"> ❖ Permanent teething ❖ Self caring ❖ Developing good habits / Getting rid of bad habits ❖ Developing interest / hobbies ❖ Dressing up ❖ Managing emotions 	<ul style="list-style-type: none"> ❖ Using pocket money ❖ Handling sexual abuse 	<ul style="list-style-type: none"> ❖ Hurting oneself/ Committing suicide
Family Life	<ul style="list-style-type: none"> ❖ Showing love and concern for family members ❖ Eating out with family ❖ Doing housework 	<ul style="list-style-type: none"> ❖ Moving house ❖ Having new family member(s) ❖ Celebrating birthdays with family ❖ Family outing ❖ Handling family disputes 	<ul style="list-style-type: none"> ❖ Parents getting divorced ❖ Facing illness / death of family member(s) ❖ Family members being unemployed ❖ Family violence
School Life	<ul style="list-style-type: none"> ❖ Adapting to new life in primary school ❖ Taking lunch in school ❖ Being praised / punished by teachers ❖ Handling problems in studies 	<ul style="list-style-type: none"> ❖ Celebrating festivals in school 	<ul style="list-style-type: none"> ❖ Crisis happened to schoolmates

Themes	Core Events	Extension Events	Special Events
School Life	<ul style="list-style-type: none"> ❖ Doing homework ❖ Going on a school picnic ❖ Receiving the report card ❖ Having school holiday ❖ Promoting to a new class ❖ Using school facilities 		
Social Life	<ul style="list-style-type: none"> ❖ Making new friends ❖ Playing games ❖ Showing concern and helping classmates / friends 	<ul style="list-style-type: none"> ❖ Attending birthday party 	
Life in the Community	<ul style="list-style-type: none"> ❖ Using public facilities ❖ Riding on public transport ❖ Responding to recycle activities ❖ Participating in fund-raising activities ❖ Participating in National Flag hoisting ceremony 	<ul style="list-style-type: none"> ❖ Supporting improvement project on education and livelihood in the Mainland 	



Key Stage Two (Primary 4-6)



Themes	Core Events	Extension Events	Special Events
Personal Development and Healthy Living	<ul style="list-style-type: none"> ❖ Entering puberty ❖ Using pocket money ❖ Selecting reading materials ❖ Managing emotions ❖ Facing the media ❖ Worshipping idols ❖ Dressing up 	<ul style="list-style-type: none"> ❖ Surfing the Internet ❖ Handling sexual abuse 	<ul style="list-style-type: none"> ❖ Hurting oneself / Committing suicide ❖ Facing serious illness/death

Themes	Core Events	Extension Events	Special Events
Family life	<ul style="list-style-type: none"> ❖ Showing love and concern for family members ❖ Getting along with grandparents / other elderly members of the family ❖ Doing housework 	<ul style="list-style-type: none"> ❖ Having new family member(s) ❖ Eating out with family ❖ Helping siblings in their homework ❖ Moving house ❖ Handling family disputes 	<ul style="list-style-type: none"> ❖ Family members being unemployed ❖ Parents getting divorced ❖ Facing illness / death of family member(s) ❖ Family violence
School Life	<ul style="list-style-type: none"> ❖ Handling problems in studies ❖ Being praised / punished by teachers ❖ Doing homework ❖ Serving teachers and schoolmates ❖ Going on a field trip ❖ Making choice among different school activities ❖ Receiving report cards ❖ Holding responsible posts ❖ Graduation 	<ul style="list-style-type: none"> ❖ Attending tutorial lesson 	<ul style="list-style-type: none"> ❖ Crisis happened to schoolmates



Cross-Reference

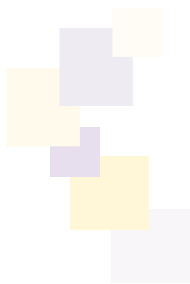


Themes	Core Events	Extension Events	Special Events
Social Life	<ul style="list-style-type: none"> ❖ Respecting different opinions and cultures ❖ Playing games ❖ Handling problems in peer relationships 	<ul style="list-style-type: none"> ❖ Attending feast ❖ Camping ❖ Going out with friends of the opposite sex ❖ Handling undesirable peer pressures 	<ul style="list-style-type: none"> ❖ Attending funeral
Life in the Community	<ul style="list-style-type: none"> ❖ Respecting the elderly ❖ Responding to recycle activities ❖ Helping neighbour / needy in society ❖ Participating in community activities ❖ Participating in National Flag hoisting ceremony 	<ul style="list-style-type: none"> ❖ Understanding and showing concern for major events in the Mainland ❖ Supporting improvement project on education and livelihood in the Mainland ❖ Visit to the Mainland / overseas ❖ Discussing current issues of local / national / international community ❖ Participating in voluntary work 	

Key Stage Three (Secondary 1-3)

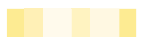
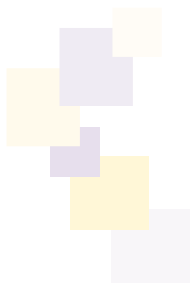


Themes	Core Events	Extension Events	Special Events
Personal Development and Healthy Living	<ul style="list-style-type: none"> ❖ Entering puberty ❖ Using pocket money ❖ Selecting reading materials ❖ Managing emotions ❖ Facing the media ❖ Worshipping idols ❖ Surfing the Internet ❖ Dressing up 	<ul style="list-style-type: none"> ❖ Managing personal finance ❖ Handling sexual harassment 	<ul style="list-style-type: none"> ❖ Hurting oneself / Committing suicide ❖ Facing serious illness / death



Themes	Core Events	Extension Events	Special Events
Family Life	<ul style="list-style-type: none"> ❖ Showing love and concern for family members ❖ Getting along with grandparents / other elderly members of the family ❖ Negotiating for self-independence from parents ❖ Doing housework 	<ul style="list-style-type: none"> ❖ Moving house ❖ Teaching siblings doing homework ❖ Handling family disputes 	<ul style="list-style-type: none"> ❖ Family members being unemployed ❖ Parents getting divorced ❖ Facing illness / death of family member(s) ❖ Family violence
School Life	<ul style="list-style-type: none"> ❖ Adapting to new life in secondary school ❖ Handling problems in studies ❖ Making choice among different school activities ❖ Participating in election of class association 	<ul style="list-style-type: none"> ❖ Taking lunch in school ❖ Attending tutorial lesson ❖ Holding responsible post 	<ul style="list-style-type: none"> ❖ Crisis happened to schoolmates

Themes	Core Events	Extension Events	Special Events
Social Life	<ul style="list-style-type: none"> ❖ Making new friends ❖ Respecting different opinions and cultures ❖ Going out with friends of opposite sex ❖ Showing concern and helping classmates / friends ❖ Handling undesirable peer pressures ❖ Handling problems in peer relationships 	<ul style="list-style-type: none"> ❖ Camping ❖ Being in love / loveorn ❖ Participating in religious activities 	<ul style="list-style-type: none"> ❖ Attending funeral



Cross-Reference



Themes	Core Events	Extension Events	Special Events
Life in the Community	<ul style="list-style-type: none"> ❖ Respecting the elderly ❖ Helping neighbour / needy in society ❖ Participating in voluntary work ❖ Participating in community activities ❖ Facing temptations and undesirable societal influences ❖ Participating in National Flag hoisting ceremony ❖ Understanding and showing concern for major events in the Mainland ❖ Discussing current issues of local / national / international community 	<ul style="list-style-type: none"> ❖ Expressing opinions on issues of social injustice and environmental issues ❖ Visit to the Mainland / overseas ❖ Supporting improvement project on education and livelihood in the Mainland 	

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"Basic Education Curriculum Guide – Building on Strengths" Series

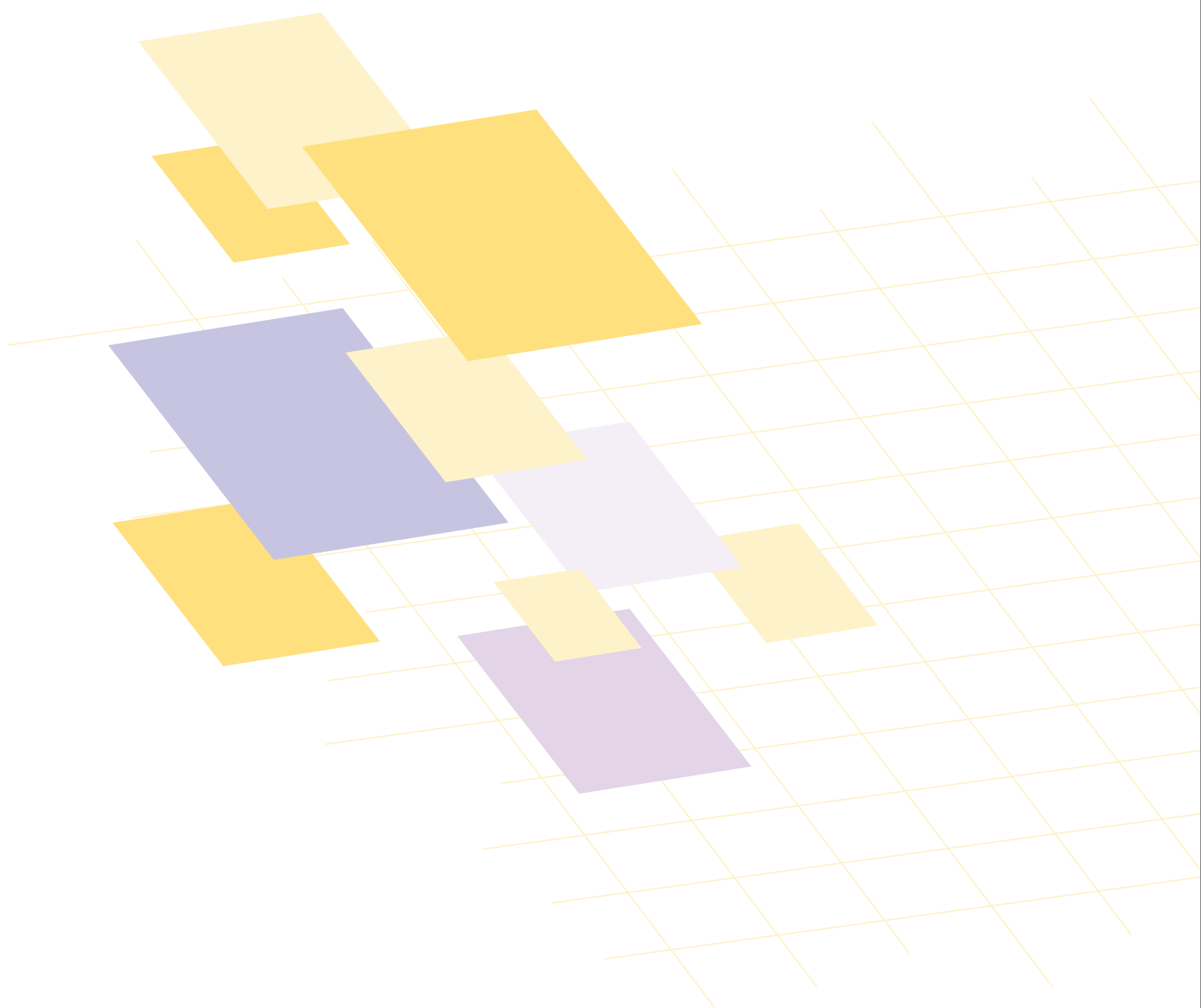
Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

3

Four Key Tasks – Achieving Learning to Learn

3B Reading to Learn



Four Key Tasks - Achieving Learning to Learn

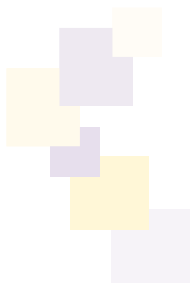
This set of 4 booklets (3A, 3B, 3C, 3D) belongs to the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. The respective titles of the 4 booklets are as follows:

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for Interactive Learning





Four Key Tasks - Achieving Learning to Learn

Purpose of This Set of 4 Booklets

The CDC Report, “Learning to Learn - The Way Forward in Curriculum Development” (CDC, 2001), recommends Four Key Tasks to help students to develop independent learning capabilities within and across Key Learning Areas. The purpose of this set of 4 booklets is to help schools and teachers to incorporate the Four Key Tasks into curriculum planning, and put them into action to achieve the overall aims of the school curriculum. The Four Key Tasks are:

- ❖ Moral and Civic Education
- ❖ Reading to Learn
- ❖ Project Learning
- ❖ Information Technology for Interactive Learning

Relationship among the Four Key Tasks

The Four Key Tasks can be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students’ potentials in other aspects. More than one Key Task may be put into action together to achieve a number of learning targets, objectives or unintended learning outcomes.

For instance, Project Learning almost always involves Reading to Learn, and probably IT for Interactive Learning if information has to be searched out and interaction among students or with teachers takes place on the Internet. Collaboration among students in such a learning context is conducive to the development of perseverance, self-management and other qualities promoted through Moral and Civic Education. The Four Key Tasks should also be flexibly used in the learning and teaching of different Key Learning Areas to enhance students’ capabilities for constructing knowledge, developing generic skills and nurturing positive values and attitudes.





Rationale for Choosing the Four Key Tasks for Whole-school Curriculum Planning

- ❖ The Four Key Tasks help to promote independent learning capabilities among students so that they could achieve the various learning goals and objectives in the 8 Key Learning Areas and in other learning contexts.
- ❖ Moral and Civic Education is one of the five essential learning experiences. The development of positive attitudes and values provides the affective basis for students to learn more effectively.
- ❖ Reading to Learn is essential to promote a reading culture in schools. This helps students to develop their competence in and the love for reading which is essential for life-long learning.
- ❖ Project Learning is a powerful learning and teaching strategy that helps students to develop their generic skills, integrate and apply their knowledge within and across Key Learning Areas.
- ❖ Information Technology helps to develop the competency needed for gaining access to information and processing it effectively, and for developing closer interaction among different people in different parts of the world.
- ❖ The Four Key Tasks are inter-connected. Making use of one may help to strengthen learning in another, thus producing an overall beneficial impact on student learning.

Planning for the Four Key Tasks

It is important to adopt appropriate strategies when planning for the Four Key Tasks and when using them to facilitate learning. The focus of using the Four Key Tasks should not be put on organising the activities superficially, which may cause futile and duplication of efforts by different parties, without producing a positive effect on learning. Schools should identify their strengths and use any one (or more) of the Key Tasks as an entry point. It is unnecessary to insert all Four Key Tasks into each Key Learning Area all at once which would overburden teachers and students.

Information about the Four Key Tasks can be found at <http://cd.ed.gov.hk/4keytasks.htm>



(Screens captured on 28th May 2002)

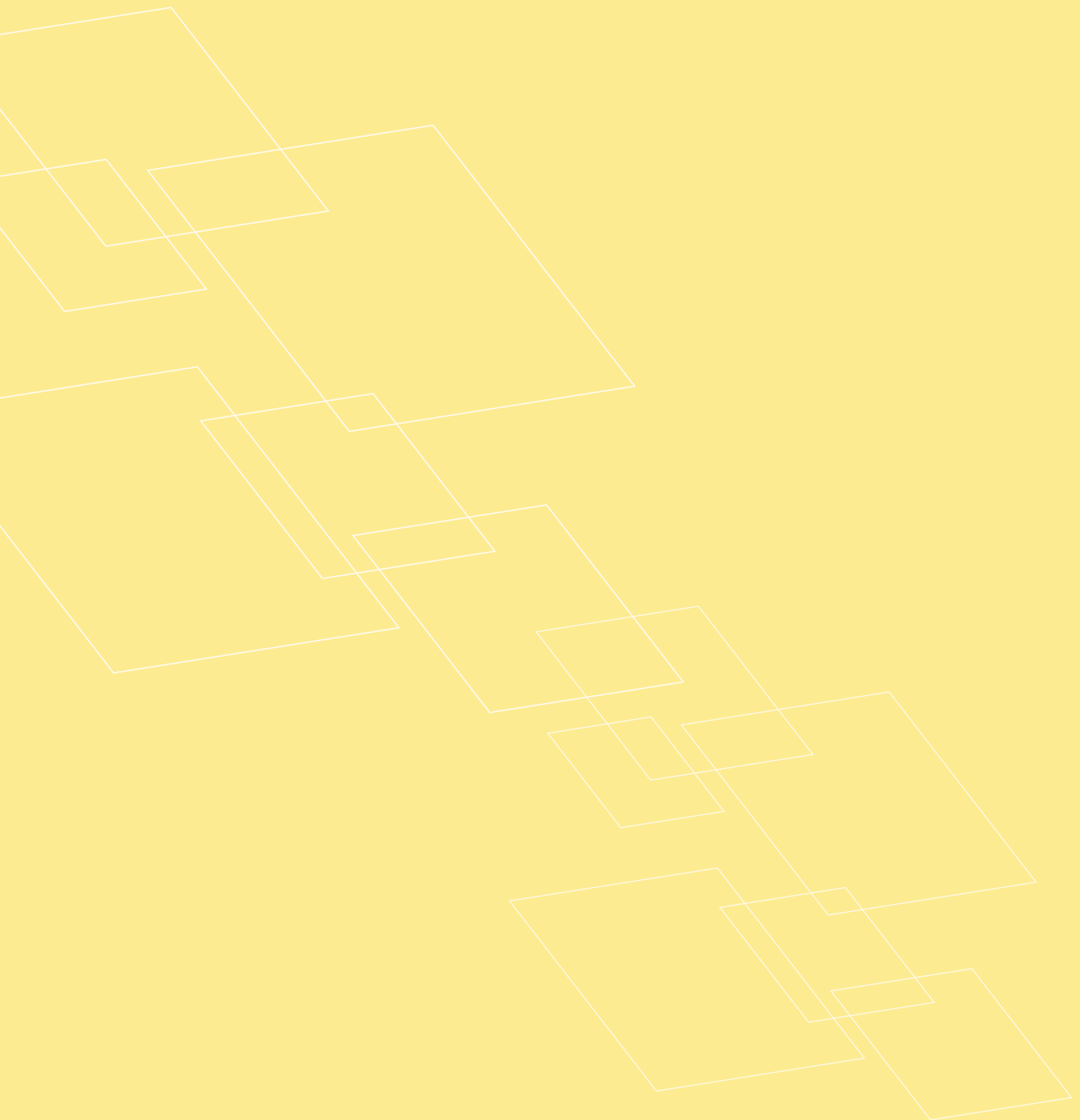




For Reflection and Action

- ❖ Has your school had any experience in the use of any of the Four Key Tasks? Which one should the school use as an entry point?
- ❖ In what context (Key Learning Area(s) or cross Key Learning Area projects) will the Key Task(s) be first introduced?
- ❖ What learning objectives / targets are to be achieved in the selected Key Task(s)?
- ❖ How should teachers and resources be coordinated?

3B Reading to Learn



Reading to Learn

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

3.1	Objectives of Reading to Learn	1
3.2	Whole-school Actions for Promoting Reading to Learn	1
3.2.1	<i>School Heads and Curriculum Leaders</i>	2
3.2.2	<i>Teacher-Librarian</i>	2
3.2.3	<i>Teachers</i>	3
3.2.4	<i>Parents</i>	5
3.3	Facilitating Measures to Foster Reading to Learn	5
3.3.1	<i>Allocating Time for Reading</i>	6
3.3.2	<i>Providing a Conducive Environment and Atmosphere</i>	6
3.3.3	<i>Sustaining Motivation and Interest in Reading</i>	7
3.3.4	<i>Providing a Diverse and Appropriate Collection of Reading Materials</i>	8
3.3.5	<i>Using Technology Optimally</i>	8
3.3.6	<i>Mobilising Outside Help</i>	8
3.4	Expectations on Students	9
3.4.1	<i>Expected Outcomes for Students</i>	10
3.4.2	<i>Specific Reading Competencies in English Language Education and Chinese Language Education Key Learning Areas</i>	11
3.4.3	<i>Assessment of Reading Outcomes</i>	12
3.5	Support for Schools	13
	References	15

Reading to Learn

To develop a habit of reading independently is one of the seven learning goals of the School Curriculum. All schools should allocate reading time in their time-tables according to the suggestions, and help all students to achieve expected learning outcomes as stated in Section 3.4.1 of this booklet.

3.1 Objectives of Reading to Learn

'Learning to Read' is no longer sufficient for preparing students for a knowledge-based and life-long learning society. They have to be equipped with the skills of 'Reading to Learn'. Possession of these skills enhances students' overall learning capacity for life-long learning and whole-person development. It also enables students to:

- ❖ improve their language proficiency, which is essential for communication, and for academic and intellectual pursuits;
- ❖ develop their thinking skills through understanding and constructing meaning from what they read;
- ❖ achieve a quality life through reading for diverse interests, pleasure and needs;
- ❖ cultivate an open mind towards different opinions, ideas, values and cultures; and
- ❖ enrich their knowledge and broaden their understanding of life in order to face its challenges.

3.2 Whole-school Actions for Promoting Reading to Learn

There have been many good practices in reading introduced into Hong Kong schools. The impact on student learning, however, has not been as effective as it might have been. The following areas for improvement are identified:

- ❖ more effective support from key players such as school heads, teacher-librarians, subject teachers;

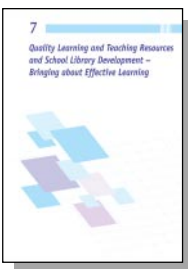
- ❖ provision of more facilitating conditions;
- ❖ development of more healthy reading habits;
- ❖ use of effective reading strategies; and
- ❖ higher expectations of learning outcomes for students.



Detailed and up-to-date information about current practices and Government support are available in websites and publications listed in the References section of this booklet. The following sections highlight the roles of key parties.

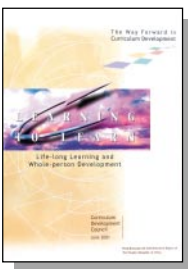


3.2.1 *School Heads and Curriculum Leaders*



As recommended in Booklet 7, school heads and curriculum leaders play the most crucial role in promoting Reading to Learn in schools. They should:


- ❖ give priority to reading as a whole-school responsibility;
- ❖ allocate resources to promote reading (including setting reading time in the time-table);
- ❖ build on existing strengths (e.g. extensive reading scheme, reading lesson) and use them as starting points for promoting more effective reading skills in school;
- ❖ deploy teacher-librarians to professional work;
- ❖ adopt the latest concepts in effective library services;
- ❖ foster collaboration among staff in doing reading projects;
- ❖ monitor the purchase of quality reading materials;
- ❖ promote the use of effective reading strategies and activities;
- ❖ share quality student learning outcomes with different parties in the school; and
- ❖ develop a reading culture among teachers.



Chapter 5,
page 111

3.2.2 *Teacher-Librarian*

- ❖ To help students to use the library in ways that are conducive to learning to learn, for example by:

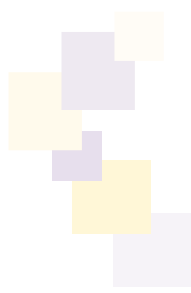
- 
- ▶ providing easy access to information in a variety of formats and technologies;
 - ▶ developing a variety of resource-based programmes to enhance the independent learning skills of students;
 - ▶ developing strategies to nurture an interest in reading and to inculcate a regular reading habit among students.
- ❖ To work collaboratively with teachers in planning, teaching and promoting the use of a wide range of information sources in learning and teaching for teachers and students.
 - ❖ To ensure the availability and accessibility of quality library resources and teaching aids, such as topping up library resources according to the latest curriculum development in Key Learning Areas and other school-based curriculum focuses.
 - ❖ To improve the library service in schools, e.g. by extending the opening hours to serve reading and learning activities where appropriate.
 - ❖ To facilitate the development of information literacy within the school and to keep abreast of the latest developments in curriculum and technology.

Example


Collaboration between Teacher-Librarian and Teachers

The subject teacher and the librarian can collaborate in helping students work on an issue study. The former attends to the content while the latter focuses on the teaching of information skills.

3.2.3 Teachers

- 
- ❖ Regard Reading to Learn as one of their responsibilities to help students to learn better through:
 - ▶ role modelling of reading widely and effectively with reflections in daily learning and teaching
 - ▶ reading beyond textbooks and classrooms by assigning relevant, interesting and quality reading materials
 - ❖ Promote reading across the curriculum as outlined in the table below.

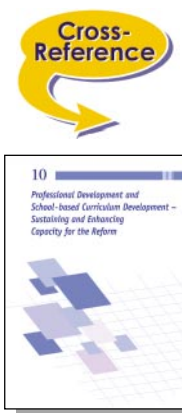




Reading Across the Curriculum

All subject teachers can help students use reading as a tool to construct knowledge in their respective subjects / disciplines. The following are some techniques and strategies in teaching reading in their content area:

- ❖ design lessons in which reading plays a significant part
- ❖ familiarise students with unfamiliar / difficult concepts and vocabulary prior to reading
- ❖ encourage students to keep a vocabulary notebook
- ❖ give students a series of pre-reading questions to generate interest in the topic
- ❖ ask students to respond to questions based on a text
- ❖ help students to understand content terms through contextual clues, word structures, and semantic features
- ❖ provide ample opportunities for students to use different reading strategies, e.g. SQ3R (Survey, Question, Read, Reflect and Review)
- ❖ get students to make notes of what they have read and review what they have learnt after reading
- ❖ encourage students, even at primary levels, to move from reading textbooks to reading books on a specific subject or for a specific purpose, so that their reading is performed with a clear focus



- ❖ Acquire professional skills (e.g. for text processing) and instructional strategies (e.g. for motivating non-readers and extending keen readers' scope of reading) through individual learning or organisational learning.
- ❖ Collaborate with other teachers to create time and space for more effective support to students.

3.2.4 Parents

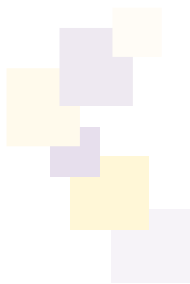


Parents are the best people to help their children cultivate a good reading habit at an early age and build up a good reading environment at home. To this end, they need to:

- ❖ serve as role models for their children by reading regularly at home
- ❖ set aside regular reading time (e.g. half an hour every day) to read together with their children
- ❖ ensure a quiet and comfortable reading environment (e.g. by turning off the TV, providing sufficient space and lighting)
- ❖ encourage their children to read by giving them extrinsic and intrinsic rewards and to share their reading experiences
- ❖ furnish their home with a good quantity and variety of reading materials (e.g. magazines, newspapers, story books, reference tools) which are either chosen by themselves or together with their children
- ❖ participate in reading activities organised by the school or the public so that they can acquire skills and strategies to help their children read better
- ❖ co-operate with the school in motivating and guiding their children to read (parents should not perceive leisure reading as a waste of time; on the contrary, it can enrich children's knowledge, foster their imagination and improve their language proficiency)
- ❖ make use of daily life opportunity to help their children read (e.g. the reading of signs in parks, the reading of regulations in public areas, the reading of instructions on products)

3.3 Facilitating Measures to Foster Reading to Learn

The following facilitating measures should be adopted to foster Reading to Learn by the collaborating efforts of all teachers and parents:



3.3.1 *Allocating Time for Reading*

To help students develop an individual reading interest and a regular reading habit, schools should:

- ❖ ensure reading is included in the learning and teaching time allocated for lessons of Chinese and English languages
- ❖ encourage all teachers to adopt Reading to Learn as one of the prime learning strategies for students to read for better understanding and broaden their scope
- ❖ reinforce the above by:
 - ▶ designating flexible and structured time-slots for reading in school time-tables
 - ▶ arranging flexible reading time using breaks in the morning, lunch, after school, during double periods and post-examination reading sessions
- ❖ arrange a flexible and open library schedule to fit in as many reading sessions / activities as possible



3.3.2 *Providing a Conducive Environment and Atmosphere*

- ❖ a well-equipped library
- ❖ quiet reading corner(s) with comfortable seats
- ❖ easy access to reading materials in different parts of the school, such as in classrooms, special rooms and student activity rooms
- ❖ posters, signs, notices and charts to stimulate / encourage reading around the school
- ❖ theme-based book exhibitions
- ❖ a wide range of reading activities
- ❖ school reading ethos nurtured through the role-modelling of teachers and the school head

❖ other innovative ideas



3.3.3 Sustaining Motivation and Interest in Reading

Students need to be motivated to read. To begin with, they can be given extrinsic rewards like prizes and recognition. To develop their intrinsic motivation, students need ample opportunities to share and exchange the feelings and ideas they have gained through the reading process in verbal, artistic, written or dramatic mode. The sharing can be done on an individual or a group basis. Positive and constructive feedback from teachers, peers and parents is essential for sustaining students' motivation for reading.

Example of a School Website



(Screen captured on 3rd June 2002)

3.3.4 Providing a Diverse and Appropriate Collection of Reading Materials

- ❖ Set up a text-rich environment with ample curriculum-related materials appropriate to students' different cognitive levels, linguistic competence and interests.
- ❖ Plan carefully together to establish selection criteria and optimise the use of available funds.
- ❖ Give students autonomy to choose reading materials and encourage them to provide feedback on the quality and usefulness of them, e.g. begin in primary schools with picture books, nursery rhymes, or fairy tales, and then move on to narrative and text-types with intricate plots and characters, and to a wide range of genres, types, texts and formats with deeper subject-based content.



3.3.5 Using Technology Optimally

Students need to learn through hands-on experience to apply technology in learning. This includes using information technology and other media to find / access, select, analyse and synthesise information and to present ideas / the outcomes of their reading.

3.3.6 Mobilising Outside Help

- ❖ Engage parents in regular participation in parent-child reading activities.
- ❖ Invite specialists from tertiary institutions and professional associations / organisations to conduct training workshops for teachers, students and parents.

- ❖ Make use of the wide range of services offered by public libraries, e.g. Block Loan Service to schools, Annual Reading Programme for Children and Youth, Good Books Recommendations, guided tours on the effective use of library resources and services.

Hong Kong Public Library Good Books Recommendations

http://www.hkpl.gov.hk/chi/05activities/5_goodbooks.htm



(Screen captured on 10th May 2002)

Hong Kong Public Library Annual Reading Programme for Children and Youths

http://www.hkpl.gov.hk/05activities/5_4reading.html



(Screen captured on 10th May 2002)

3.4 Expectations on Students

Having reasonably high expectations of students can be a useful way of motivating students to read to learn in terms of reading skills, habits and attitude. The following reading sections provide some ideas on what to expect of students.

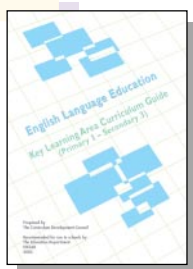
3.4.1 Expected Outcomes for Students

Students may have different starting points in their reading. Yet, with proper guidance and support, they should be expected to progress from a 'Beginner' to an 'Emergent' and eventually to a 'Proficient Reader'.

Areas	Beginner Readers	Emergent Readers	Proficient Readers
Skills and Strategies	<ul style="list-style-type: none">❖ Go from 'Learning to Read' to 'Reading to Learn'.❖ Move from early attempts to use pictorial and phonic cues for comprehension to the more integrated use of a variety of cues, including visual, contextual and structural ones.❖ Progress from 'reading the lines' to 'reading between the lines' and eventually to 'reading beyond the lines'.❖ Extend the variety of text-types from rhymes, stories and simple non-fiction to a wider range including both fiction and non-fiction of an increasing length and complexity. Use a variety of reading materials including literary texts, dictionaries and encyclopaedias, newspapers and magazines, signs and technical manuals, etc.❖ Begin to read with guidance and support from teachers and parents (through Reading Aloud and Reading Along) to eventually reading independently (Reading Alone), and at the same time learning to adapt strategies and pace to tackle the reading text and task.❖ Express and share students' reading experience in ways that reflect their growth in thinking and understanding. Starting from mainly relaying the content (e.g. re-telling stories, drawing pictures), students may gradually progress to explaining concepts and procedures (e.g. doing a demonstration, giving a summary), evaluating the text (e.g. book reviews, commentaries) and creating ideas (e.g. musical play, drama).		

Areas	Beginner Readers	→	Emergent Readers	→	Proficient Readers
Attitude, Motivation and Habit	<ul style="list-style-type: none"> ❖ Move from enjoying reading books chosen with / by parents and teachers to reading materials that are self-selected. ❖ Be motivated to read initially with extrinsic rewards to being self-motivated to read, and to gain the skills and experience success in reading. ❖ Participate in reading activities arranged by parents / teachers to participating voluntarily in a wide variety of quality reading activities. ❖ Be engaged in designated reading time to reading at all times. ❖ Read materials available at home and school libraries to using public libraries, Internet resources and other resources available in the community. ❖ Read for a short time span sporadically to sustained reading on a regular basis. 				

Note: The items are neither definitive nor exhaustive. There is also no clear-cut boundary among the various developmental stages. Teachers should have appropriate expectations based on the characteristics of their students and help them to make progress accordingly.



3.4.2 *Specific Reading Competencies in English Language Education and Chinese Language Education Key Learning Areas*

- ❖ In line with the latest curriculum framework for the Chinese Language Education and English Language Education KLAs, basic competencies in reading are identified for the end of each Key Stage (P3, P6, S3). The basic competencies are established with reference to societal expectations, international comparison, and the performance of local students.
- ❖ More comprehensive sets of learning outcomes for students in reading, and exemplars of what they might do will be provided in the future as learning and teaching resources for teachers.




- ❖ The Basic Competency Assessment (Student Programme and System Programme) introduced by the Education Department will help schools to see whether their students have achieved the appropriate competency level.
- ❖ All schools should help students to achieve the level of basic competency, or standards above, and should provide follow-up help if they do not.

3.4.3 *Assessment of Reading Outcomes*

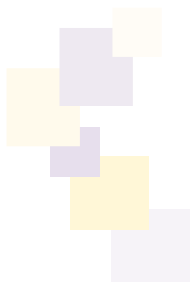
Assessment helps to inform teachers as to how much students have learned, and to motivate students when feedback on how to improve is provided. The best way to do the above is to use diverse means for students to reflect on and share their reading experiences with others. The following measures are suggested for teachers:

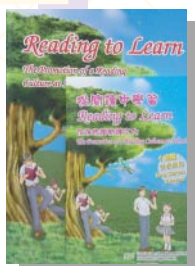
Dos	Don'ts
❖ use methods that enhance students' interest and motivation in reading	❖ use counter-productive tests and examination to assess students' reading
❖ use methods that help students reflect on their strengths and weaknesses and check their own progress	❖ use book reports as the only means to find out students' understanding of texts
❖ use different methods to help students evaluate their performance in different areas	❖ use methods that will greatly increase teachers' workload, yet fail to have a positive impact on students' reading
❖ use methods that enable students to share their learning with others	❖ put sole emphasis on the number of books read and the product

- 
- ❖ Ask students to retell the main ideas of a text / story or make predictions about the development of the text / story. This enables teachers to assess students' understanding of what they have read and their logical and imaginative powers.
 - ❖ Get students to discuss and share their own views about the issues raised in a text / story, expressing their own attitudes and values. Assign project work to students through which they have to demonstrate their reading and information skills, their ability to process information and to exhibit their learning overtly through a product.
 - ❖ Ask students to keep reading logs or portfolios which may contain such items as reading records, reading products, reflections, feedback from teachers, peers and parents, etc. These reading logs enable teachers to find out about students' reading habits and progress, and to diagnose their reading problems. They also help the students to review their own learning process.
 - ❖ Set questionnaires to find out students' reading habits at school and at home, and their attitudes towards reading.
 - ❖ Keep records of students' participation in reading activities. This provides useful information about students' motivation and interest in reading.
 - ❖ Examine the records of borrowing from class and / or school libraries to find out the quantity and variety of reading materials borrowed. Students can be asked to give a rating to the materials they have read to indicate their interest and level of understanding.

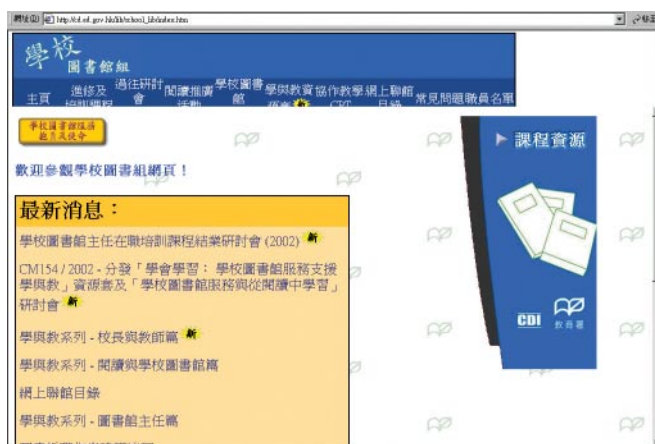
3.5 Support for Schools

Apart from the suggested actions above, the following are provided by the Education Department to help schools and teachers:





- ❖ learning and teaching packages for teachers and teacher-librarians, which introduce the use of library services and resources that support learning through reading. A detailed list of resources and references is available at <http://cd.ed.gov.hk/lib>



(Screen captured on 10th May 2002)

- ❖ annual seminars, workshops and sharing sessions for teachers and teacher-librarians on how to promote reading among students

<http://cd.ed.gov.hk/4keytasks.htm>



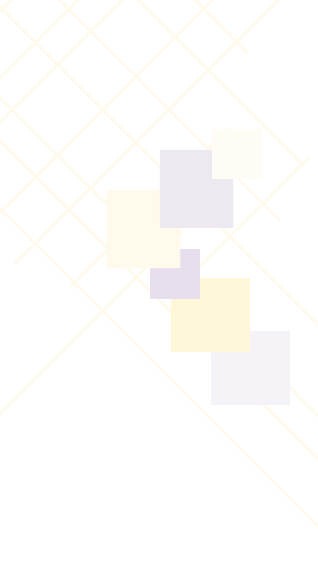
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- ❖ collaborative research and development projects on Reading to Learn

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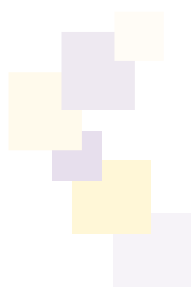
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"Basic Education Curriculum Guide – Building on Strengths" Series

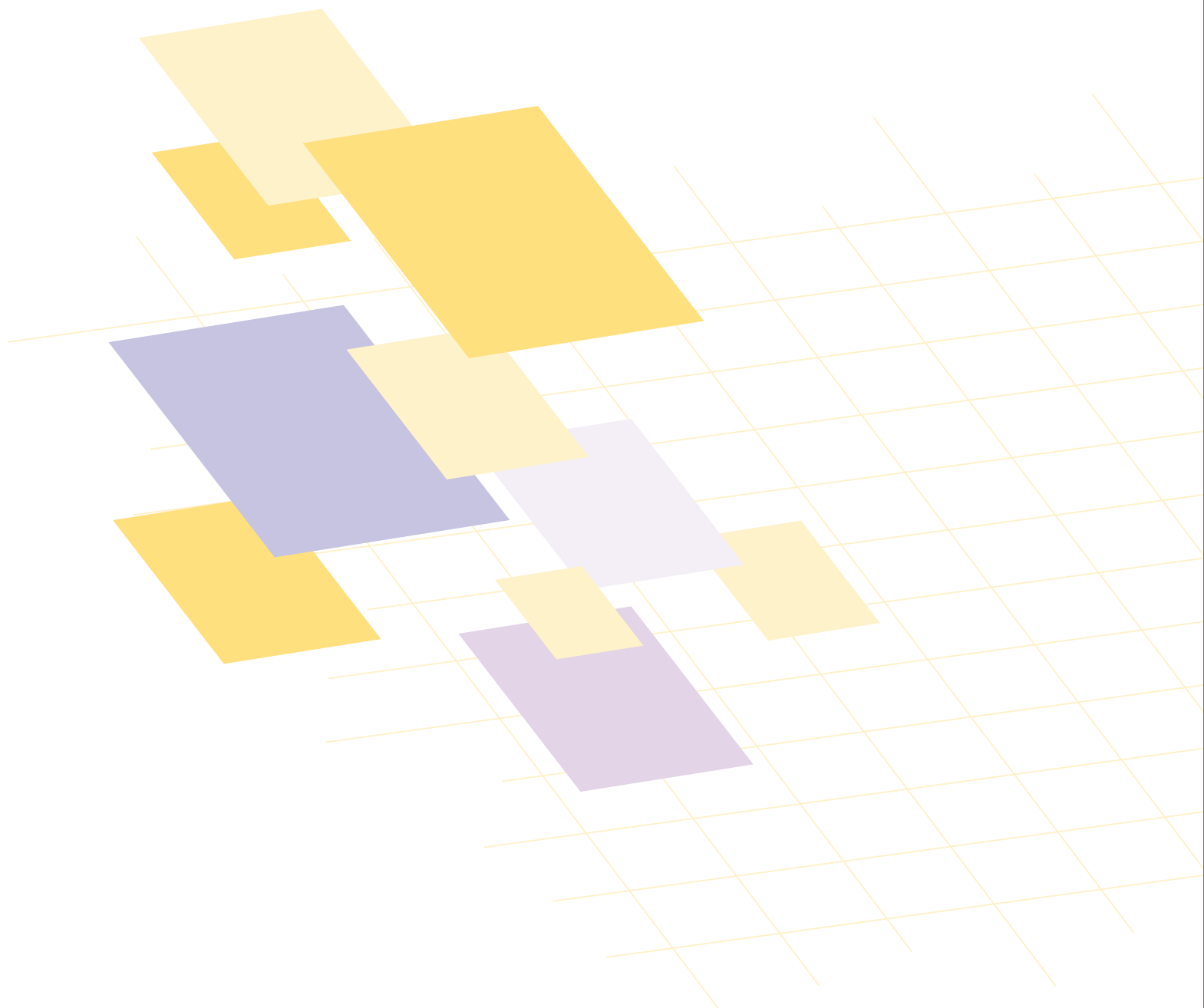
Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

3

Four Key Tasks – Achieving Learning to Learn

3C Project Learning



Four Key Tasks - Achieving Learning to Learn

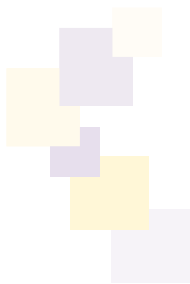
This set of 4 booklets (3A, 3B, 3C, 3D) belongs to the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. The respective titles of the 4 booklets are as follows:

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for Interactive Learning



Four Key Tasks - Achieving Learning to Learn

Purpose of This Set of 4 Booklets

The CDC Report, “Learning to Learn - The Way Forward in Curriculum Development” (CDC, 2001), recommends Four Key Tasks to help students to develop independent learning capabilities within and across Key Learning Areas. The purpose of this set of 4 booklets is to help schools and teachers to incorporate the Four Key Tasks into curriculum planning, and put them into action to achieve the overall aims of the school curriculum. The Four Key Tasks are:

- ❖ Moral and Civic Education
- ❖ Reading to Learn
- ❖ Project Learning
- ❖ Information Technology for Interactive Learning

Relationship among the Four Key Tasks

The Four Key Tasks can be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students’ potentials in other aspects. More than one Key Task may be put into action together to achieve a number of learning targets, objectives or unintended learning outcomes.

For instance, Project Learning almost always involves Reading to Learn, and probably IT for Interactive Learning if information has to be searched out and interaction among students or with teachers takes place on the Internet. Collaboration among students in such a learning context is conducive to the development of perseverance, self-management and other qualities promoted through Moral and Civic Education. The Four Key Tasks should also be flexibly used in the learning and teaching of different Key Learning Areas to enhance students’ capabilities for constructing knowledge, developing generic skills and nurturing positive values and attitudes.



Rationale for Choosing the Four Key Tasks for Whole-school Curriculum Planning

- ❖ The Four Key Tasks help to promote independent learning capabilities among students so that they could achieve the various learning goals and objectives in the 8 Key Learning Areas and in other learning contexts.
- ❖ Moral and Civic Education is one of the five essential learning experiences. The development of positive attitudes and values provides the affective basis for students to learn more effectively.
- ❖ Reading to Learn is essential to promote a reading culture in schools. This helps students to develop their competence in and the love for reading which is essential for life-long learning.
- ❖ Project Learning is a powerful learning and teaching strategy that helps students to develop their generic skills, integrate and apply their knowledge within and across Key Learning Areas.
- ❖ Information Technology helps to develop the competency needed for gaining access to information and processing it effectively, and for developing closer interaction among different people in different parts of the world.
- ❖ The Four Key Tasks are inter-connected. Making use of one may help to strengthen learning in another, thus producing an overall beneficial impact on student learning.

Planning for the Four Key Tasks

It is important to adopt appropriate strategies when planning for the Four Key Tasks and when using them to facilitate learning. The focus of using the Four Key Tasks should not be put on organising the activities superficially, which may cause futile and duplication of efforts by different parties, without producing a positive effect on learning. Schools should identify their strengths and use any one (or more) of the Key Tasks as an entry point. It is unnecessary to insert all Four Key Tasks into each Key Learning Area all at once which would overburden teachers and students.

Information about the Four Key Tasks can be found at <http://cd.ed.gov.hk/4keytasks.htm>



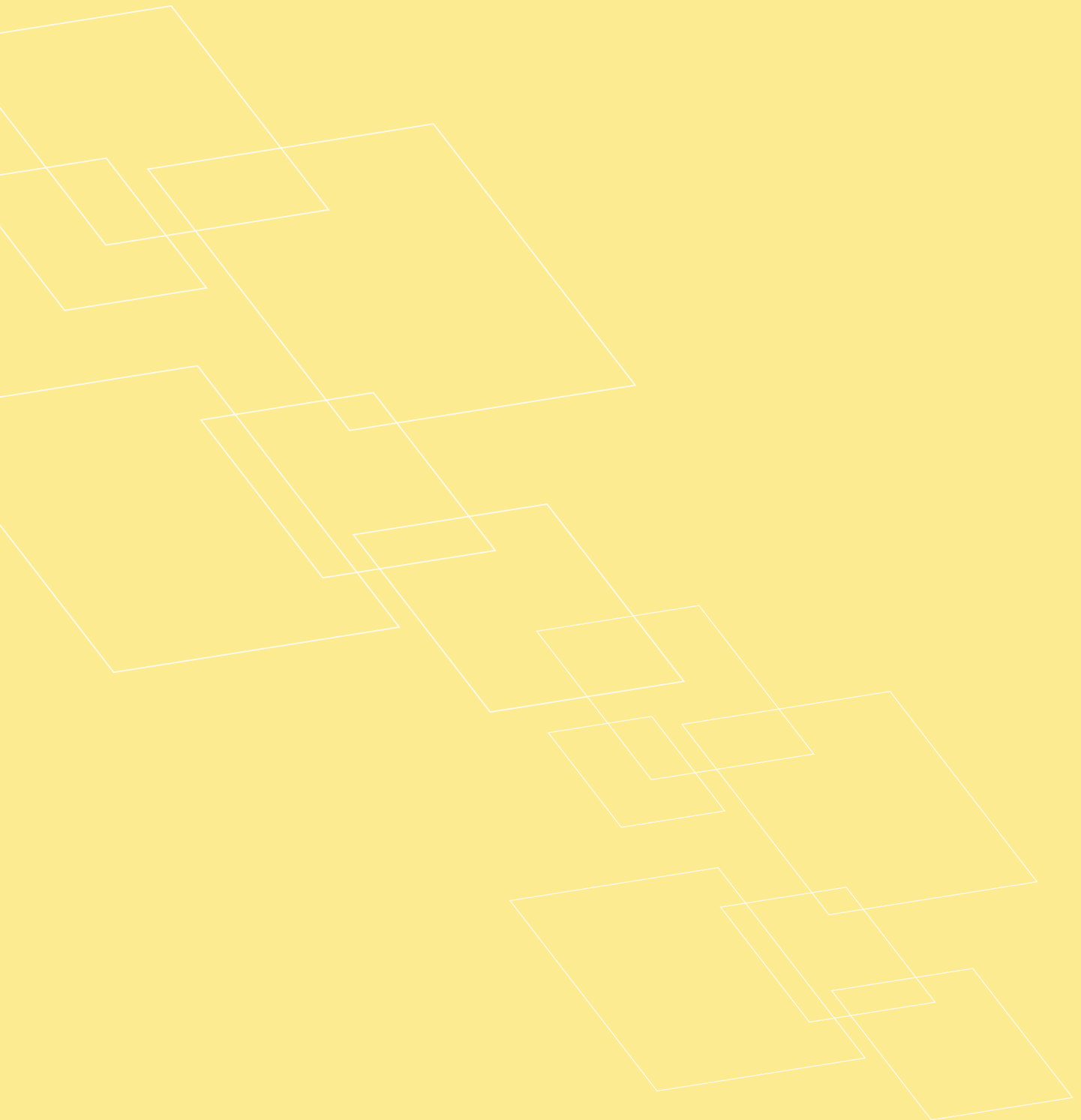
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For Reflection and Action

- ❖ Has your school had any experience in the use of any of the Four Key Tasks? Which one should the school use as an entry point?
- ❖ In what context (Key Learning Area(s) or cross Key Learning Area projects) will the Key Task(s) be first introduced?
- ❖ What learning objectives / targets are to be achieved in the selected Key Task(s)?
- ❖ How should teachers and resources be coordinated?

3C Project Learning



Project Learning

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

3.1	Project Learning as a Strategy to Promote Student Learning	1
3.1.1	<i>Essential Qualities of Project Learning</i>	1
3.1.2	<i>The Differences between Project Learning and Learning and Teaching of Subject Knowledge</i>	2
3.1.3	<i>Developing Students' Generic Skills in Project Learning</i>	3
3.2	Planning of Project Learning in the Whole-school Curriculum	4
3.2.1	<i>Project Learning at Different Key Stages of Learning</i>	4
3.2.2	<i>Facilitating Factors for Project Learning</i>	5
3.2.3	<i>Different Modes of Project Learning</i>	6
3.3	Project Learning in Practice	8
3.3.1	<i>The Three Stages of Project Learning</i>	8
3.3.2	<i>Dos and Don'ts of Project Learning</i>	9
3.3.3	<i>Assessment in Project Learning</i>	10
3.4	Support Available for Schools	11
	References	13

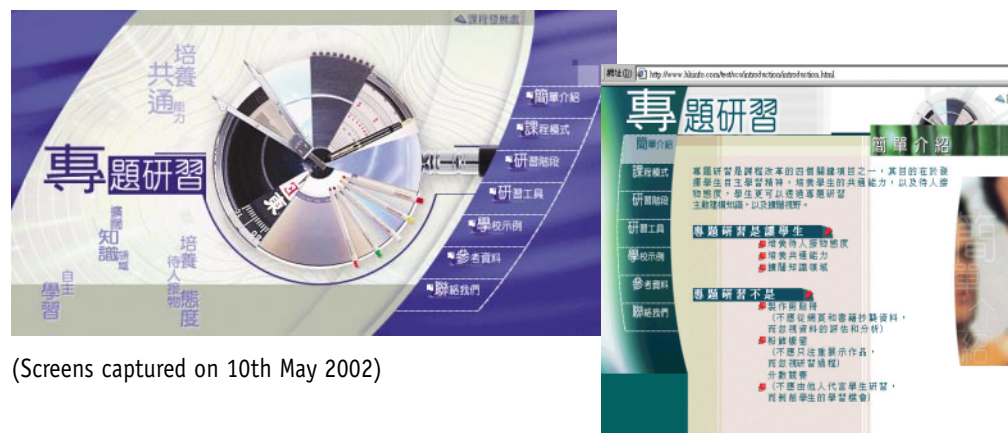
Project Learning

3.1 Project Learning as a Strategy to Promote Student Learning

3.1.1 Essential Qualities of Project Learning

- ❖ Project Learning is a powerful learning and teaching strategy to promote self-directed and self-regulated learning as well as self-reflection within and across Key Learning Areas (KLAs).
- ❖ Project Learning usually starts with a challenging question or a problem, and involves students in working together or individually to plan, read and make decisions over a period of time.
- ❖ Project Learning enables students to construct and connect knowledge, skills, values and attitudes through a variety of activities. These activities often involve other Key Tasks, particularly Reading to Learn, and are conducive to students' development of moral and civic values.

<http://cd.ed.gov.hk/projectlearning>



(Screens captured on 10th May 2002)

- ❖ Project Learning is **not** mere data-collection or scrapbook-creation set as homework. It is **not** for marking students' end-products, overlooking the learning process.

3.1.2 The Differences between Project Learning and Learning and Teaching of Subject Knowledge

Project Learning is not intended to replace the learning and teaching of subject knowledge in a discipline. It provides an alternative learning experience, which allows students to have more space for learning. The differences between project learning and the learning and teaching of subject knowledge are:

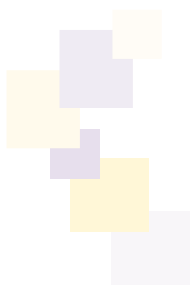
	Project Learning	Learning and Teaching of Subject Knowledge
Curriculum Design for promoting Project Learning	<ul style="list-style-type: none"> ❖ The curriculum is open, without prescribed content. It is always put in the context with KLAs. ❖ Curriculum is organised according to the skills to be developed. The stages of development may not follow a fixed sequence. 	<ul style="list-style-type: none"> ❖ There is a series of selected skills and content. ❖ Curriculum can be organised according to the sequence of content / themes / topics.
Learning Process	<ul style="list-style-type: none"> ❖ There is a wider range of learning materials which may be obtained through various channels. ❖ Knowledge is constructed through rich and authentic learning experiences. 	<ul style="list-style-type: none"> ❖ Learning materials are always contained in texts. ❖ Traditionally, learning experiences are bound by the content.



	Project Learning	Learning and Teaching of Subject Knowledge
Assessment	<ul style="list-style-type: none">❖ It is concerned with students' learning process as well as outcomes to enable assessment of a range of connected knowledge, skills and attitudes.❖ Students' learning outcomes can be presented in a variety of forms, such as exhibition, oral presentation, written report, CD-ROM, web-page, models, etc.❖ It enables teachers to provide continuous feedback to students to guide their learning.❖ Apart from teachers, students and other people may also take part in the assessment.	<ul style="list-style-type: none">❖ It usually covers content and leads to expected learning outcomes, and involves cognitive skills to some extent.❖ Traditionally, teachers are mainly responsible for assessing the students.

3.1.3 Developing Students' Generic Skills in Project Learning

- (1) Project Learning is a good vehicle for facilitating students' development of the nine generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.
- (2) The **nine generic skills can be categorised** into three groups and are related to Project Learning as follows:



Category	Description
Problem Management	Project Learning usually starts with a question and a problem. It asks students to view the problem from several perspectives and explore different ways to approach the question or problem. <i>Creativity, critical thinking and problem solving skills</i> fall into this category.
Information Management	Project Learning asks students to acquire, organise, and present information in verbal, numerical and graphic modes. <i>Numeracy skills, information technology skills and study skills</i> fall into this category.
Personal Management	Project Learning requires students to plan and manage their work. <i>Collaboration skills, communication skills and self-management skills</i> fall into this category.

3.2 Planning of Project Learning in the Whole-school Curriculum

3.2.1 Project Learning at Different Key Stages of Learning

Schools can develop Project Learning focusing on some priority skills and KLAs, or other learning contexts at different key stages. This is to ensure that the objectives are suited to the needs, interests and abilities of students, the background of the school, and to avoid over-loading students and teachers.

Example: Plan for implementing Project Learning

Levels	Key Learning Areas (KLAs) / Learning Contexts	Skills / Process	Values and Attitudes
P1-3	Chinese / English Language and General Studies for Primary Schools	Observation skills, simple information processing	Confidence

Levels	Key Learning Areas (KLAs) / Learning Contexts	Skills / Process	Values and Attitudes
P4-6	Cross-KLAs through Arts Education	Searching different types of information, expressing ideas through language and art in group projects	Aesthetics
S1	Chinese History and other PSHE subjects	Reading, analysing information, collecting evidence, critical thinking	National identity, Perseverance, Affectivity
S2	Chinese / English Language and One other KLA	Setting questionnaires	Integrity
S3	Science Education or Technology Education	Scientific investigation, problem-solving and creativity	Justice, Betterment of human kind

Refer to <http://cd.edgov.hk/projectlearning> for details

3.2.2 Facilitating Factors for Project Learning


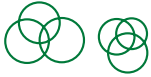
Schools should provide an environment that facilitates Project Learning. The following seven factors are considered helpful for the implementation of Project Learning:

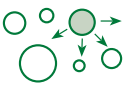


- ❖ Specific time is reserved for Project Learning when planning the school calendar and / or class time-tables
- ❖ Support is made available from school administration
- ❖ Consensual understanding of Project Learning is established among colleagues
- ❖ Teachers have a positive attitude towards Project Learning
- ❖ Support is given to teacher development on Project Learning
- ❖ Students are ready to participate in Project Learning

- ❖ Parents have a clear perception of Project Learning

3.2.3 Different Modes of Project Learning

Each school has its unique ecology, which affects its deployment of staff, use of time and space, etc. Schools should therefore be flexible in adopting the form of Project Learning most suited to their context. School experience has indicated that there are several modes of Project Learning which are worthy of consideration by schools as indicated below:

Different Modes of Project Learning	Description
<p>Projects for individual subjects</p>  <p>(Teacher Approach)</p>	<ul style="list-style-type: none"> ❖ Project Learning is adopted in individual subjects. ❖ Curriculum time for Project Learning is reserved by individual subject teachers through taking away part of the syllabus content. ❖ Curriculum leaders need to have good coordination to avoid setting too many projects in different subjects during the same period of time.
<p>Cross-subject projects</p>  <p>(Integrated Team Approach)</p>	<ul style="list-style-type: none"> ❖ This involves two or more subjects and students are guided to view issues from several perspectives. ❖ Curriculum time for Project Learning is contributed by the involved subjects. ❖ Teachers may need to rearrange the time-table to facilitate interdisciplinary activities. ❖ Curriculum leaders develop plans for students in different classes and / or at different levels to do project work in different disciplines at a specific period of time.

Different Modes of Project Learning	Description
<p>As a new subject</p>  <p>(Team Approach)</p>	<ul style="list-style-type: none"> ❖ A specific curriculum for Project Learning is developed. ❖ Curriculum time is reserved in the time-table for this. ❖ Curriculum leaders form a team of teachers to develop the curriculum and design challenging tasks in relation to different subject curricula in the school.
<p>Trans-disciplinary project</p> <p>Model A (Teacher- centred)</p>  <p>Model B (Student- centred)</p>  <p>(Whole-school Approach)</p>	<ul style="list-style-type: none"> ❖ There are two models under the whole-school approach: <ul style="list-style-type: none"> ▶ Model A: Project Learning starts with study areas that are proposed by teachers. Students then form groups and select the project areas they are interested in. ▶ Model B: Students form groups themselves and propose the project titles they are interested in. Teacher advisors are assigned to each student group. ❖ There is no attempt to combine academic disciplines in any explicit way. ❖ Curriculum leaders need to match students with their teacher advisors. Too many groups assigned to one teacher tutor should be avoided. ❖ Curriculum time is reserved for the whole school time-table.



3.3 Project Learning in Practice

3.3.1 The Three Stages of Project Learning

There are three stages in conducting Project Learning: the Preparation Stage (Idea Initiation), Implementation Stage (Enquiry Process) and Concluding Stage (Knowledge Building). Students may develop their independent learning capabilities through the project, and their initiative in learning is brought into full play in each stage.

(1) Preparation Stage - Idea Initiation

To build up students' ownership of their projects, the first task is to set clear learning aims and objectives with students and to motivate them to do their projects. Teachers may arrange various activities, such as a talk from an expert, discussion on an issue, a site visit, mind-mapping to arouse students' concern and enhance their understanding of a topic. Teachers may then encourage students to participate in discussion actively and guide them to formulate researchable and challenging questions.

(2) Implementation Stage - Enquiry Process

Students collect various types of information through different channels to build up their knowledge of the topic. Teachers should help students to develop the skill of information processing, including the collection, review and selection of information. In the process, teachers may gradually give less guidance to students and encourage them to become more independent.

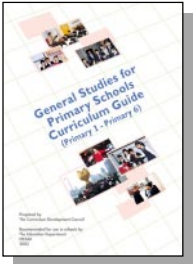
(3) Concluding Stage - Knowledge Building

Apart from analysing and consolidating the information, students have to come to a conclusion and reflect on the whole project. Finally, they have to present, share and reflect on the outcome of the project. This may be done in a variety of forms such as written report, oral presentation, exhibition, model, web-page, seminar, etc.

3.3.2 Dos and Don'ts of Project Learning

To ensure that Project Learning serves the purpose of facilitating student learning, schools should attend to the following Dos and Don'ts:

Dos	Don'ts
❖ Provide clearly defined learning objectives and guidance throughout the learning process.	❖ Assign project work without giving any guidance.
❖ Coordinate well among teachers of different Key Learning Areas / subjects so that projects are properly assigned to students.	❖ Assign too many projects in different subjects for students in the same period, resulting in overloaded work for students and teachers.
❖ Encourage cross Key Learning Areas / subject project (e.g. once a year) to connect different areas of learning (Please refer to the following example on General Studies for Primary Schools).	❖ Duplicate effort due to overlapping of themes in a number of projects for different subjects or at different levels.
❖ Use lesson time flexibly to enable students to conduct project work.	❖ Demand too much time outside lessons to complete the project (students may rely on parents to help complete the project).
❖ Put emphasis on both the learning process and its product.	❖ Place undue emphasis on the product of students' works.



Example: Project Learning in General Studies for Primary Schools

General Studies (GS) for Primary Schools is a curriculum that covers learning elements across the Key Learning Areas of Personal, Social and Humanities Education, Science Education and Technology Education. It provides students with opportunities to synthesise skills, knowledge, values and attitudes in the three Key Learning Areas and is a good platform for the adoption of project learning to connect classroom learning with daily life or problems students may encounter. The GS Curriculum Guide recommends that Project Learning can be designed to connect different Key Learning Areas, with a suggested time of not less than 15 hours at Key Stage 1 (KS1) and 20 hours at Key Stage 2 (KS2).

3.3.3 Assessment in Project Learning

Project Learning can be assessed in the following ways:

- ❖ To provide continuous feedback in the learning process to help students to improve in every step, rather than just to award grades and marks on the completion of the projects.

Example of Continuous Assessment given by Teachers



(Screen captured on 28th May 2002)

- ❖ To provide feedback on different dimensions of learning instead of just giving a single grade.
- ❖ To employ authentic performance assessment for reporting on the knowledge and skills acquired by students.
- ❖ To make peer-assessment and self-assessment as an integral part of the learning and teaching process.

- ❖ To involve parents so that they have a better sense of how their children are doing.

Example of Peer Assessment in the Context of Group Project Work

The following example illustrates that peer assessment is feasible. The marks awarded to different members within the group by their teammates are largely consistent.

組員互評		
組員名稱	分數	理由
張同學	20	打字,沒有其他
陳同學	20	打字,找到少許圖片
顏同學	40	搜集資料認真,找到最多資料
魏同學	20	工作極少

組員互評		
組員名稱	分數	理由
高同學	25	只有打字,和繪畫活動
陳同學	15	工作雖少但很用心
顏同學	45	積極參與,找到最多資料
魏同學	15	工作少,欠用心

組員互評		
組員名稱	分數	理由
高同學	25	包括列印、放上網、繪畫、打字
陳同學	20	打字,搜集圖片
顏同學	45	做的工作很多,找資料最多,打字
魏同學	10	只是搜集資料,沒其他工作

(Screens captured on 10th May 2002)

3.4 Support Available for Schools

The Education Department provides the following support and resources for Project Learning:

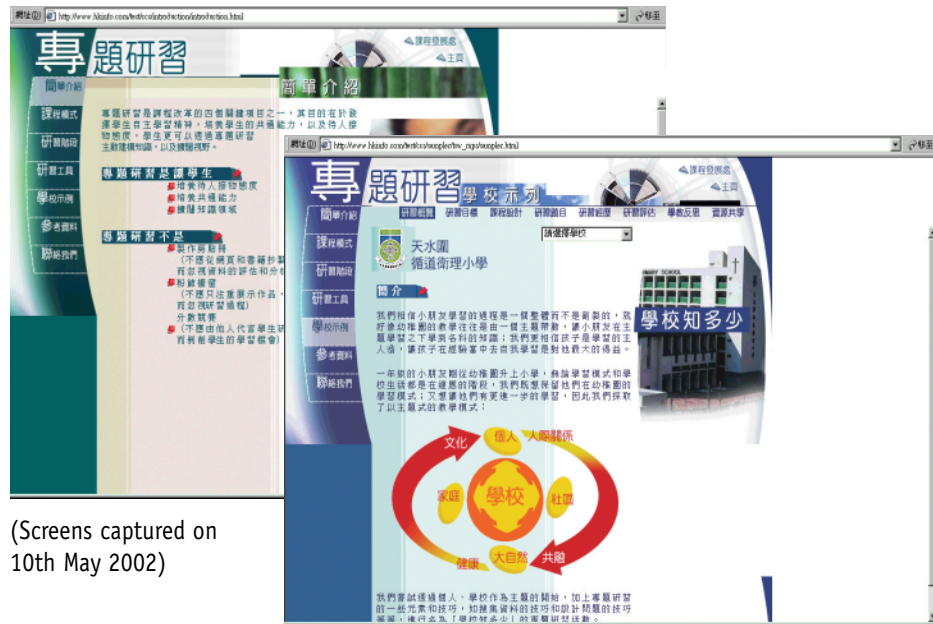
- ❖ a web-based tool for guiding students to conduct projects is being developed in collaboration with schools



(Screen captured on 10th May 2002)

- ❖ regular seminars, workshops and sharing sessions are organised for curriculum leaders and teachers on how to guide students to conduct project work
- ❖ seed projects to generate useful practices for adaptation or transfer

- ❖ curriculum materials, teaching ideas and school exemplars can be found at the project corner of the CDI website (<http://cd.ed.gov.hk/projectlearning>)



(Screens captured on 10th May 2002)

- ❖ Curriculum Guides of different KLAs as well as the Curriculum Guide on General Studies in Primary Schools have provided guidelines and different exemplars on Project Learning in their specific contexts



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"Basic Education Curriculum Guide – Building on Strengths" Series

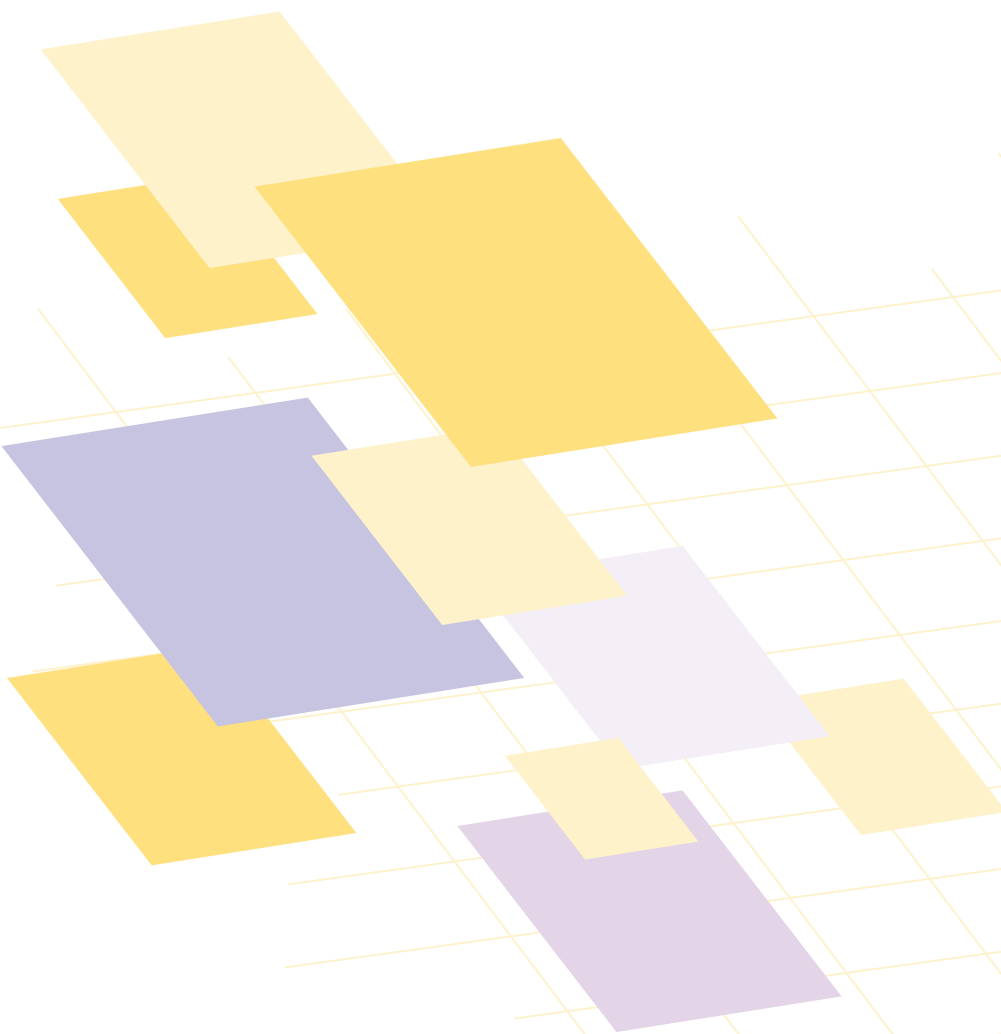
Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

3

Four Key Tasks – Achieving Learning to Learn

3D Information Technology for Interactive Learning



Four Key Tasks - Achieving Learning to Learn

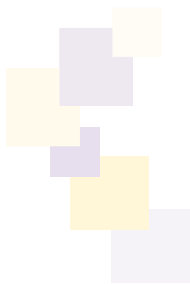
This set of 4 booklets (3A, 3B, 3C, 3D) belongs to the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. The respective titles of the 4 booklets are as follows:

3A Moral and Civic Education

3B Reading to Learn

3C Project Learning

3D Information Technology for Interactive Learning



Four Key Tasks - Achieving Learning to Learn

Purpose of This Set of 4 Booklets

The CDC Report, “Learning to Learn - The Way Forward in Curriculum Development” (CDC, 2001), recommends Four Key Tasks to help students to develop independent learning capabilities within and across Key Learning Areas. The purpose of this set of 4 booklets is to help schools and teachers to incorporate the Four Key Tasks into curriculum planning, and put them into action to achieve the overall aims of the school curriculum. The Four Key Tasks are:

- ❖ Moral and Civic Education
- ❖ Reading to Learn
- ❖ Project Learning
- ❖ Information Technology for Interactive Learning

Relationship among the Four Key Tasks

The Four Key Tasks can be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students’ potentials in other aspects. More than one Key Task may be put into action together to achieve a number of learning targets, objectives or unintended learning outcomes.

For instance, Project Learning almost always involves Reading to Learn, and probably IT for Interactive Learning if information has to be searched out and interaction among students or with teachers takes place on the Internet. Collaboration among students in such a learning context is conducive to the development of perseverance, self-management and other qualities promoted through Moral and Civic Education. The Four Key Tasks should also be flexibly used in the learning and teaching of different Key Learning Areas to enhance students’ capabilities for constructing knowledge, developing generic skills and nurturing positive values and attitudes.



Rationale for Choosing the Four Key Tasks for Whole-school Curriculum Planning

- ❖ The Four Key Tasks help to promote independent learning capabilities among students so that they could achieve the various learning goals and objectives in the 8 Key Learning Areas and in other learning contexts.
- ❖ Moral and Civic Education is one of the five essential learning experiences. The development of positive attitudes and values provides the affective basis for students to learn more effectively.
- ❖ Reading to Learn is essential to promote a reading culture in schools. This helps students to develop their competence in and the love for reading which is essential for life-long learning.
- ❖ Project Learning is a powerful learning and teaching strategy that helps students to develop their generic skills, integrate and apply their knowledge within and across Key Learning Areas.
- ❖ Information Technology helps to develop the competency needed for gaining access to information and processing it effectively, and for developing closer interaction among different people in different parts of the world.
- ❖ The Four Key Tasks are inter-connected. Making use of one may help to strengthen learning in another, thus producing an overall beneficial impact on student learning.

Planning for the Four Key Tasks

It is important to adopt appropriate strategies when planning for the Four Key Tasks and when using them to facilitate learning. The focus of using the Four Key Tasks should not be put on organising the activities superficially, which may cause futile and duplication of efforts by different parties, without producing a positive effect on learning. Schools should identify their strengths and use any one (or more) of the Key Tasks as an entry point. It is unnecessary to insert all Four Key Tasks into each Key Learning Area all at once which would overburden teachers and students.

Information about the Four Key Tasks can be found at <http://cd.ed.gov.hk/4keytasks.htm>



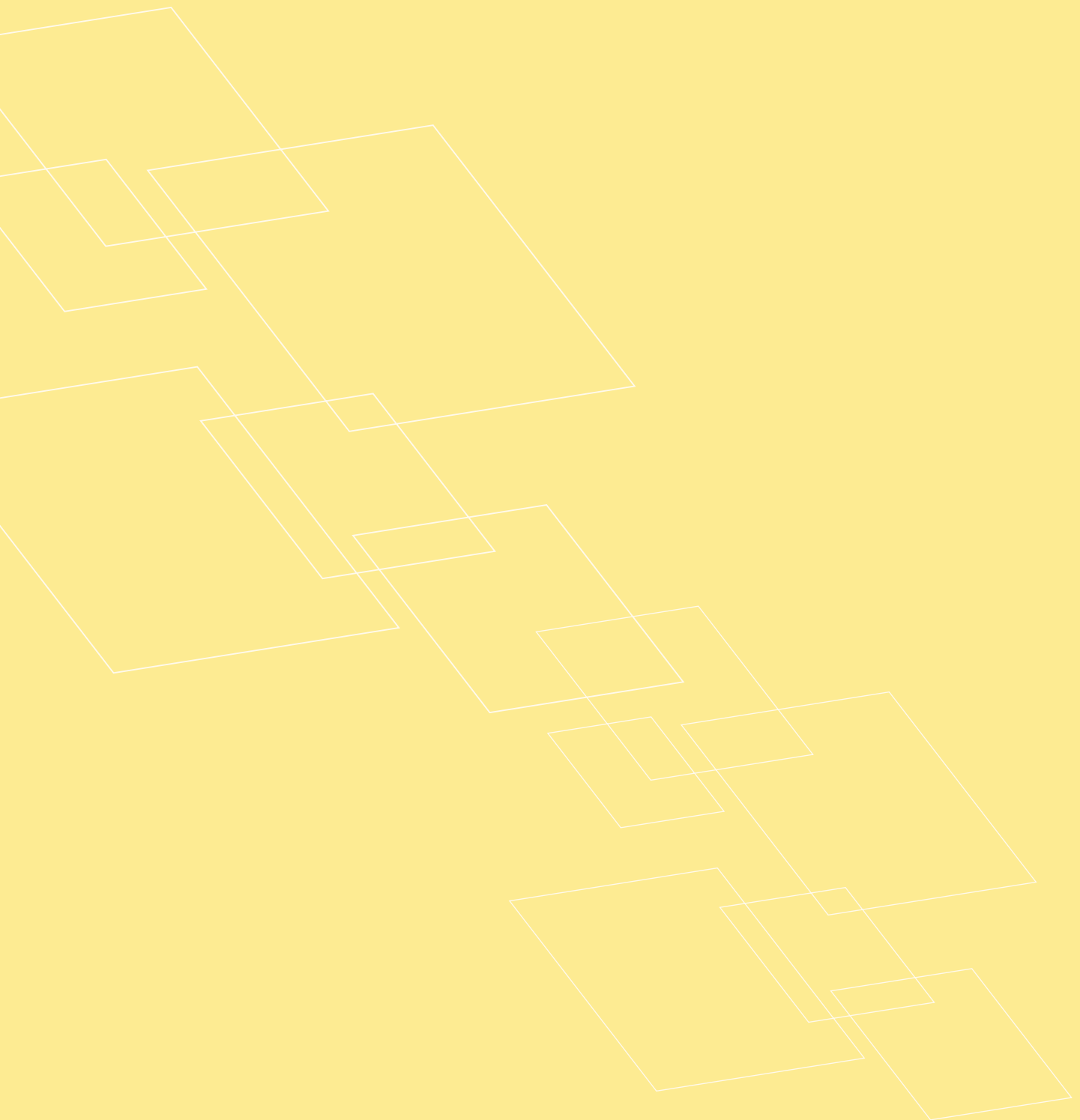
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For Reflection and Action

- ❖ Has your school had any experience in the use of any of the Four Key Tasks? Which one should the school use as an entry point?
- ❖ In what context (Key Learning Area(s) or cross Key Learning Area projects) will the Key Task(s) be first introduced?
- ❖ What learning objectives / targets are to be achieved in the selected Key Task(s)?
- ❖ How should teachers and resources be coordinated?

3D Information Technology for Interactive Learning



Information Technology for Interactive Learning

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

3.1	IT Learning Targets across the School Curriculum at Different Key Stages	1
3.2	The Nature of Interactive Learning Using IT	2
3.2.1	<i>Linking the Use of IT with Learning Targets and Objectives in Key Learning Areas and Other Learning Contexts</i>	3
3.2.2	<i>Enhancing Interaction and Collaboration in Class or Outside Class for Knowledge Sharing and Building with the Support of IT</i>	3
3.2.3	<i>Creating Time and Space for Thinking Processes</i>	4
3.2.4	<i>Enhancing Learning with the Use of Specific IT Tools</i>	5
3.2.5	<i>Using IT for Project Learning</i>	6
3.3	Whole-school Curriculum Planning for IT	8
3.3.1	<i>Dos and Don'ts of Using IT in Learning and Teaching</i>	9
3.3.2	<i>Creating an IT Environment for Interactive Learning</i>	10
3.3.3	<i>The Coordination of IT in the Curriculum in Schools</i>	11
3.3.4	<i>Protecting Students in Their Use of IT</i>	11
3.3.5	<i>Narrowing the Digital Divide</i>	12
3.3.6	<i>Assessing Students' IT Competence in Context</i>	13
3.4	The Interfaces between Primary Six and Secondary One and between Secondary Three and Four in the IT Curriculum	13
3.4.1	<i>Ensuring a Coherent IT Curriculum throughout Basic Education and Secondary 4-5</i>	14
3.4.2	<i>Catering for Learner Differences</i>	14
Appendix	Some Suggestions Exemplifying How IT Can be Infused Into the School Curriculum	17
References		21

Information Technology for Interactive Learning

3.1 IT Learning Targets across the School Curriculum at Different Key Stages

The goal of using information technology (IT) is to harness its advantage to promote interactive learning to make students learn better, and not just for teachers to use IT to present the lesson in class. The guideline “IT Learning Targets” has described the IT knowledge, skills and attitudes that all students are expected to achieve at different stages of schooling by 2003, which include generic skills transferable to the workplace and conducive to life-long learning.

<http://cd.ed.gov.hk/it/eindex.htm>



(Screen captured on 28th May 2002)



In designing the IT curriculum for students, we need to consider the development of students' cognitive, affective and psychomotor skills. Teachers can refer to related learning packages, including the eight modular Computer Awareness Programmes (CAP) produced by the Education Department. Different subject teachers should provide adequate opportunities for students to apply IT appropriately to enhance the learning of curriculum content.

The following approaches are recommended for different Key Stages to help students to make use of information technology for learning:

Junior Primary

- ❖ To introduce some term-based or year-based IT programmes / modules for students from Primary 3 onwards, as formal IT lessons are not advisable for Primary 1 and 2 students.
- ❖ To integrate the use of simple IT skills into the learning of languages and General Studies for Primary Schools, e.g. by encouraging students to express themselves by drawing simple pictures, to browse websites and search for simple information under teachers' guidance.

Upper Primary and Junior Secondary

- ❖ To include content-relevant IT skills which are applicable to students' daily life. Avoid introducing application software packages which share the same or similar functions and repeating the skills already mastered by the more able students.
- ❖ To incorporate IT targets into the various KLAs.
- ❖ To enhance more able students' IT competence by developing their logical thinking and problem-solving skills through simple programming.
- ❖ To encourage IT-rich collaborative project-based learning and subject-related activities, which are effective for consolidating and applying IT knowledge and skills learnt by students.



Some suggestions exemplifying how IT can be infused into the school curriculum have been included in the Appendix of this booklet.

3.2 The Nature of Interactive Learning Using IT

Learning is a knowledge acquisition and construction process involving **interaction** between teachers, learners, resources, and others. IT provides a favourable environment for more intensive interaction to take place both inside and outside the classroom. It can also have a very powerful impact on student motivation, including the low achievers, through providing interesting environments, sensitising students to different sensory modes which cater for different learning styles, and

enabling them to use related skills to acquire and construct knowledge through ways described in the following paragraphs.

3.2.1 Linking the Use of IT with Learning Targets and Objectives in Key Learning Areas and Other Learning Contexts

Teachers should ensure that when using IT as a tool of learning and teaching, (e.g. when doing electronic presentations), it is linked to clear learning goals, learning targets and objectives in Key Learning Areas (KLAs) or other learning contexts. It should help to enhance the teaching and learning effectiveness and efficiency, and thus, improve the interactions between and among students and teachers. Teachers should avoid using IT aimlessly, as excessive use of IT tools could become distracting and sometimes annoying with little or no educational value.

3.2.2 Enhancing Interaction and Collaboration in Class or Outside Class for Knowledge Sharing and Building with the Support of IT

The use of multimedia-enriched presentations can help to explain abstract concepts, which are difficult to explain in a traditional classroom. IT can also bring in authentic contexts outside the classroom to facilitate discussion. IT links students to the vast network of knowledge and information. It would arouse their interest in learning and drive them to shift their learning modes from passive to active through searching information, discussion, challenging views of others, sharing and building knowledge with peers, teachers, friends on the Internet as well as in daily life. There is evidence to show that learning is more effective when interaction and collaboration on the Internet are facilitated.



Example 1 - English Language Education KLA

To enhance students' capability to use English to acquire, develop and apply knowledge, teachers can make use of the Internet to find websites relating to a certain theme, e.g. Mother's Day, and put them on the Intranet. Students are asked to read stories, poems, gift ideas, etc. from these websites and work on tasks such as analysing the social context, cultural and historical background of individual countries, and comparing how people celebrate Mother's Day in Hong Kong and elsewhere. Creative / High achievers can be asked to create poems about their mothers, while others might write articles on Mother's Day and share with others.

Example 2 - Personal, Social and Humanities Education KLA



A Geography teacher makes use of a commercially prepared application software to set up a web-based discussion forum for students to inquire, discuss, comment and share their views among themselves on issues related to lesson topics in Geography during their spare time. This knowledge building process encourages students to take an active role in learning, helps them to deepen their understanding of the topics concerned.

3.2.3 *Creating Time and Space for Thinking Processes*

With the computer's high-speed data-processing function, students do not have to spend time on meticulous data manipulation. They can focus on the crux of a problem and spend more time on higher order thinking processes such as analysis, synthesis and evaluation, improving on and building up their ideas through interacting with teachers, peers and others.

Example - Science Education KLA



❖ Making use of IT, students design experiments to find solutions, carry out practical work and interpret the results. Scientific experiments, e.g. exploring the changes in acidity of a substance over time, can be tedious and time-consuming as it involves the ongoing collection of data. A data-logger can automatically collect and record the data. This allows students to spend more time on analysing the results.

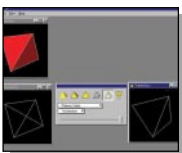


❖ Using IT tools, students create tables and charts to facilitate the analysis of data. They compare and query the results obtained by two different groups of classmates. Then they discuss the problems that lead to the discrepancies in the results.

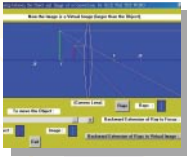
3.2.4 Enchanting Learning with the Use of Specific IT Tools

Innovative IT applications can facilitate classroom presentations and provide students with hands-on experience in learning. For instance, a specially designed projection system can help to project clearly, on a large screen, the processes of an experiment or tiny specimens under the microscope. Dangerous experiments can also be simulated with a computer. Interactive geometry software enables students to visualise the relationships of different mathematical parameters. IT also provides an encouraging learning environment for students to observe, explore, and experience with the help of computer simulation and modelling.

Example 1 - Mathematics Education KLA



Students who are less sensitive to spatial relationships find it difficult to understand geometric properties on paper. They will benefit more from the use of interactive geometric software that enables them to explore these properties in a virtual 3-dimensional environment.



Example 2 - Science Education KLA

- ❖ Animations or programmes that can model or simulate light rays travelling through different media enable students to observe in greater detail how light refracts and reflects, so that they can more easily grasp the scientific theories behind these natural phenomena.
- ❖ Instead of crowding around the teacher's bench, students can watch a demonstration of the dissection of an insect projected onto the screen and can see much more clearly.

Example 3 - Arts Education KLA



Students can explore music in an almost infinite variety of possibilities through the use of a range of IT tools, e.g. the different tone colours of musical instruments generated by the computer. These artistic tools can facilitate the composition and appreciation of music.

3.2.5 Using IT For Project Learning

IT supports project learning through providing a means for seeking out information and then organising, evaluating and presenting it. Different IT tools can be used to collect, process and present first-hand and second-hand information effectively. Teachers and students can also communicate and share ideas, information and resources via a convenient platform. In short, IT plays the role of a catalyst in project learning.

Example 1 - Information Seeking

Children living in housing estates where there are lots of limitations on keeping of pets can use the Internet to find out about the living habits and environments of different animals before deciding on a pet to keep.

http://resources.ed.gov.hk/project_work/pets.htm



(Screen captured on 28th May 2002)

Example 2 - Data Processing and Analysis

Students conduct a survey on their classmates' eating habits. They analyse the data collected using an electronic spreadsheet, and present the findings with the help of a presentation tool.

http://resources.ed.gov.hk/project_work/foodtex.htm



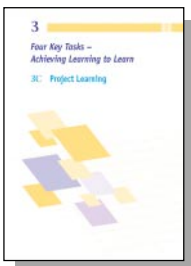
(Screen captured on 28th May 2002)



Web page produced by students

Example 3 - Data Organisation and Presentation

In conducting a project on tourism in Hong Kong, students collect and discuss information on Hong Kong's attractions and produce a web page to inform tourists where they can go and what they can do in Hong Kong. They make use of the first-hand and second-hand information they have collected, together with their own ideas, to prepare content of the web page that will suit their target audience.



Example 4 - Communicating and Sharing of Information and Ideas

Several neighbouring schools collaborate in a project on the pollution problems in their district. The participating students and teachers can conveniently exchange ideas, information, and data collected at different stages of work via an electronic platform. Other interested parties, such as lecturers from tertiary institutions, can also participate by providing comments and feedback on the processes and products.

3.3 Whole-school Curriculum Planning for IT

Schools should provide a suitable learning environment and a coherent IT curriculum for students to attain the IT learning targets at different stages of schooling and to develop their learning capabilities with the support of IT. In ensuring a balanced school-based IT curriculum and the effective use of IT in learning and teaching, schools should take note of the following:

3.3.1 *Dos and Don'ts of Using IT in Learning and Teaching*

Dos	Don'ts
❖ Design a balanced IT curriculum, putting due emphasis on knowledge, skills, and proper attitudes in the use of IT to achieve clear learning targets and objectives in different contexts.	❖ Design an IT curriculum focusing only on IT knowledge and skills.
❖ Use IT as tools for information processing, and an alternate means for exchanging ideas and information.	❖ Use IT only for cosmetic purposes.
❖ Provide appropriate and sufficient guidance according to their capabilities and experiences when students are required to search for information on the Internet.	❖ Assign tasks involving the use of IT without sufficient guidance.
❖ Consider the development of students' cognitive, affective and psychomotor skills when designing a school-based IT Curriculum.	❖ Introduce formal IT lessons in Primary 1 and 2.
❖ Encourage students to evaluate information critically and promote the ethical use of IT, such as acknowledging sources of information.	❖ Give no guidance to students in searching for information from the Internet.
❖ Assess students' competence in applying IT in meaningful context.	❖ Assess students' IT knowledge and skills out of context.



3.3.2 Creating an IT Environment for Interactive Learning

Schools should create an IT environment to support the exchange of information and ideas by enabling students to access IT facilities conveniently. This will enable students to seek, share and use information and resources for learning as well as to interact with teachers, students and people outside the school or even in other parts of the world.

Example 1 - Easy Access to IT Facilities



Some schools have installed computers in classrooms, corridors, covered playgrounds, and in special rooms for students' use at recess time and after school.

Example 2 - Supporting Interactive Learning



Students are encouraged to use e-mails or electronic forums to contact relevant organisations or experts in the field to find an answer to a question to which they cannot find an answer from other sources within their reach.

http://resources.ed.gov.hk/project_work/pets.htm



(Screen captured on 28th May 2002)

Example 3 - Facilitating Communication



Sometimes students feel uneasy to talk face-to-face about their personal problems. Through an electronic platform, they may feel more comfortable to communicate and discuss these problems with teachers or counsellors.

Example 4 - IT Learning Environment Extended to Home



Some schools provide websites containing information and learning materials for students' use outside the classroom. Students can access their school website at home.

3.3.3 *The Coordination of IT in the Curriculum in Schools*

The IT Coordinators in schools should have close coordination with subject teachers in designing their school-based IT curriculum, in which there is a coherent integration of IT in whole-school curriculum planning. Clear targets and appropriate strategies should be set for incorporating IT skills and enhancing IT for Interactive Learning through different KLAs. Subject teachers should also be aware of what their students have learnt to do with IT so that they can make effective use of it to enhance learning and teaching.



Example - Knowing What Students Can Do with IT

Web authoring and multimedia software can provide an additional medium for students to express themselves and to apply their knowledge and skills acquired in the subject Art and Design.

3.3.4 *Protecting Students in Their Use of IT*

A balanced school-based IT curriculum should not only develop students' IT knowledge and skills, but also foster their awareness of the various issues arising from the development of IT, and in particular the potential dangers, such as obscenity, in using computer networks. To promote the safe and healthy use of IT, schools should alert students to the following:

- ❖ The importance of protecting personal privacy

- ❖ The need to protect themselves from exposure to indecent, obscene and violent information
- ❖ The legal, social and ethical responsibilities related to intellectual property rights and copyrights
- ❖ The importance and the need to develop the critical skills required to verify and evaluate the accuracy and reliability of information

Teachers can make use of current news, authentic situations or relevant learning packages to help students to develop the proper attitudes in using IT.

Example - Protection of Personal Privacy



Students discuss scenarios in which they are asked to release their personal particulars or to deal with information they obtain on the Internet. They then decide on the most sensible things to do.

3.3.5 *Narrowing the Digital Divide*

Schools should assist in narrowing the Digital Divide, the gap between those with and without easy access to IT facilities and resources. Their IT policy should ensure that all students of diverse backgrounds, characteristics, gender, and abilities have equal access to IT resources. When organising learning activities involving the use of computers outside the classroom, teachers should make sensible arrangements so that all students can get access to IT tools and facilities. Schools should make full use of the incentive grant offered by the Education Department to make IT resources available to students. Schools may also encourage students to use the IT facilities provided by public libraries and community centres.

Example - Measure to Help Narrowing the Digital Divide



Interested students can be trained up as IT Prefects to act as peer IT tutors during the extended opening hours of the schools' computer rooms.

3.3.6 Assessing Students' IT Competence in Context

The principle underpinning the IT Learning Targets is to enable students to apply their IT competence in learning and in daily life. Hence, schools are encouraged to assess students' achievements in applying IT in learning and in information processing in context. Assessment, as a component of the learning-teaching-assessment cycle, should help to enhance students' learning and be part of students' learning experience. Teachers and peers can provide feedback, while students themselves can reflect on their own abilities to use IT as a tool to access, process, organise and communicate information. Formative assessment, such as classroom observation, homework, project assignments and personal portfolios, can be appropriately used.

Examples - Developing Students' IT Portfolio

- ❖ A student's IT portfolio contains a variety of work, as well as peer assessment forms and self-evaluation records. Teachers provide immediate feedback to students using IT tools, for example, when students are doing multimedia presentations.
- ❖ Students choose their favourite IT assignments and / or those with the highest scores to compile personal portfolios demonstrating their IT competence.
- ❖ Students discuss with their teacher, at different stages of work (e.g. planning, production), the assessment criteria for an assignment. They agree on sets of assessment rubrics for self and peer assessment, and / or for assessing the final product.



3.4 The Interfaces between Primary Six and Secondary One and between Secondary Three and Four in the IT Curriculum

As the competence of students in IT might vary a lot between different stages of schooling, the following measures are recommended for a smooth transition from upper primary to junior secondary and from junior secondary to senior secondary in IT learning:

3.4.1 *Ensuring a Coherent IT Curriculum throughout Basic Education and Secondary 4-5*

❖ Interface between Primary 6 and Secondary 1

Secondary schools should review the IT competence of their S1 students by making reference to the guideline on “IT Learning Targets”, and provide suitable progression and adaptation of their IT curriculum to keep abreast of the latest developments in computer technology and relevant contents embodied in Technology Education KLA Curriculum Guide (2002). They should also develop greater awareness in their students about the responsibility and ethical use of IT.

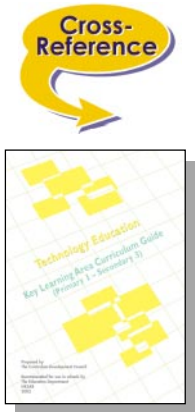
❖ Interface between Secondary 3 and 4

Schools should encourage S3 students interested in furthering their studies in IT-related courses to make informed decisions about their choices of subjects at senior secondary level and beyond. From September 2003, the CDC will introduce a new 'Computer and Information Technology' subject for S4-S5. The new subject with core and elective modules to meet the varied needs of students, will replace the existing subjects of 'Computer Studies' and 'Information Technology'.

3.4.2 *Catering for Learner Differences*

The following measures can be adopted to help students with different levels in IT competence to move smoothly from upper primary to junior secondary:

- ❖ Instead of re-teaching the basic IT skills that students could have mastered at primary level, teachers can use tasks at varying levels of difficulty or requiring different levels of IT application to enhance and consolidate students' IT competence. Problem-solving strategies such as the use of online help and user guides may help to develop their life-long learning skills.
- ❖ Motivate low achievers, in particular, through the use of IT in learning and teaching, which appeals to their different senses and learning styles.



- ❖ Make fuller use of IT to expose more able students to an information-rich and vibrant environment, which gives them the opportunity to process large amounts of information, and develop more complex thinking and creative ideas.

For Reflection and Action

- ★ What is your experience of using IT for learning and teaching?
- ★ Do you find students learn better when using IT?
- ★ In what circumstances do students learn better?
- ★ When would you like to use IT?





Appendix

Some Suggestions Exemplifying How IT Can be Infused Into the School Curriculum

IT Learning Objectives	Exemplar Activities	Key Stages
<p>Use IT (e.g. multimedia resources) as learning tools</p>	<ul style="list-style-type: none"> ❖ Students use simple educational software. (Refer to CAP 1) ❖ Students use spell-checkers in word-processing software to correct spelling mistakes. (Refer to CAP 5) ❖ Students use word-processing software to draft, edit, and present a piece of writing. (Refer to CAP 3, 5) ❖ Using a spreadsheet, students process data collected in a survey and generate charts to present the data. (Refer to CAP 6) 	<p>1</p> <p>2 and 3</p> <p>2 and 3</p> <p>2 and 3</p>
<p>Understand the uses and importance of IT in daily life</p>	<ul style="list-style-type: none"> ❖ Students, in groups, gather and discuss news about the widespread use of IT in daily life, and share their ideas and opinions in a class chat-room installed inside the school's Intranet. (Refer to CAP 1) ❖ Students visit workplaces where IT has played an important role. (Refer to CAP 1) 	<p>2 and 3</p> <p>2 and 3</p>



IT Learning Objectives	Exemplar Activities	Key Stages
<p>Communicate and handle information with IT tools</p> <p>Input Chinese characters using a Chinese input method easy enough for students at this stage to master</p>	<ul style="list-style-type: none"> ❖ Students express themselves by drawing simple pictures with a computer. (Refer to CAP 2) ❖ Students prepare simple greeting cards for different purposes, with the help of a computer. (Refer to CAP 2,3,5) ❖ Students learn keyboard skills by playing games. (Refer to CAP 1,3) 	<p>1</p> <p>1 and 2</p> <p>1 and 2</p>
<p>Work collaboratively with peers at school by communicating and sharing information and ideas</p>	<ul style="list-style-type: none"> ❖ Students discuss and exchange materials derived for a group project face-to-face, or through e-mails. (Refer to CAP 1-8) ❖ Students who learn faster play the role as peer tutors. ❖ Using criteria agreed through discussion, learners assess each other's as well as the group performance in project work. 	<p>2 and 3</p> <p>1, 2 and 3</p> <p>2 and 3</p>

IT Learning Objectives	Exemplar Activities	Key Stages
<p>Access information via computer and other media (including searching and selecting relevant information) for a particular purpose</p> <p>Process information (e.g. by sorting, categorising, summarising) with the help of IT tools</p> <p>Presenting information with the help of IT tools</p>	<p>❖ Students search the Internet to gather information about a certain topic, or answers to a question that they have in mind. They sort out the useful and relevant information, and rewrite it to suit the requirements of the task and the audience. Then they present their findings in print or in any other appropriate media. (Refer to CAP 1,4,5)</p>	<p>2 and 3</p>
<p>Be aware of the importance in verifying and evaluating the accuracy and reliability of information</p>	<p>❖ In different stages of project work, students are encouraged to think about and raise questions concerning the reliability and accuracy of the information collected or presented. (Refer to CAP 1,4,5)</p>	<p>2 and 3</p>



IT Learning Objectives	Exemplar Activities	Key Stages
Respect intellectual property rights and copyrights	<ul style="list-style-type: none"> ❖ Students discuss and come up with a list of dos and don'ts when using the Internet. (Refer to CAP 1,4) 	2 and 3
Recognise the need for protecting themselves against harmful elements when using the computer (e.g. issues on privacy, health hazards, violence and pornography)	<ul style="list-style-type: none"> ❖ Students take part in a debate on the ethics concerning the use of IT. (Refer to CAP 1,4) 	2 and 3
	<ul style="list-style-type: none"> ❖ Students gather latest news about the uses of IT in different environments, and discuss their impacts on people's daily life. (Refer to CAP 1) 	2 and 3
Act appropriately in using IT	<ul style="list-style-type: none"> ❖ Students watch animations about problems involved in using IT, and role-play solutions to the problems. (Refer to CAP 1,4,7) 	1, 2 and 3

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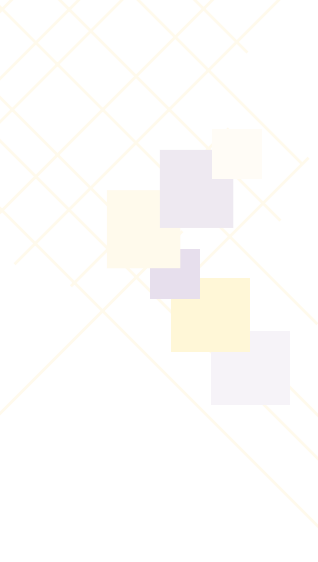
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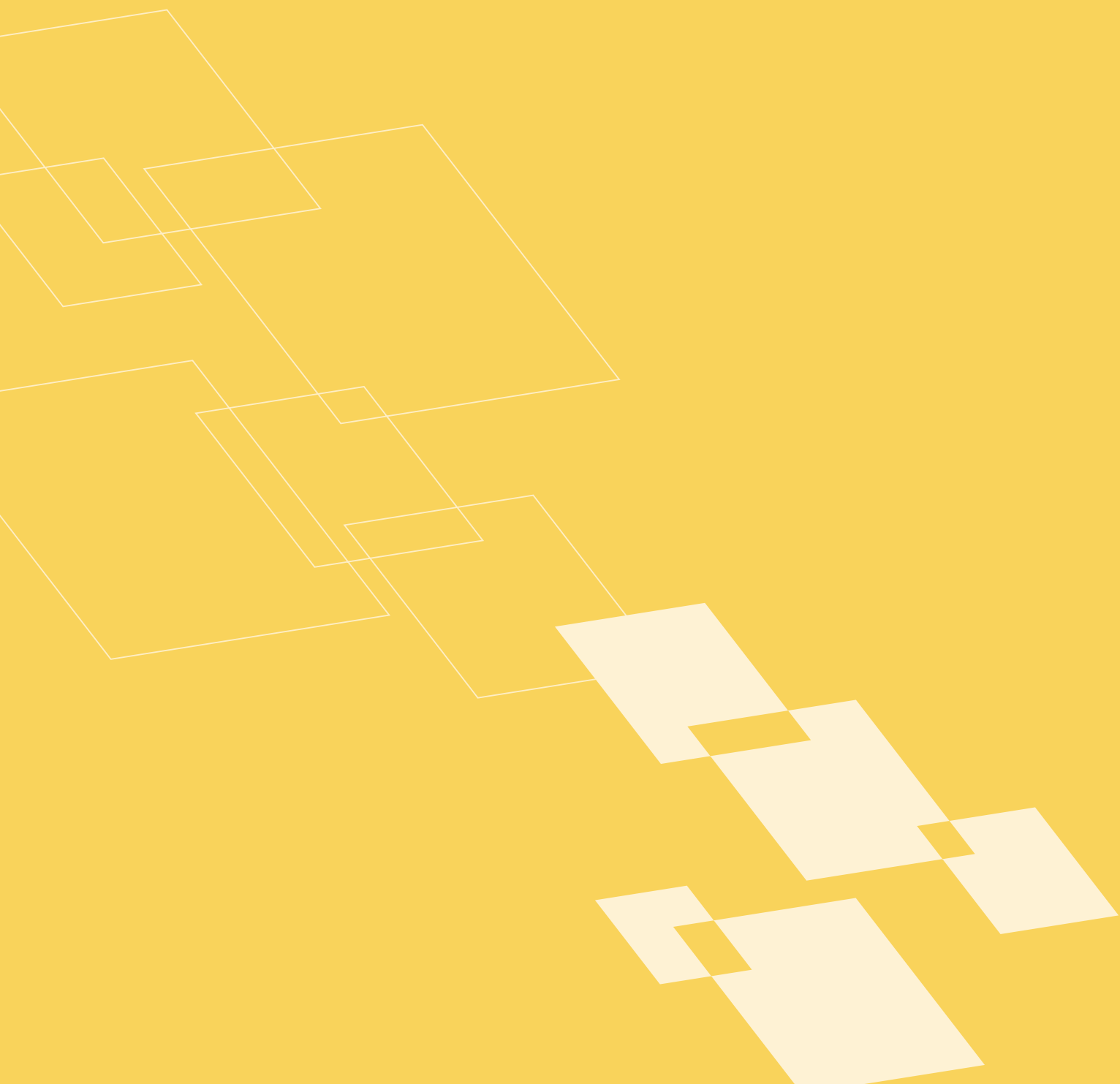
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

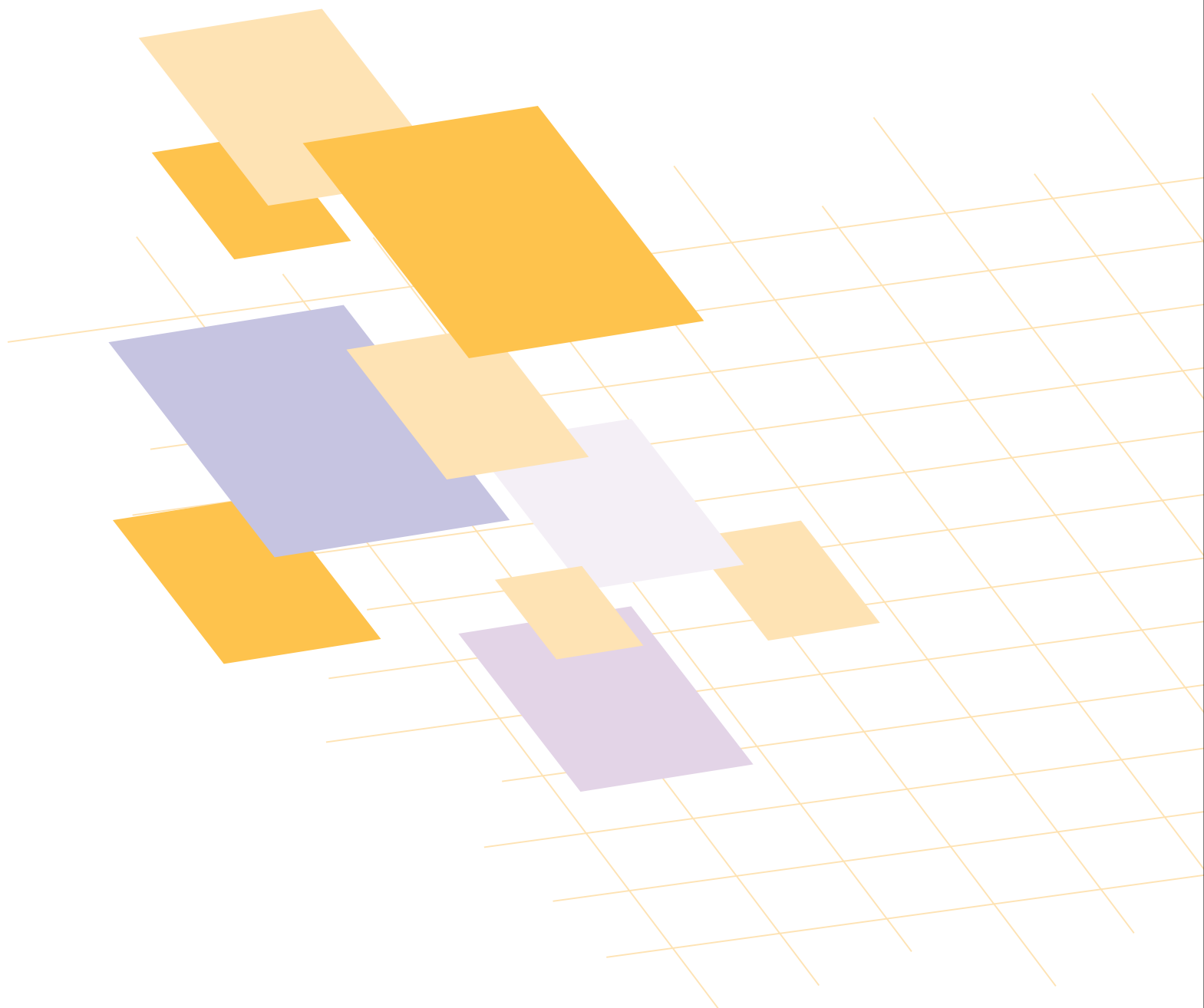
4

Effective Learning and Teaching – Acting to Achieve



4

Effective Learning and Teaching – Acting to Achieve



Effective Learning and Teaching – Acting to Achieve

This booklet is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

4.1	Purpose of the Booklet	1
4.2	Key Considerations for Effective Learning and Teaching	2
4.2.1	<i>Adopting Different Approaches to Suit the Capabilities of Students</i>	2
4.2.2	<i>Motivating Students with Different Levels of Performance</i>	3
4.2.3	<i>Promoting Different Levels of Understanding to Stretch Students' Potential</i>	4
4.2.4	<i>Using Appropriate Learning and Teaching Strategies</i>	4
4.2.5	<i>Providing Quality Feedback to Promote Effective Learning</i>	5
4.2.6	<i>Rethinking the Roles of Teachers</i>	6
4.3	Catering for Student Diversity – Measures and Actions	7
4.3.1	<i>Meaning of Catering for Student Diversity</i>	7
4.3.2	<i>Strategies to Cater for Student Diversity</i>	8
4.3.3	<i>Learning and Teaching of the Less Able Students</i>	11
4.3.4	<i>Catering for the Gifted</i>	16
Appendix		
	Example 1 - The Use of Information Technology	23
	Example 2 - Using Cross Level Subject Setting	24
	Example 3 - Motivating Students to Learn through Self-access Learning Corners in Classrooms / Library	25
	References	26

Effective Learning and Teaching – Acting to Achieve

4.1 Purpose of the Booklet

The purpose of this booklet is to highlight both the key considerations for effective learning and teaching, and the strategies to cater for student diversity, including the less able and the gifted. Related exemplars are included in the Curriculum Resource Bank <http://cd.ed.gov.hk/resourcebank>.

School should strive to stretch the potential of every student with due emphasis on improving the quality of learning and teaching. Focus should be geared to the needs of students, clear learning goals / targets / objectives, interactive learning and teaching processes, and the provision of useful feedback to students through assessment.

For Reflection and Action

Use the following key points to find out:

- * What are the strengths of your students in terms of learning styles and strategies?
- * What are the strengths of your own teaching?
- * How would you match the strengths of your students in learning with your strengths in teaching to achieve the short-term targets of curriculum development? What practices need to be modified?

4.2 Key Considerations for Effective Learning and Teaching

Age, gender, personality, motivation, self-concept, life experience and the cultural background of the students all influence the way in which they go about learning. To help students to learn effectively, schools and teachers should adopt a variety of approaches as well as learning and teaching strategies for achieving different learning targets or objectives. Teachers should also refer to Chapter 4 of the Curriculum Guides on KLAs and General Studies for Primary Schools for specific recommendations in their learning contexts.



4.2.1 Adopting Different Approaches to Suit the Capabilities of Students

- (1) Teachers should set clear learning targets and objectives and share learning intentions of their lessons with students. By allowing students to know the purpose of a lesson or a task, they will be able to make better decisions about the ways and means to achieve what they are expected to learn.
- (2) Schools should provide students with an *appropriate level of curriculum* and reasonable expectations to suit the capabilities of the students, so as to motivate them to engage in the process of learning. While attending to the common needs and individual differences of their students, teachers should also beware of adjusting their expectations of students.
- (3) Schools should encourage students to enquire beyond the confines of 'curriculum prescriptions' and textbooks, and to process information and make their own judgements in order to enhance their knowledge-building capacity.

- (4) We should not view mixed ability groups as problematic, though sometimes groups that are homogeneous in ability work better. Students of different abilities can learn well together (e.g. through co-operative learning), if the learning processes allow them to contribute different ideas at different levels. Learning from peers and collaboration help to remove the feeling of failure and provide the emotional basis to boost motivation and learning. An exemplar is available in the CDI website on how students of different abilities, through co-operative learning and interaction in groups, have enhanced both their Chinese Language skills and their confidence in learning.

http://cd.ed.gov.hk/rep/id/community/id_chinese_book.htm

網頁地址: http://cd.ed.gov.hk/rep/id/community/id_chinese_book.htm

建立學習群體以照顧個別差異—中文科教學示例
融合「學習策略」、「多元智能元素」及「合作學習」的學習單元
(說明單元 — 海洋公園之旅)

單元設計目的:

本單元的設計, 以學生經過半年試驗計畫後所掌握的已有知識及學習經驗出發, 經過半年的學習, 學生對合作學習及多元智能的學習模式已有一定的認識。在課文方面, 學生對不同文體(寓言、童話、詩歌、記事、記人)的特性與相關的讀、寫、聽、說技巧亦有基本的認識。此外, 學生對不同學習策略(如預習及文覺預習、引領思維閱讀/聆聽策略的運用、解算策略及自設問題、重要過程的寫作策略等)亦已初步掌握。

在上述的已有知識和學習經驗的基礎上, 本單元嘗試融合新的學習策略、網上資源學習、多元智能元素及合作學習活動, 成為一個較為進取, 而又應運而生的學習單元。單元設計的總目標, 是透過不同的合作學習活動, 有效地照顧個別差異, 建立積極進取的學習群體, 令人人都有成就感。學習重點包括引導學生利用概念圖整理閱讀的資料及表達思想和概念、運用流程圖表示時間及步驟的序列、掌握說明事物的讀、寫方面的技巧, 與其他照顧個別差異的教學設計一樣, 本單元一方面讓能力強健的學生, 透過與能力較低的學生所產生的互動, 從中獲取輔助和支持, 建立學習課文的能力和信心; 另一方面, 讓不同才能的學生, 在小組活動中能各司其職, 照顧個人的專才, 貢獻於群體學習上。

教學步驟:

教學活動內容	
1	教師先與學生討論課文「樹醫生」的內容和文體特性, 然後以課文為例, 示範如何利用概念圖有效地整理說明性的內容。在過程中, 教師特別強調概念圖可以有不同的表達方式, 但須正確地表達出概念及事物間的層層關係及相互關係。
2	學生明白了概念圖的用法後, 在教師引導下, 討論另一課文「誰的故事」的內容, 與它與「樹醫生」同屬說明性文中分類說明文的體裁特點。
3	學生進行小組討論, 並利用概念圖整理「誰的故事」的內容。

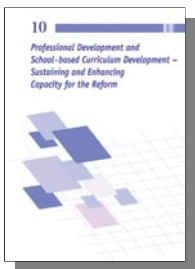
(Screen captured on 10th June 2002)

4.2.2 Motivating Students with Different Levels of Performance

- (1) Teachers can motivate students by expressing high expectations of them, and build learning and teaching on their success (even when it is small). They should avoid behaviour that ignores students' emotional reactions and hurts their self-esteem. There is both intrinsic and extrinsic motivation, which includes informal rewards such as verbal recognition and prizes. It is essential to strike a balance between the two rather than to depend only on the latter.
- (2) To motivate students with weaker performance, teachers can structure the tasks to suit their abilities and let them experience pride and confidence in having attained a goal through reasonable efforts. Individual progress and improvement should be recognised.

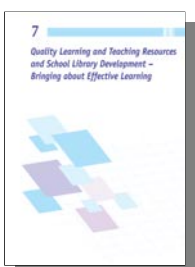
4.2.3 Promoting Different Levels of Understanding to Stretch Students' Potential

- (1) Understanding can be treated as a means of solving problems. Schools can help students to move from being recipients of knowledge to seeing the relationships between ideas, applying ideas, and ultimately thinking critically and creatively and constructing knowledge.
- (2) Some people may think that understanding and memorisation contradict each other. This is not true. Understanding something is usually the best way of remembering it. So when students are trying to make sure that they will remember something, they are not necessarily engaged in rote-memorisation. They may simply be trying to understand and remember at the same time.



4.2.4 Using Appropriate Learning and Teaching Strategies

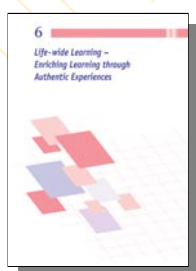
- (1) Teachers can use different learning and teaching strategies to achieve the different purposes of learning and to suit the learning styles, abilities, interests and needs of students. There is no fixed rule regarding which strategy is the best. Teachers master learning and teaching strategies differently. They can develop the repertoire which is the most effective for them to enhance the independent learning capabilities of students for whole-person development.
- (2) Different forms of classroom organisation (e.g. variations in grouping, whole-class setting and seating arrangements) facilitate the delivery of diverse learning and teaching strategies such as group learning, whole-class teaching and individual works. However teachers should understand that the above arrangements do not automatically result in the desired effect without suitable lesson / activity planning, teacher-student interaction, learning and teaching resources and other factors affecting effective learning and teaching.
- (3) To address the needs of students with different learning styles, teachers are encouraged to make diversified use of learning materials, such as audio, visual, pictorial, graphic representations, and texts, etc.





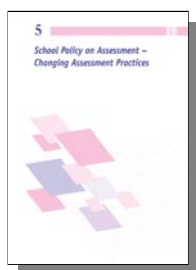
(4) Teachers need to provide opportunities for students to develop their thinking skills through effective questioning. They can also encourage students to express themselves openly and share their work in class and publicly to build up their self-confidence through co-operative learning, for example, peer-tutoring and co-operative learning.

(5) Teachers can capitalise on opportunities (e.g. current affairs, school / classroom contexts) to facilitate spontaneity and change in responding to different demands and situations. This widens the exposure of students and helps them to learn in a changing environment.



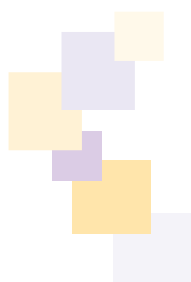
(6) Teachers can help students to extend their learning by providing a range of life-wide learning opportunities outside the classroom, such as on the school premises, at home and in the community, and organise co-curricular activities to complement classroom learning.

4.2.5 *Providing Quality Feedback to Promote Effective Learning*



(1) Assessment is an integral part of the teaching, learning and assessment cycle. There is evidence showing that students learn better when they receive quality feedback rather than marks alone. Teachers could give informal feedback during learning and teaching processes, or more formal feedback in assessment events. The feedback should focus on identifying strengths and weaknesses of student learning, and provide information on what students could do to achieve the learning objectives or improve learning further. The feedback should avoid lowering the self-esteem of students. Teachers could also make use of the feedback to improve teaching.

(2) Teachers can also help students to develop skills of giving useful and constructive feedback to their peers. With the increase in use of project learning and IT for interactive learning, timely feedback from teachers, peers or experts from outside school will help students to reflect on their thinking and build up their personal knowledge.



For Reflection and Action

- ★ What approaches have you adopted in response to different student needs in your school? What changes do you think you should make to cater for their needs?
- ★ How do you motivate students of different levels of performance?
- ★ What do you think students really learn from their lessons? Can they use better learning strategies to achieve the learning targets?
- ★ Are the learning and teaching strategies used supporting student learning?

4.2.6 Rethinking the Roles of Teachers

It is important to vary the roles of teachers, parents and students in different learning and teaching strategies to achieve different purposes of learning and teaching. Teachers' roles range from transmitters of knowledge to resource persons, facilitators, consultants, counsellors, and assessors.

For example:

Roles of Teachers	Actions
Transmitter	Give lecture, provide information
Facilitator	Discuss with students
Resource person	Advise on sources of information
Counsellor	Advise on developing one's interest
Assessor	Inform students of progress

The attitudes and abilities of students are also profoundly influenced by students' family background, experiences and life circumstances. Teachers have to understand their students, and adapt to the needs of students in collaboration with counsellors, parents, peers, social workers and other sources of community support.

For Reflection and Action

- ★ What role(s) do you frequently play in the classroom? Do you vary your role in different teaching strategies?
- ★ What are your strengths as a teacher? What are you not so good at?

4.3 Catering for Student Diversity – Measures and Actions

4.3.1 Meaning of Catering for Student Diversity

All students can learn because they have multiple intelligences and ever-improving capabilities in all the domains of learning. They are entitled to study the CDC central curriculum in an environment suited to them.

Catering for student diversity should involve finding out why students do not learn well and why some learn better than others, and using appropriate strategies to make each student learn better.

Catering for student diversity is not intended to even out abilities and performances, but to enable all students to learn and perform to the best of their abilities. The ultimate goal is to stretch the potential of all students whether they are gifted or among the low achievers.

The learning capabilities of students are placed along a continuum as shown in the figure on page 8 - roughly 2-4% of the student population belong to the gifted in the general sense while 20% of the student population are low achievers or have special learning difficulties (e.g. hearing impairment).



Generally High Academic Performance \longrightarrow Generally Low Academic Performance

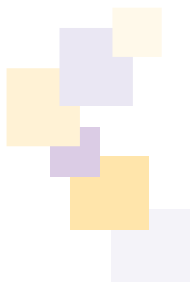
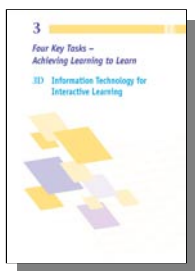
Gifted children in ordinary schools	Students whose learning ability is suited to ordinary classroom provision	Students who can learn effectively if provided with ordinary remedial teaching	Low achievers including those with Special Educational Needs (SEN) placed in ordinary schools with additional support	Low achievers with SEN placed in Special Schools
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4.3.2 Strategies to Cater for Student Diversity

Students are all different in personality, cognitive and affective development, attitudinal and social maturity, motivation, ability, learning styles, aspirations, needs and interests. A multi-dimensional approach using different strategies, such as those set out below, may be helpful when addressing the specific needs of learners:

- (1) Enhance students' intrinsic motivation through
 - arousing their curiosity
 - using content and context that appeal to the relevant age group
 - encouraging students to value their achievements
 - controlling the level of challenge and the risk of frustration in problem-solving
- (2) Give recognition to students' performance in aspects other than academic achievement, e.g. sports, dancing, etc. This is the most immediate means to raise the self-esteem of students. There is no need to force students to be good at everything.
- (3) Provide encouragement whenever appropriate
 - giving particular encouragement to students' creative work
 - involving parents to assist student learning
 - reducing threats and the frequency of tests
 - creating a comfortable, joyful learning atmosphere in school and at home

- (4) Take risks as part of the learning and teaching process. Teachers should allow students to make mistakes and learn by trial-and-error. Setting too many rules and limitations only de-motivates students from attempting new tasks and trying out new ideas. For example, requiring students to copy their composition passages several times as correction may kill their interest in creative writing.
- (5) Adapt the central curriculum (Refer to KLA Curriculum Guides and General Studies for Primary Schools Curriculum Guide, CDC 2002) through
- changing the content to be covered
 - getting students to do different topics or units of different levels of difficulty
- (6) Modify the styles of instruction by
- pacing learning and teaching according to the abilities of students
 - structuring activities so that students are able to explore, explain, extend and evaluate their progress
 - varying teaching strategies according to students' interest and needs
- (7) Adapt instructional materials by
- simplifying the content of available teaching and learning materials
 - making use of a variety of resources (e.g. print, human, electronic) instead of just using textbooks. Teachers can make use of a spectrum of intelligences and multi-sensory experiences to tap the different potential of students. Example 1 in the Appendix shows how a teacher makes use of information technology to present materials in interesting ways to stimulate intellectual curiosity and to increase interaction among students and teacher for scaffolding ideas.
- (8) Vary instructional grouping by
- cross-level subject setting, which places students at an appropriate curriculum level so that each student can learn at the appropriate level and be assessed accordingly (see Example 2 in the Appendix)
 - co-operative learning for enriching the perspectives and the experiences of students



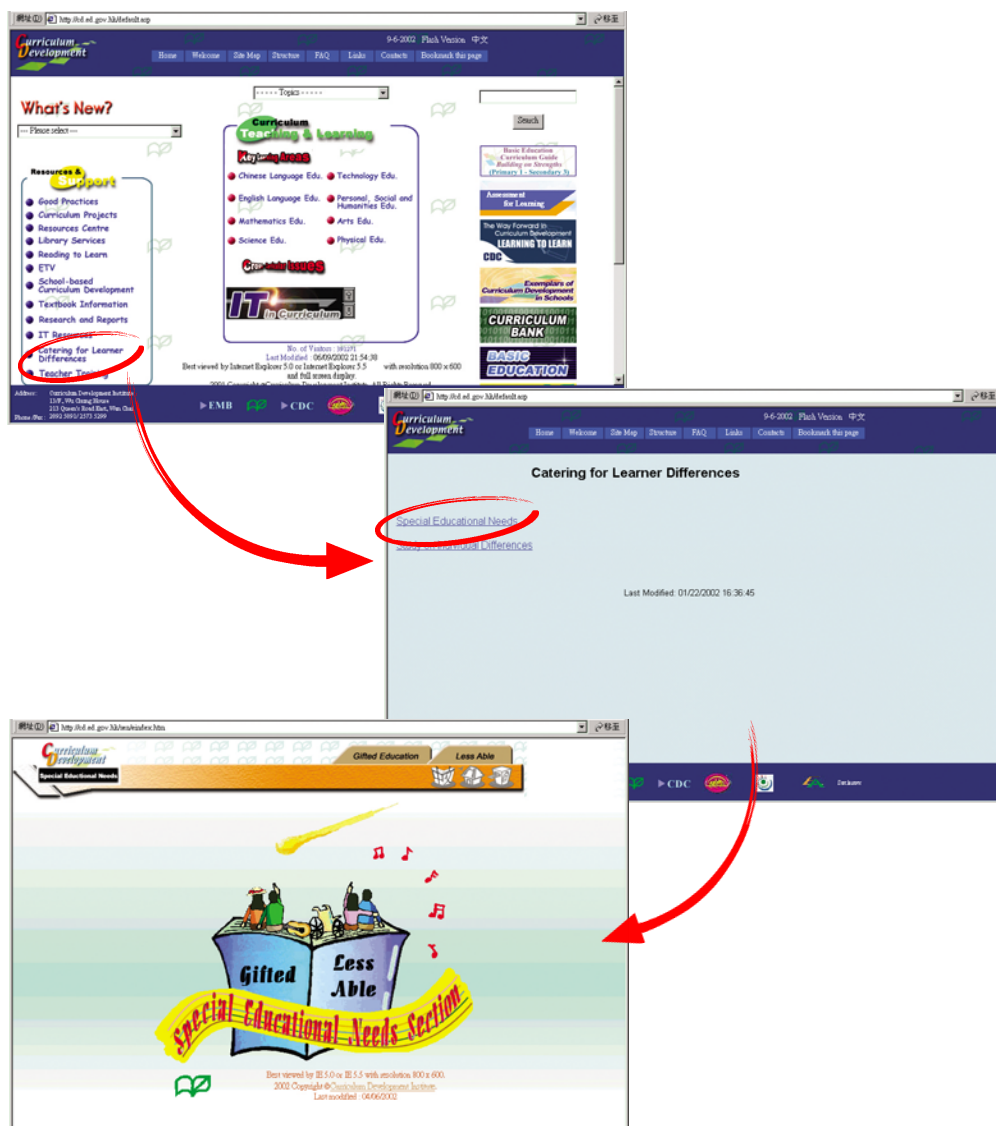
(9) Adjust assessment practices by

- using different modes of assessment to find out the strengths and weaknesses of students, and then decide on the appropriate learning and teaching strategies for them
- modifying the assignments so that students with different abilities are assessed differently

(10) Create a pleasurable learning environment by making flexible use of time, space and resources to accommodate diversity (see Example 3 in the Appendix).

Further information on catering for student diversity can be accessed at <http://cd.ed.gov.hk>

<http://cd.ed.gov.hk>



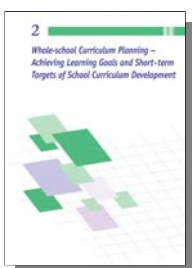
(Screens captured on 10th June 2002)

4.3.3 Learning and Teaching of the Less Able Students

There are always students who need additional support of a mild or intensive sort to cater for their needs in learning. The low achievement of these students may have arisen from a nexus of intellectual, emotional, psychological, physiological and social concerns. These may include hearing impairment, visual impairment, physical handicap, mental handicap, emotional and behavioural difficulties, attention deficit disorder and hyperactivity, autism, communication difficulties, lack of motivation, and other specific learning difficulties.

For Reflection and Action

- ★ Are these students constituting a distinct group markedly different from their peers?
- ★ Are they all encountering the same degree of difficulties in learning?
- ★ Can their learning difficulties be clearly categorised as arising from one single source?
- ★ Do they all share the same discernible handicap?
- ★ Should the content of what they learn be different?



(1) Learning under the recommended central curriculum

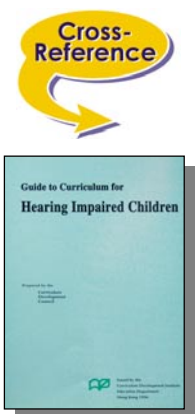
Less able students with special educational needs (SEN) should have the opportunity to learn under the central curriculum (recommended by CDC) which is common to all students in the mainstream schools. Schools should cater for the needs of less able students with SEN by applying the following principles:



- ❖ Pay attention to the learning needs of these students holistically rather than just focus on their handicapping condition.
- ❖ Respond to students' strengths rather than to their deficits. By helping these students to discover and develop their talents, they will experience greater self-acceptance and have confidence in their school work even though they may not excel in academic pursuit.
- ❖ Regard the different degrees of special educational needs as individual differences, which may be handled through measures such as adaptation of the curriculum by breaking the content down into small and manageable steps and using effective teaching strategies.

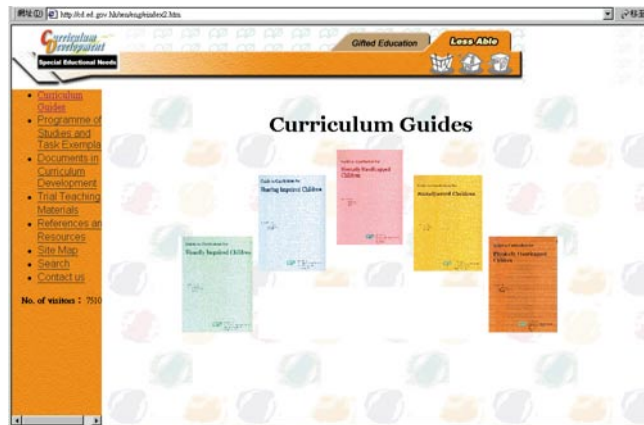
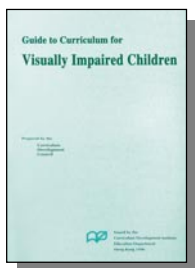
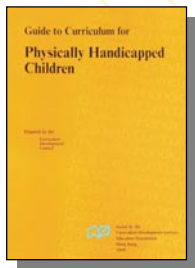
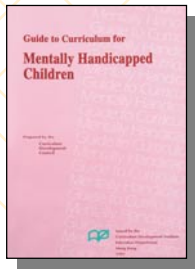
For Reflection and Action

- ★ Have you met less able students in your daily teaching?
- ★ If yes, how did you identify them?
- ★ Are they given any specific remedial programme to support them in their learning?
- ★ Have they benefited from the placement or programme, and why?



(2) Strategies to meet the learning needs of less able students

It has been the policy to integrate less able students into ordinary schools. Although there are various forms of support available, teachers face a range of challenges from students with different degrees of learning difficulty. Strategies to cope with the special educational needs of less able students include adapting the curriculum and adopting a positive attitude towards less able students. Curriculum Guides for Children with Special Educational Needs can be found at <http://cd.ed.gov.hk/sen/eindex.htm>.



(Screen captured on 13th June 2002)

❖ Adapting the curriculum

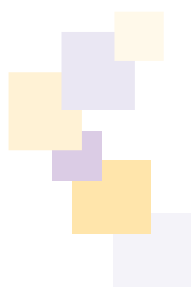
The learning ability and needs of these students can be taken care of by helping them to learn from a common curriculum framework with appropriate adaptation by the following ways:

- ▶ fine-tuning the learning targets and learning content of the core of each Key Learning Area, so that less able students can find an appropriate starting point for their learning. Examples of the adapted learning targets are available at <http://cd.ed.gov.hk/sen/eindex.htm>.
- ▶ adopting learning and teaching strategies that take care of students' specific needs and characteristics of learning, so as to facilitate the development of their potential
- ▶ providing well-designed assessment

❖ Encouraging less able students

The crucial way to help students to maximise their learning effectiveness and make progress is to build up their confidence and raise their self-esteem. These can be achieved through:

- ▶ cultivating an atmosphere of understanding and acceptance of individual differences in all schools. Assistance on identifying special educational needs and appropriate coping measures in schools is available in the Education Department publication on "Understanding and Helping Children with Special Educational Needs". It can be reached at <http://serc.ed.gov.hk>.



<http://serc.ed.gov.hk>



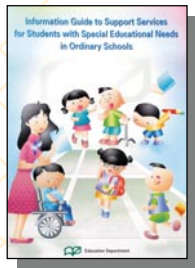
(Screen captured on 10th June 2002)

- ▶ being aware of one's own limitations and referring students to professional helpers when required. Details on such professional support can be obtained at <http://serc.ed.gov.hk/eng/aboutus.php#a2>

<http://serc.ed.gov.hk/eng/aboutus.php#a2>



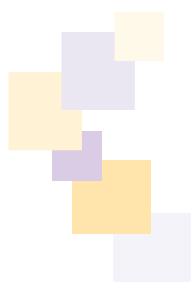
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(3) Support for less able students

School provisions in support of students with various degrees of special educational needs include the following:

Mode of Service	Services
Special school / Special school with boarding / residential service	Schools for physically handicapped, hearing impaired, visually impaired, mildly mentally handicapped, moderately mentally handicapped and severely mentally handicapped children, schools for social development and hospital school
Special education class	Special education classes for visually impaired children Special education classes for hearing impaired children
Regular class plus remedial assistance	Intensive remedial teaching programme in primary schools Resource teaching centre service Adjustment programmes School-based Remedial Support Programme Supportive Remedial Services for Hearing Impaired Integrators Studying in Ordinary Schools
Regular class plus itinerant specialist assistance	Peripatetic Advisory Service for hearing impaired children Resource Help Service Resource teaching programme for visually impaired students School-based curriculum development support
Regular classroom	Integration in the regular classroom





For Reflection and Action

- ★ To what extent do you consider it your duty to help the less able students?
- ★ What kind of support do you need to help you to teach these students?
- ★ How would you use the various support systems to help your students?

4.3.4 *Catering for the Gifted*

The general approaches suggested for catering for student diversity in Section 4.3.2 apply equally well to the gifted. The mainstream schools are therefore also responsible for catering for the educational needs of students who are gifted, and helping them to develop their potential to the fullest.

This section has been written to help schools to identify some specific measures to cater for the needs of this group of students.

For Reflection and Action

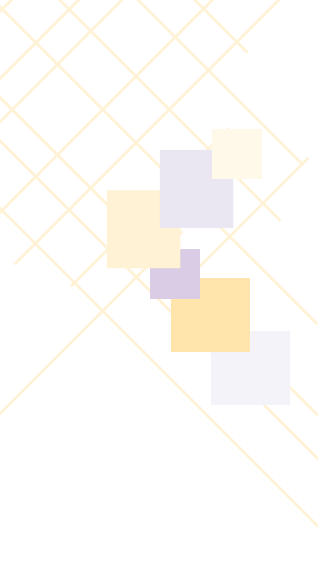
- ★ Do you have students who are strong in generic areas or specific domains?
- ★ Have these students had opportunities to develop their particular talents further?

- ★ Would you like to help these students more if you know how to and have support to do so?
- ★ At which level and in what areas would you like to start first? (e.g. whole-school, by year, by class)

(1) School-based Development of Gifted Students: Three-tier Approach

The following table indicates some areas in which school-based development of gifted students might be carried out:

	Generic Areas	Specific Domains
Level One Whole Class Programmes	Incorporation of generic areas like creativity, leadership, personal-social competence into learning and teaching in the regular classroom	Strategies to develop specific talents in Mathematics, Science or languages through appropriate learning and teaching in the regular classroom
Level Two Pull-out Programmes	School-based pull-out programmes of a generic nature conducted outside the regular classroom for systematic training of a homogeneous student group	School-based pull-out programmes in specific domains, e.g. Maths, Art, etc. conducted outside the regular classroom for systematic training of students with outstanding performance in the domains
Level Three Off-site Support Measures	Not school-based: more individualised off-site support measures to be arranged outside mainstream school for the exceptionally gifted students, e.g. counselling for those with emotional difficulties, mentorship by academics in specific domains, credit-bearing courses offered by tertiary institutions.	



The general principle to follow in the provision of school-based gifted education programmes and assigning students for differentiated teaching under the Three-tier Approach would be:

- ❖ Top 10% of students in any standardised test (e.g. Hong Kong Attainment Tests or aptitude tests) can be considered suitable for whole-class programmes and the top 2% of students for pull-out programmes; or
- ❖ Top 10% of students in internal assessment for a subject or a non-academic domain are considered suitable for whole-class programmes and the top 4% of students for pull-out programmes; or
- ❖ Students with exceptional performance
 - ▶ in any international or territory-wide competition
 - ▶ as recommended by panel heads or teachers
 - ▶ as recommended by parents or experts in a specific field
 - ▶ shown within students' products or interviews

Schools should provide students who have been identified by the criteria above with appropriate enrichment content and strategies at Level I or Level II to stretch their potential to the full.

Some strategies through which schools can identify high ability and gifted students for school-based programmes and off-site support measures can be found in the Guidelines on School-based Gifted Development Programmes (ED, August, 2002).

For Reflection and Action

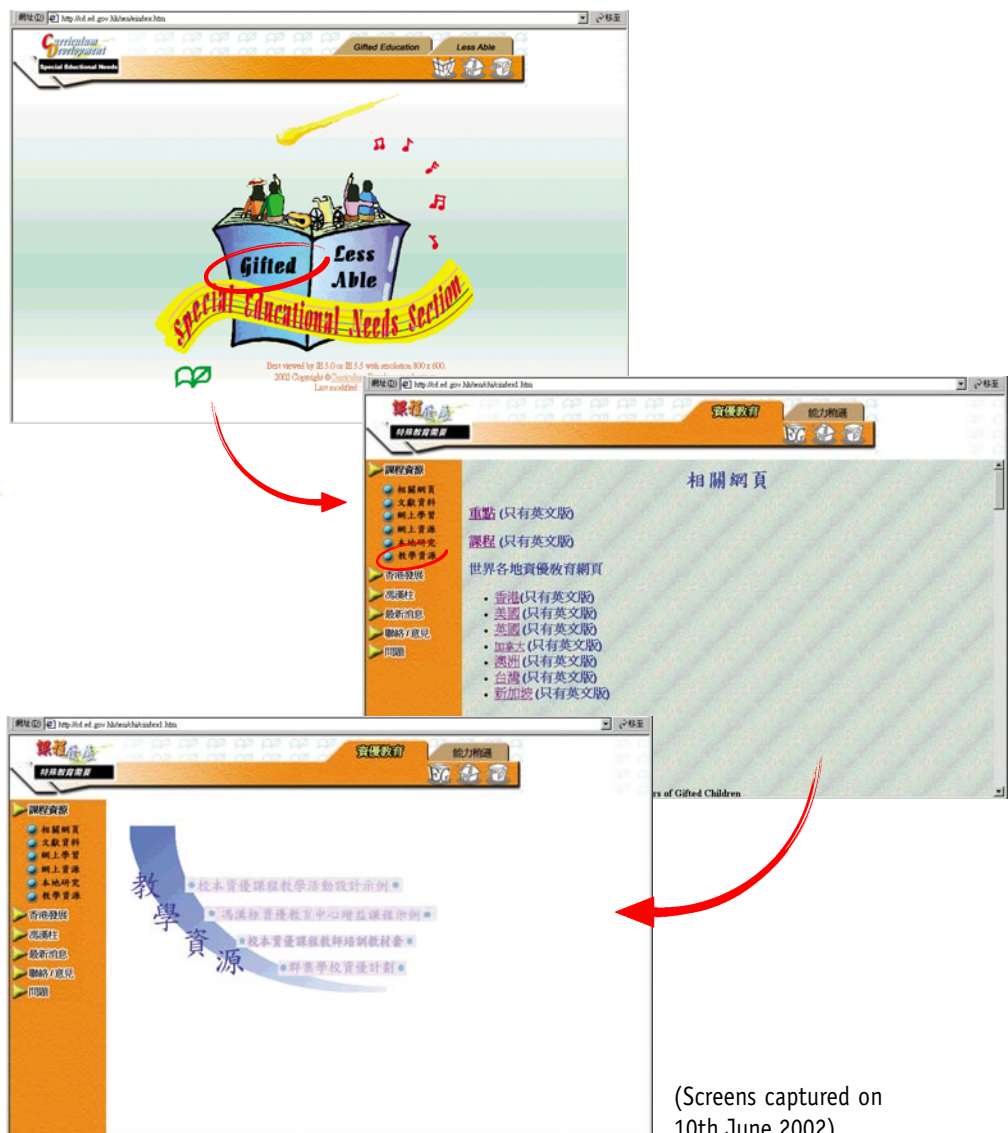
Having regard to the use of whole-class and pull-out activities for gifted education programmes:

- ★ Can you identify any classroom activities or co-curricular activities that might be suitable for the high ability and gifted students in your school?
- ★ Can these programmes be classified under the Level One or Level Two Programmes stated earlier?

(2) *Development of Gifted Students*

Development of gifted students in schools involves a variety of strategies. Exemplars can be found at <http://cd.ed.gov.hk/sen/eindex.htm>.

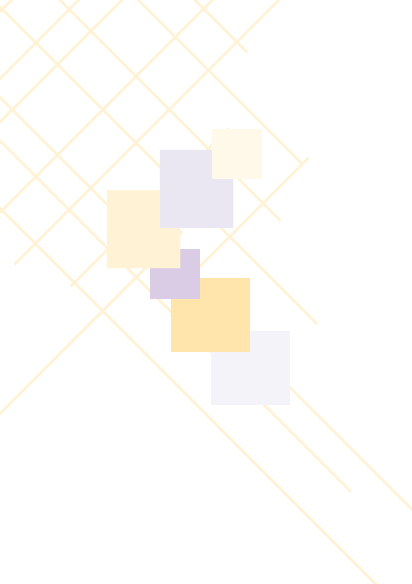
<http://cd.ed.gov.hk/sen/eindex.htm>



❖ Devising an appropriate curriculum

Students with high potential can be exposed to more demanding tasks and be given more focused attention by teachers through the following:

- ▶ enrich the three core elements of higher order thinking skills, creativity and personal-social competence through conscious planning of learning objectives, contents / contexts, learning and teaching strategies requiring these elements, and placing higher value on student achievement in these elements (e.g. through creative writing)

- 
- ▶ develop a 'compact' curriculum to ensure that curriculum content is not repeated, and allow more time for extended work or independent study (e.g. by an extended study on a specific theme)
 - ▶ use different modes of grouping (e.g. ability grouping, heterogeneous grouping) so that gifted students can work at more challenging tasks or work with intellectual peers in the regular classroom (e.g. ability grouping to work on differentiated worksheets)
 - ▶ arrange pull-out programmes with more challenging learning targets and tasks related to a specific domain (such as English poetry) or a Key Task (such as Project Learning) or a generic skill (e.g. communication skill), or leadership training outside regular class time (e.g. as an independent study project)

❖ Designing appropriate learning and teaching processes

Many gifted learners and high ability students can process and retain information at a faster pace, and make learning connections more readily. They can also work at higher levels of abstraction to investigate topics more deeply. Hence, the following learning and teaching processes can be adopted to meet their specific needs:

- ▶ use more open-ended questions and activities that promote higher order thinking or creativity
- ▶ make more use of interactive learning (both teacher-student and student-student interaction) to enhance students' personal-social competence
- ▶ allow students to have more freedom of choice
- ▶ get students to undertake independent studies / projects for the pursuit of an intense personal interest, with teachers' guidance from time to time
- ▶ allow students to skip a year or attend advanced classes in a particular curriculum that they excel in to accelerate learning
- ▶ work out with students their individualised educational plans or contracts based on an assessment of their strengths and learning needs



❖ Varying assessment modes

Gifted and high ability students should be given the opportunity to take different learning paths and be assessed by modes appropriate to their abilities. The following might be specially designed to cater for their needs:

- ▶ use a portfolio system for collecting evidence which indicates student performance beyond normal expectations
- ▶ use assessment rubrics different from others to match with their independent studies
- ▶ use continuous assessment to provide feedback based on some specifically defined criteria

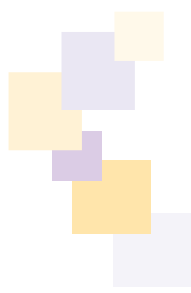
❖ Valuing students' work

- ▶ give recognition to students' works that demonstrate effective investigation of real and relevant problems, or higher order tasks that involve transformation and manipulation of data
- ▶ provide opportunities for them to present their works to real audiences in class, at parents' day or speech day, or to display their work in exhibition halls, galleries, etc.


❖ Creating an appropriate learning environment, such as

- ▶ an open, flexible, accepting and challenging environment, which encourages inquiry and independent learning, and allows for mistakes in attempting new learning tasks
- ▶ learning or activity centres to allow for choice and in-depth exploration of topics of interests

❖ Making full use of multi-disciplinary approach and the available resources

- ▶ Teachers of different KLAs work collaboratively to pool wisdom and resources in the creation of enrichment and extension activities.
 - ▶ Encourage support staff, such as the school social worker, Student Guidance Teacher, Educational Psychologist, etc. to contribute to addressing the specific needs of gifted students (e.g. helping them with their emotions, assisting them to overcome feelings of alienation).
- 



- 
- ▶ Network people affiliated with the school (such as School Board members, parents, alumni) and draw upon community resources to contribute to school-based programmes, e.g. to act as mentors, to serve as speakers on topics in which they have some expertise, or to be voluntary facilitators in exploratory activities or learning expeditions.

For Reflection and Action

Based on the desirable strategies for the development of the gifted students as exemplified above,

- * identify strategies which may match the needs of your students in the future;
- * find a strategy that is considered as an easy entry point for your school to match the needs of the gifted;
- * identify the personnel you could employ / train to support the gifted;
- * set priorities and plan the schedule;
- * discuss the programme strategies with stakeholders, e.g. parents, teachers, students; and
- * propose methods to review the effectiveness of the strategies.

Example 1 - The Use of Information Technology

Purpose:

- ❖ To enhance students' ability and motivation for learning by using effective resources

Strategies

1. Computer Assisted Learning (CAL)

- ❖ Multimedia and interactive learning materials provide rich sensory stimuli and enhance the active participation of students
- ❖ Integrate CAL into the curriculum and extend learning outside lesson time

2. Design of activities

- ❖ Teachers plan the lessons by identifying and modifying materials to meet the needs and interests of all students.
- ❖ They add challenge to tasks for more able students and provide small guided steps for the less gifted.
- ❖ Teaching is directed through whole class, small-group and individual work sessions.
- ❖ Students are given time to complete tasks in class and after school individually or in small groups according to teachers' instructions or guidance on computer.
- ❖ Students are allowed to re-submit work without penalty .
- ❖ Teachers monitor and document progress in each student's work on computer, providing feedback to remedy any personal learning problems.

Evidence of Impact:

- ❖ Students take responsibility for their learning.
- ❖ Students' positive attitude towards learning is reflected in their willingness to learn independently at extra hours with the help of computer.
- ❖ Through working in pairs and groups, student collaboration is strengthened and more ideas shared to enrich their knowledge.

Example 2 - Using Cross Level Subject Setting

Purpose:

To enable lower ability level students to progress at their own pace

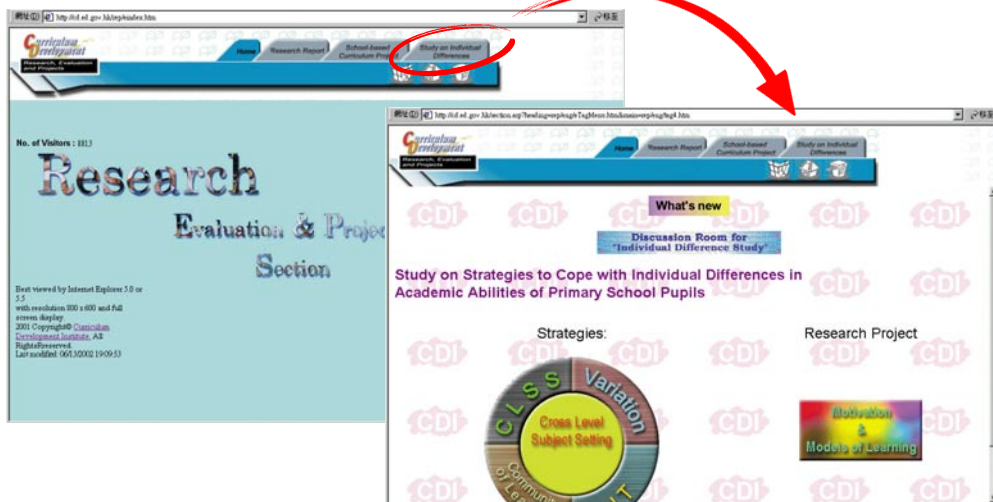
Method:

1. Regrouping students for a particular subject, e.g. English, from different class levels into set / classes
 - ❖ Group students with lower ability into one set / class
2. Curriculum design
 - ❖ Retain the core curriculum of that particular class level
 - ❖ Take away the learning and teaching content of greater difficulty
 - ❖ Include the core content of the previous year that has not been fully grasped by the students
 - ❖ Provide more clues in the tasks, worksheets and exercises

Evidence of Impact:

- ❖ Students have greater motivation and more confidence to learn at their own level.
- ❖ Students make good progress with more focused learning targets and content as well as thorough practice before proceeding to new learning content.
- ❖ Students have a better attitude towards learning as they feel that their learning is valued, supported and cared for.

<http://cd.ed.gov.hk/rep/eindex.htm>



(Screens captured on 13th June 2002)

Example 3 - Motivating Students to Learn through Self-access Learning Corners in Classrooms / Library

Purpose:

- ❖ To create a pleasurable learning environment conducive to students' learning
- ❖ To develop students' independent learning capabilities

Method:

1. Setting up a self-access learning corner

- ❖ To set up the self-access learning corner either in the classroom or in the library
- ❖ To use graded tasks to cater for students of varied ability
- ❖ To design appropriate tasks to address identified weaknesses in learning
- ❖ The learning materials are accompanied by answer keys

2. Designing the learning process

Students would lack motivation in learning when they always encounter learning difficulties and are constantly lagging behind the others. The following design can be incorporated in the learning process to motivate them to learn:

- ❖ Guided by teachers, they can choose the materials which suit their level from the self-access learning corner. They can work on these tasks during class time or when they are free.
- ❖ Students make use of the answer keys to check their answers.
- ❖ Students then choose a higher set of tasks / materials to work independently.
- ❖ Students progress from task to task until their learning problems can be solved or their learning targets are achieved.

Evidence of impact

- ❖ Students learn to manage their own learning independently.
- ❖ Students have more opportunities to try out tasks of varying levels of difficulty to enhance their learning.
- ❖ Students' autonomy in learning is encouraged and their awareness of what learning strategies are successful for them is increased.

References

The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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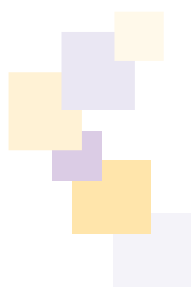
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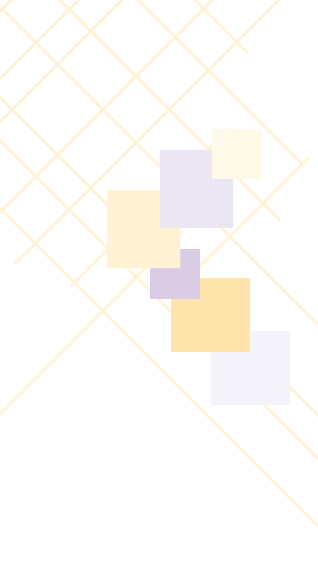
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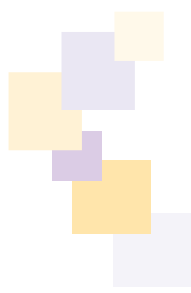
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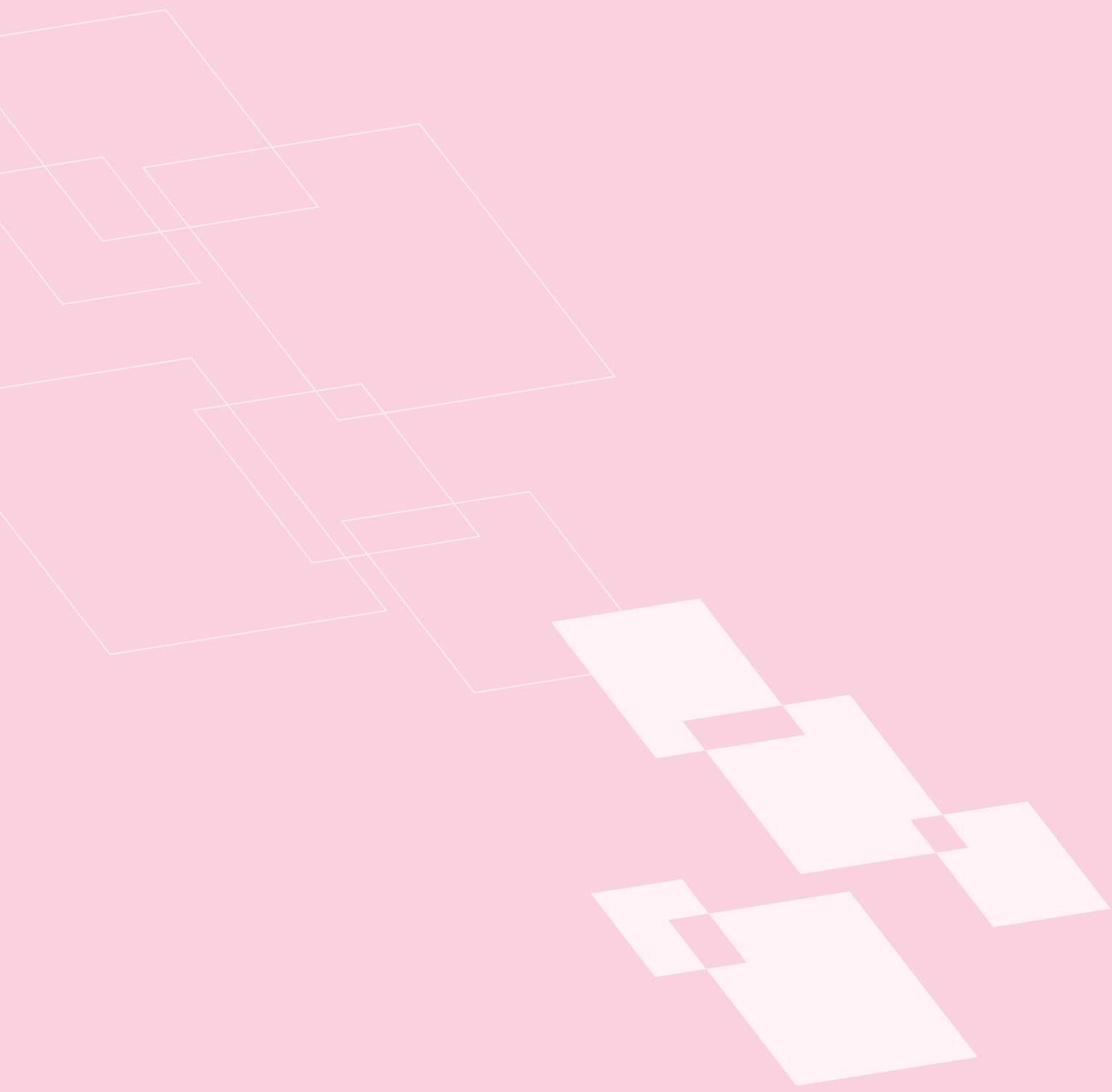
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

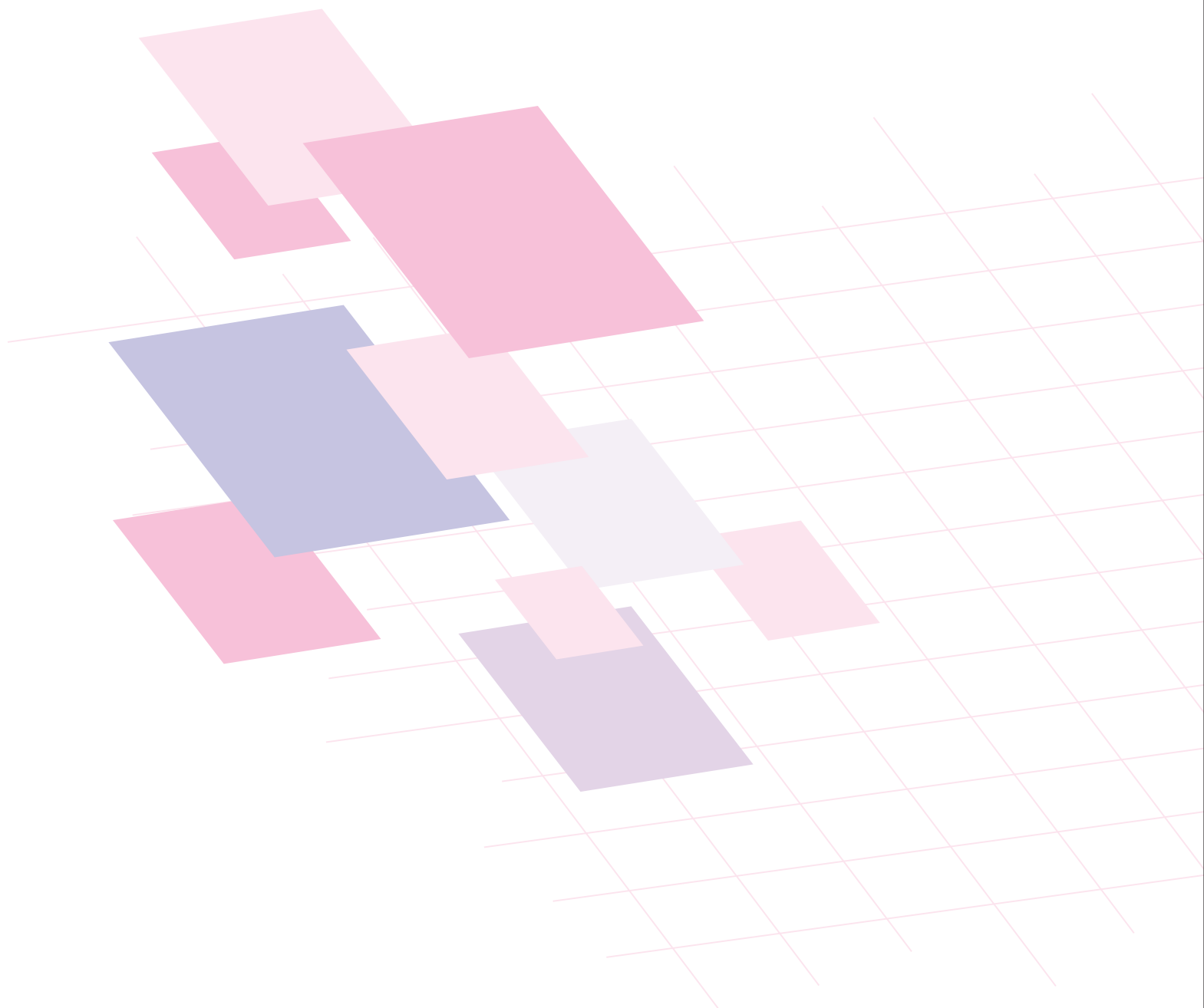
5

School Policy on Assessment – Changing Assessment Practices



5

School Policy on Assessment – Changing Assessment Practices



School Policy on Assessment – Changing Assessment Practices

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

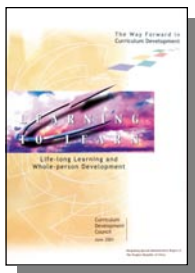
5.1	Purpose of the booklet	1
5.2	Emphasising Assessment for Learning	1
5.3	Understanding Assessment	2
	<i>5.3.1 Definition and Aims of Assessment</i>	<i>2</i>
	<i>5.3.2 Connections between Curriculum and Assessment</i>	<i>3</i>
	<i>5.3.3 Formative Assessment and Summative Assessment</i>	<i>3</i>
5.4	Developing School Assessment Policy – Balancing Assessment for Learning and Assessment of Learning	6
	<i>5.4.1 Linking Assessment Policy to Whole-school Curriculum Planning and the Short-term Targets of the Curriculum Reform</i>	<i>7</i>
	<i>5.4.2 Designing Yearly Plan of Assessment Practices</i>	<i>8</i>
	<i>5.4.3 Connecting Formative Assessment and Feedback with Learning and Teaching</i>	<i>13</i>
	<i>5.4.4 Reviewing Assessment Policy and the School Curriculum Development Plan</i>	<i>15</i>
	References	19

School Policy on Assessment – Changing Assessment Practices

5.1 Purpose of the Booklet

The purpose of this booklet is to highlight the main ideas and principles underlying assessment. Suggestions are made as to how schools should design and develop a whole-school policy on assessment to promote learning for every student.

All schools should review their current assessment practices and put more emphasis on assessment for learning. The latter is a process in which teachers seek to identify and diagnose student learning problems, and provide quality feedback for students on how to improve their work. Different modes of assessment are to be used whenever appropriate for a more comprehensive understanding of student learning in various aspects.



Chapter 4 Item (6)

5.2 Emphasising Assessment for Learning

Based on the beliefs that every student is unique and possesses the ability to learn, and that we should develop their multiple intelligences and potentials, the CDC Report on “Learning to Learn - The Way Forward in Curriculum Development” (CDC, 2001) recommends that there should be a change in assessment practices and schools should put more emphasis on ‘Assessment for Learning’ as an integral part of the learning, teaching and assessment cycle.

In other words, teachers should use assessments (e.g. as simple as effective verbal questioning, observation of student behaviour) and provide immediate feedback to enhance student learning in everyday classroom lessons. The focus is on why they do not learn well and how to help them to improve rather than just to use assessments to find out what knowledge students have learned.

5.3 Understanding Assessment

5.3.1 Definition and Aims of Assessment

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through observation of at student behaviour when carrying out tasks, tests, examinations, etc.

The aims of assessment are:

For students to

- ❖ understand their strengths and weaknesses in learning
- ❖ **understand what they should try to achieve next, and how best they might do this**
- ❖ improve their learning based on feedback from teachers and other assessors

For teachers and schools to

- ❖ diagnose the strengths and weaknesses in the learning of their students
- ❖ provide quality **feedback and specific advice to students so that they know how to improve their learning**
- ❖ review and **improve** their learning objectives / expectations of students, curriculum design and content, strategies and activities so that they are better suited to the needs and abilities of their students to enhance learning and teaching effectiveness

For parents to

- ❖ understand the strengths and weaknesses of their children
- ❖ consider how to help their children to improve their learning
- ❖ have reasonable expectations on their children

For the government to

- ❖ evaluate the standard of students in specific areas
- ❖ rank and select students for admission purpose

5.3.2 *Connections between Curriculum and Assessment*

The curriculum has set out what students should learn in terms of the learning targets / objectives (e.g. knowledge, skills, values and attitudes). The assessment methods used to collect evidence of student learning should be so designed that they assess what students are expected to learn (i.e. learning targets and content) and the learning processes that lead there. Feedback can then be given to students and teachers to form basis on decisions as to what to do to improve learning and teaching. Hence, assessment is an integral part of the curriculum, learning and teaching, and feedback cycle.

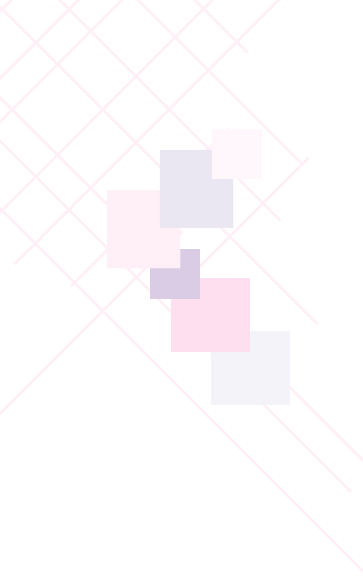
5.3.3 *Formative Assessment and Summative Assessment*

(1) Formative Assessment

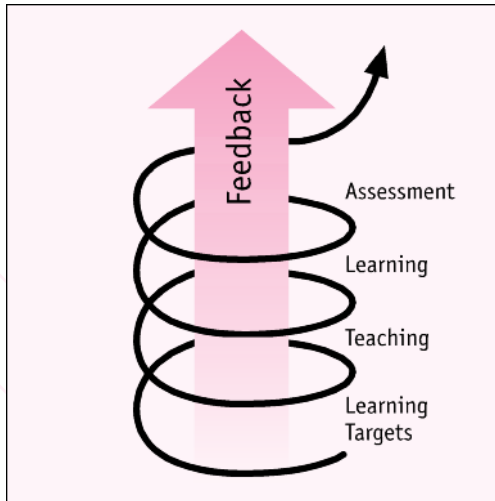
In order to improve learning in daily classroom teaching and teaching throughout the term / year, formative assessment can be used to collect evidence from time to time on student learning with a view to promoting better learning. Methods such as probing questions, tasks, observations can be used to serve the aims of assessment outlined above. Research evidence indicates that the impact on student achievement is higher in circumstances where students receive quality feedback rather than marks.

(2) Summative Assessment

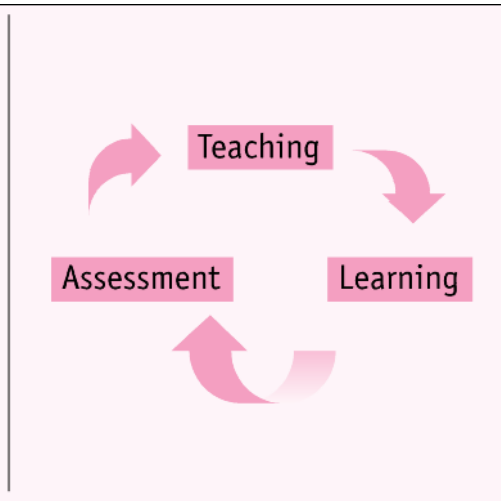
From time to time, it is also necessary to have snapshots of what a student has learned and how much has been achieved, i.e. a picture of the product of learning through summative assessment. Summative assessment is often carried out through pen and paper tests and examinations at the end of a teaching unit / school term / school year. Assessment is considered as a discrete and separate stage at the end of a learning and teaching cycle. Student assessment results may be reported in profile form, grades or marks, though the latter is considered to be less desirable.



Formative Assessment



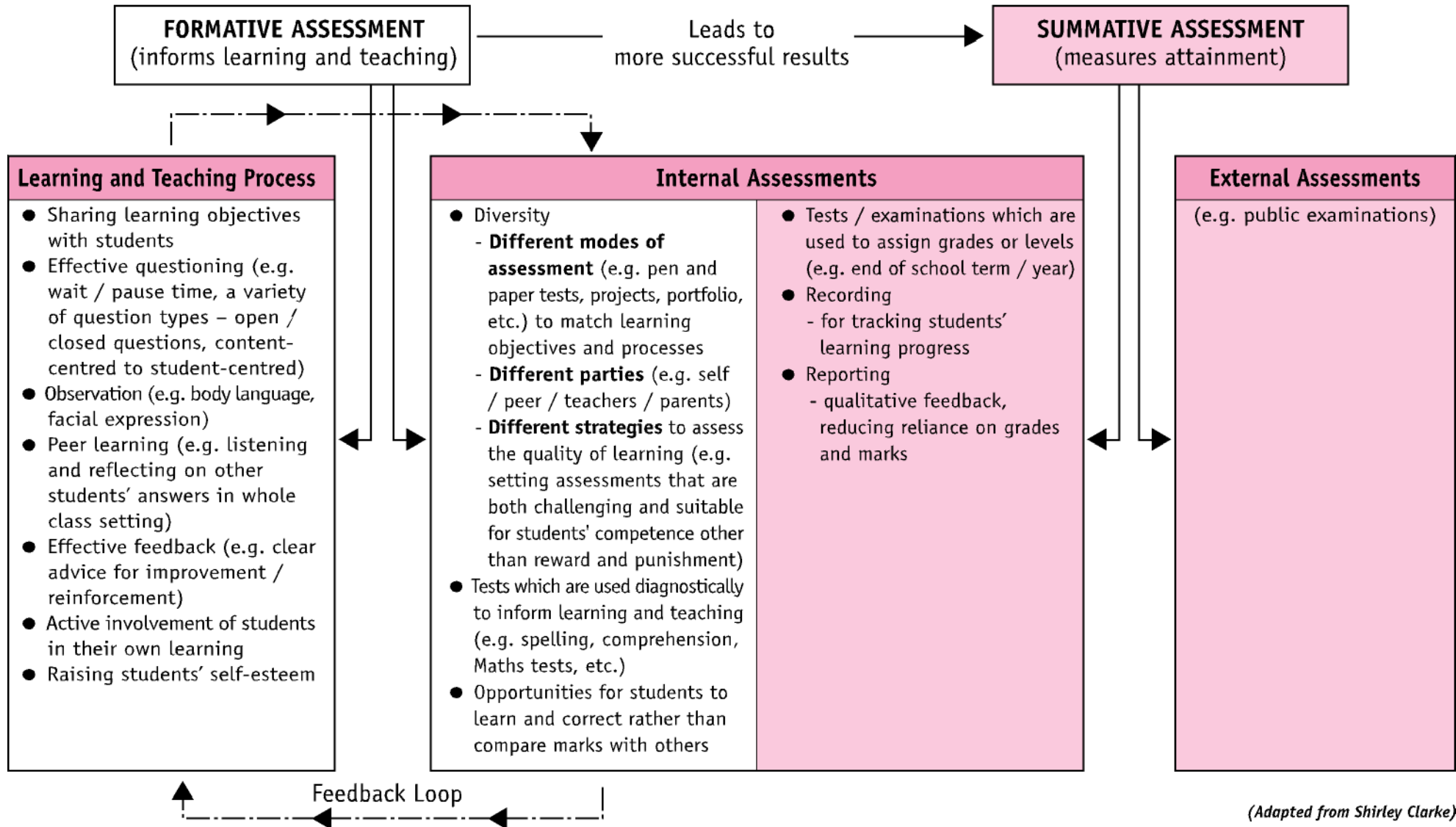
Summative Assessment



Formative Assessment	Summative Assessment
Usually carried out informally in everyday lessons or formally during the course of the year	Usually conducted at the end of school term / school year / key stage formally
Criterion-referenced	Norm-referenced and criterion-referenced
Focus on the learning process and on learning progress	Focus on the product of learning mainly
An integral part of the learning and teaching cycle, i.e. part of effective teaching and planning for the future	A separate stage at the end of the learning and teaching process
The process could be fluid at times and subject to student response and teacher feedback	Usually pre-designed
Qualitative feedback in reports, profiles, portfolios	Report in grades, marks, profiles

The assessment practices of a school can be presented in the framework given below:

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES



(Adapted from Shirley Clarke)

5.4 Developing School Assessment Policy - Balancing Assessment for Learning and Assessment of Learning

Fundamental changes in school assessment practices to bring a better balance across assessment for learning and assessment of learning need to be **planned, discussed, shared, negotiated and agreed** by all teachers in each school. A **corresponding assessment policy and mechanisms to bring it about need to be worked out at whole-school and classroom levels**. The following sections highlight how the related key issues might be addressed.

FLOW CHART OF SCHOOL ASSESSMENT POLICY PLANNING

Step 1

Design an assessment policy which brings a balance between assessment for learning and assessment of learning, and which is linked to whole-school curriculum planning and to the short-term targets of the curriculum reform.



Step 2

Design a yearly plan of assessment practices.



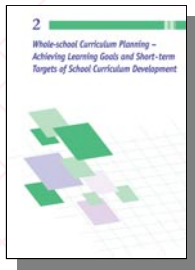
Step 3

Connect formative assessment with learning and teaching.



Step 4

Review assessment policy and school curriculum development plan.



5.4.1 *Linking Assessment Policy to Whole-school Curriculum Planning and the Short-term Targets of the Curriculum Reform*

Consider the following with regard to the consensus built among teachers in your school in the process of whole-school curriculum planning and development:

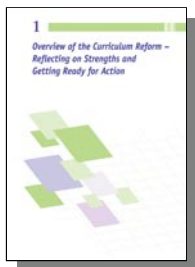
- (1) With reference to Section 5.3.1, **set out the aims of assessment the school would like to achieve.**

Examples

- ❖ Provide quality feedback to students
- ❖ To be accountable to parents through summative assessment

- (2) **Determine the areas in which the school will collect evidence of student learning according to the consensus built, so as to develop a fair assessment system which gives all students the opportunity to have their full range of learning assessed.**

- (3) **Set clear, broad targets for school assessment policy consistent with the short-term targets of the curriculum reform and agree on assessment criteria (specified learning outcomes) appropriate for these by levels / by subjects.**



Section 1.7.1 &
Appendix II

Examples

- ❖ Knowledge in all subject areas
- ❖ Priority generic skills in the contexts of each KLA / subject, during the year
- ❖ Personal qualities such as responsibility, commitment, perseverance in Moral and Civic Education / Life-wide Learning
- ❖ Reading to Learn and Project Learning as effective strategies to promote learning to learn capabilities

5.4.2 Designing Yearly Plan of Assessment Practices

- (1) Review the assessment practices adopted last year and find out which one(s) did not match the considerations listed above in Section 5.4.1 (1), (2) and (3). Suggest how they could be improved incrementally rather than drastically.

Examples

- ❖ Coverage of assessment was too narrow with regard to overall student learning (broaden the coverage of what is assessed)
- ❖ Too many assessments and too dependent on written tests (reduce the number of written tests, and use more course work that focuses on student learning progress)
- ❖ Insufficient learning-oriented feedback to students – only marks and grades are given (give more attention to qualitative feedback, less concern for marks and grades)
- ❖ Failure to diagnose the weaknesses of students (be more observant to develop a higher level of diagnostic sensitivity)



- (2) Plan how to bring about a better balance between formative and summative assessment.



Examples

- ❖ Formative assessment for Reading to Learn and Project Learning
- ❖ Formative assessment for learning at the end of a lesson / a module
- ❖ Summative assessment for knowledge and application of knowledge in KLA, subjects at the end of school term / year

(3) Design suitable methods of assessment according to the purpose to be fulfilled, learning targets and processes.

<http://cd.ed.gov.hk>

Cross-References



(Screens captured on 7th June 2002)



- (4) Determine the frequency of assessment so that it benefits student learning rather than disrupting it.

Examples

- ❖ Getting rid of one common test each term would spare 2 - 4 teaching weeks for project work to develop independent learning capabilities
- ❖ Being more sensitive to student responses in class and giving verbal comments rather than setting tests
- ❖ Setting a 10-minute assessment at the end of each learning unit to identify student weaknesses early and address them

- (5) Decide how to provide useful feedback to students in formative assessment to raise their motivation and achievement in learning. (Refer to the following section 5.4.3 for more details.)

Example

Refer to CDI Homepage - <http://cd.ed.gov.hk> on:

Assessment for Learning → Web-based Resources → Searching Information on Assessment in Curriculum Development Website

The image shows two screenshots from a web browser. The top screenshot is the CDI homepage, titled '促進學習的評估 (試行版)'. It features several navigation buttons: '理念', '評估實施方式', '有關建議/指引', '各學習領域的實踐示例', '相關網站', and '網上資源'. A red circle highlights the '相關網站' button. A red arrow points from this button to the bottom screenshot, which is a search results page titled 'Searching information on Assessment in Curriculum Development Web site:'. The search results list several links, including '課程支援電腦軟件', '選擇題聆聽及自我評估軟件', 'Assessment of Maladjusted Children', 'Knowledge Fair on Assessment for Learning 2001', and 'Assessment for Learning in Arts education'.

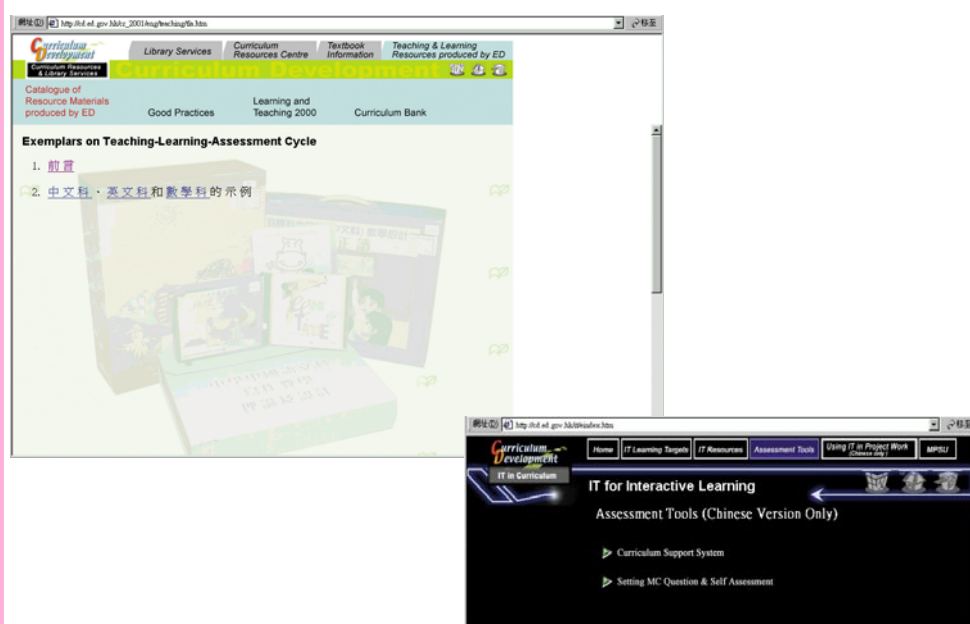
(Screens captured on 7th June 2002)

(6) Decide on how to report students' achievement.

Examples

- ❖ Observation notes, checklists, logbook, portfolios, photographs, recording (audio / video), annotated work
- ❖ Marks may not be needed, use grade or a profile instead
- ❖ Use a combination of course mark and examination mark
- ❖ Consider what to report to students and parents

http://cd.ed.gov.hk/cr_2001/eng/teaching/tla.htm



(Screens captured on 7th June 2002)

(7) Devise strategies in school to support teachers to improve their assessment practices.

Examples

- ❖ Enriching library stock of references on assessment
- ❖ Building up understanding and monitoring practices through regular meetings
- ❖ Using collaborative lesson preparation time for analysing student performance and thinking through feedback strategies
- ❖ Using information technology (on-line recording)

- ❖ Providing clerical support
- ❖ Providing opportunities for sharing experiences with other schools / teachers

(8) Vary practices with classes at different levels.

Example

The following table may be used as a starting point for school heads and teachers to discuss what, when and how to assess.

Level	Emphases of the Reform	Coverage	Frequency	Balance between formative and summative assessment	Methods	Reporting
Secondary 1-3	All KLAs, project and reading	All				
Primary 4-6	Knowledge in Chinese, English, Mathematics, General Studies, generic skills, interpersonal skills, reading	All	Slightly more tests at upper levels	Introduce summative assessment gradually (for SSPA)		
Primary 1-3	Knowledge and skills in Chinese, English, Mathematics, personal development	All	More frequent with formative and informal feedback	More on formative, differentiated summative assessment tasks for students of different abilities		



❖ In school-based assessment at Primary 5 and 6, schools need to strike a balance between assessment for learning and the need for recording marks for ranking. Refer to 'Internal Assessments Guidebook (ED, 2002) for details. (Only a Chinese version is published.)

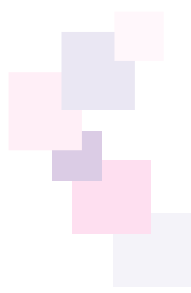
- (9) **Dialogue with parents on new changes and get their support.** Consider providing parents / guardians with a response sheet for them to comment on their child's school report and raise points for discussion. In return, teachers might also make good use of the information provided by parents / guardians to build up a more complete picture of the student concerned.
- (10) Bring about a consensus across all subject panels about the above, allowing each subject panel to have some flexibility in applying the school assessment policy.
- (11) For suggestions on assessment policy of different subject panels please refer to Chapter 5 of Curriculum Guides for respective KLAs and General Studies for Primary Schools.



The above steps (1-10) should be applied to developing assessment policies for KLAs as well. The basic principle underlying assessment practices at departmental level is that they should all be in line with the above strategies, in order not to confuse students with inconsistent values about assessment. It is important that students understand assessment serves the dual purposes of promoting their learning and of informing them of their progress and achievements, rather than simply telling them where they are in relation to others in the class or year.

5.4.3 *Connecting Formative Assessment and Feedback with Learning and Teaching*

- (1) Develop learning targets.
- (2) Involve students in self-assessment.
- (3) Help students to know themselves and the standards they should attain.
- (4) Provide feedback so that students know what to do next and how to do it.



Examples

- ❖ Use positive verbal feedback and provide students with cues that help them.
- ❖ Avoid negative and possibly de-motivating feedback.
- ❖ Give feedback identifying strengths and weaknesses in the learning of a particular subject, and give constructive suggestions on what to do next and how to do it.
- ❖ Check student performance against the relevant assessment criteria.

<http://cd.ed.gov.hk/assessment/bca/index.htm>

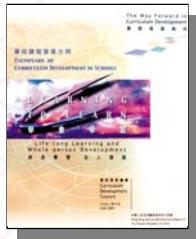


(Screen captured on 7th June 2002)

- ❖ Grade according to the criteria.
- ❖ Give marks only when ranking / selection is necessary.
- ❖ Be sensitive and constructive all the time, aware of the impact that negative comments, marks and grades can have on students' confidence and enthusiasm.

(5) Quality marking

- ❖ Mark with an aim to help students to identify what they have learned well, what they have not learned well, and what their next steps to improve should be.
- ❖ Do not confine marking to ticks, crosses, marks and grades. A tick marked with the word 'good' does not tell the student why the work is good or what criteria it fulfils. Try to provide explanatory comments which are concise and inform students about why something is good or less good.



Exemplars of Curriculum Development in Schools Part II 4 (p.97)

- ❖ Use different marking methods and subject-specific marking criteria in line with the focuses and emphases within the learning targets set for the assessment tasks.
- ❖ Agree guiding principles among panel teachers as to the methods, frequency and amount of assessment and ways for marking based on professional judgment.
- ❖ Detailed marking is desirable but schools cannot expect teachers to mark every single piece of student work in a detailed way, nor is it necessary for them to do so in view of their manageability and workload.

5.4.4 *Reviewing Assessment Policy and the School Curriculum Development Plan*

(1) At the end of each school year, carry out the following for the whole school:

- ❖ Check whether the purposes of assessment were clear to teachers, students, parents, and relevant others.
- ❖ Examine whether during the past years formative and summative assessments were in balance.
- ❖ Review whether the assessment practices provided full information on what was supposed to be assessed.
- ❖ Identify gap in the information provided.
- ❖ Draw up an action plan to improve assessment practices so that they will be in line with the targets of the school curriculum plan for next year.

(2) From time to time, as part of a sharing / monitoring system, enable teachers to identify and reflect on daily assessment practices (assessment for learning) to determine:

- ❖ Whether the learning and teaching goals were clear
- ❖ Whether the feedback given was related to learning target / objective
- ❖ Whether the marking helped to improve learning
- ❖ Whether the feedback actually showed the student what to do next in learning
- ❖ Whether the feedback was used to adjust teaching plans



Example - Pathways to Developing School-based Assessment Policy in a Primary School

The following shows the process of how a primary school develops a school-based assessment policy that reconciles with the assessment for learning culture valued by the school head and the teachers.

(1) Review School-based Curriculum Development and Existing Assessment Practices

The following are identified:

- ❖ Generic skills are developed and attitudes are fostered other than intellectual ability.
- ❖ Even less able students improve significantly in their learning if they are actively involved in authentic learning situations and provided with ample opportunities to develop their potentials, e.g. creativity, problem-solving, etc
- ❖ Pen and paper tests and examinations that only assess students' knowledge of subject content provide little information on how students perform in other aspects (e.g. attitudes and values).
- ❖ There is the need to recognise students' effort and achievement in demonstrating their application of generic skills in the assessment mechanism.

(2) Understand Teachers' Concern

The following questions are raised by the teachers:

- ❖ How do we assess generic skills and attitudes? What are the criteria and strategies for this?
- ❖ What can the school management do to support the development of good assessment practices across all levels in the context of the Secondary School Place Allocation System?

(3) Adopt a Whole-school Approach

The following are carried out:

- ❖ Discussions take place at both school management and subject departmental level on the guiding principles for assessment prior to negotiating what knowledge, skills and attitudes would be assessed for each subject from Primary 1 to Primary 6 and what weighting each assessment component would have in the final score.

- ❖ Making use of collaborative lesson preparation time so that teachers have regular in-depth discussions on designing and refining the assessment criteria and on developing a range of assessment tasks appropriate to the purposes of assessment and to the learning targets.
- ❖ Using staff development days to facilitate school-wide discussion and bring about improvements in assessments.
- ❖ Seeking IT support from the commercial sector with the use of the Capacity Enhancement Grant to make recording and reporting convenient and manageable for teachers.

(4) Change of Assessment Practices

- ❖ All teachers agree that there is the need to **vary the weighting** of their marks (i.e. course work and exam marks) with **different emphases on generic skills, values and attitudes and knowledge at different levels** / key stages for different **subjects / Key Learning Areas** according to the learning targets and their intellectual, psychological, physical and social development. The following sample shows the details:

Primary 1

常識科		上	下
知識	1.對各單元有基本的認識	30%	30%
	1.生活技能	20%	—
能力	2.學習技能	20%	—
	3.蒐集資料	—	40%
	1.性向發展	15%	—
態度	2.參與分組討論，尊重他人見解及積極發表意見	15%	30%

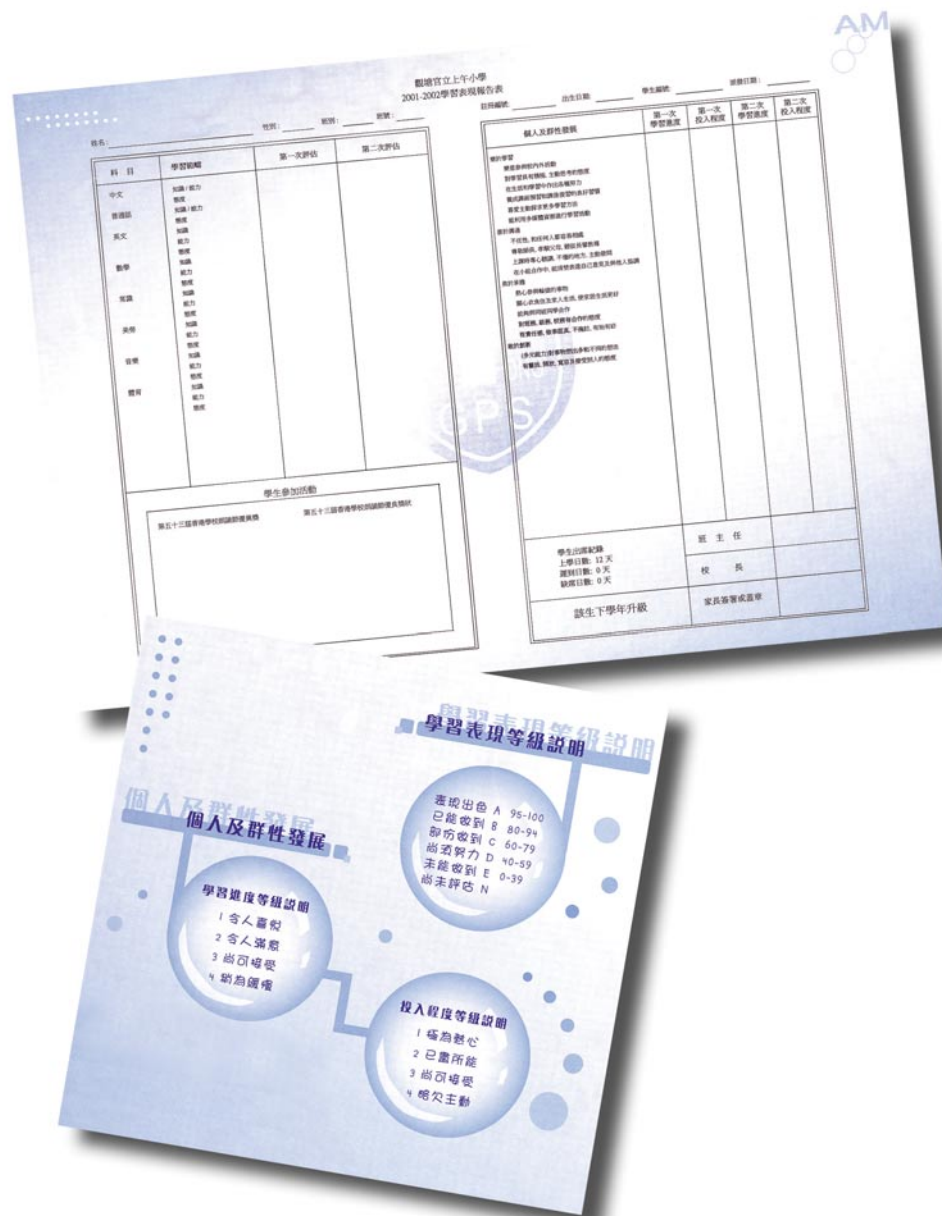
Primary 4

常識科		上	下
知識	1.對各單元有基本的認識	50%	50%
	1.蒐集資料	6%	5%
能力	2.探索和發現	11%	10%
	3.運用知識	11%	10%
	4.想像和創造	6%	5%
	5.感覺和評價	6%	5%
	6.科學探究	—	5%
	1.具有尋根究底、樂於探索新事物的態度	10%	10%

Primary 6

常識科		上	下
知識	1.對各單元有基本的認識	55%	55%
	1.蒐集資料	7%	5%
能力	2.探索和發現	7%	6%
	3.運用知識	7%	6%
	4.想像和創造	7%	6%
	5.感覺和評價	7%	6%
	6.科學探究	—	6%
	1.具有尋根究底、樂於探索新事物的態度	10%	10%

- ❖ The student report card is re-designed to incorporate descriptive comments on students' development of generic skills and attitudes.



- (5) Inform parents of the rationale underpinning the change in assessment practices through regular newsletters, circulars, parents' meetings and the school annual report.

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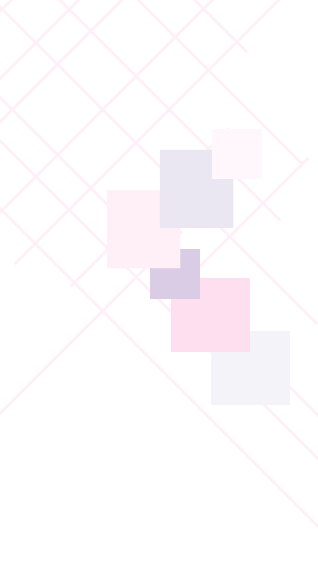
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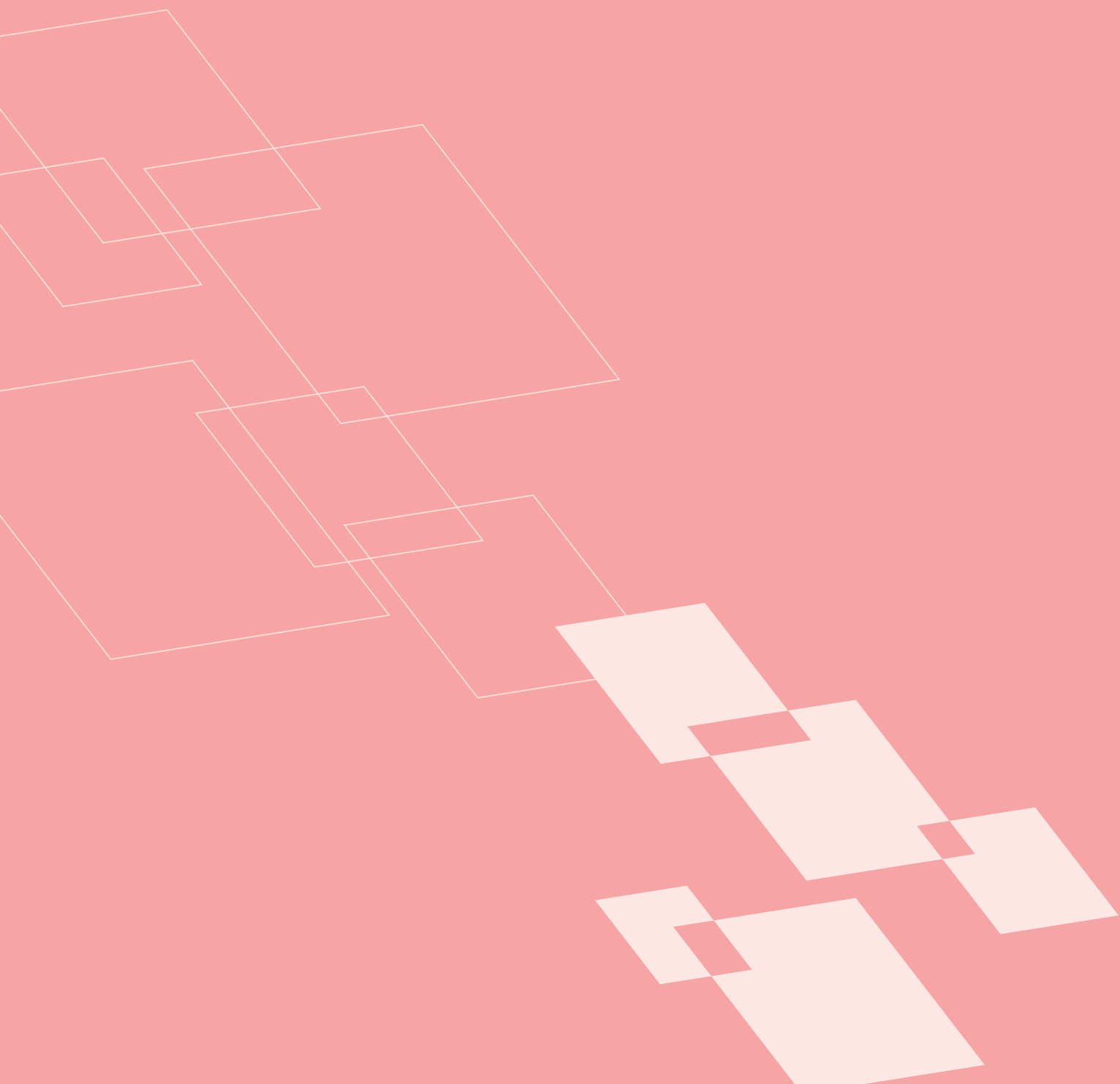
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

6

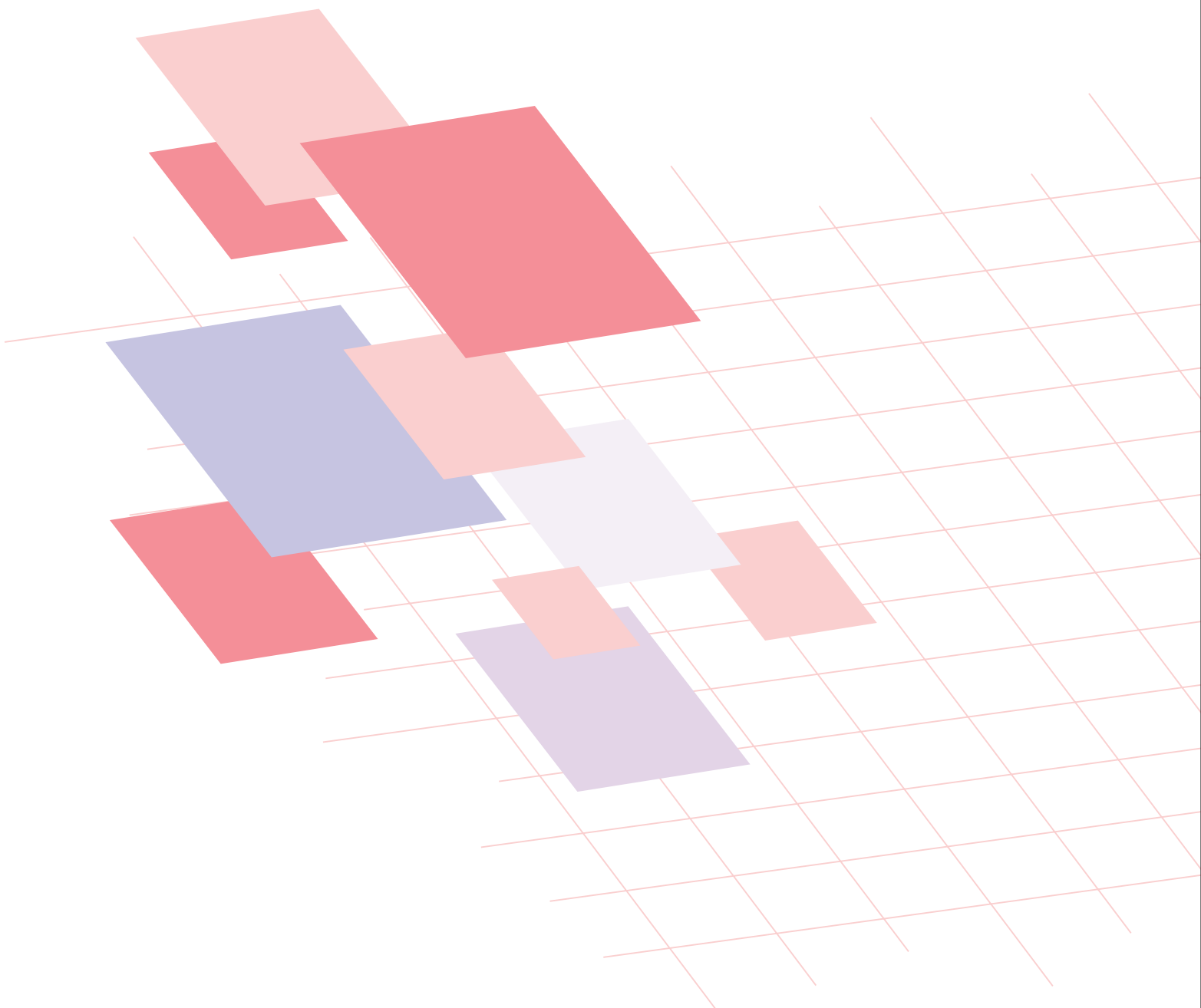
Life-wide Learning – Enriching Learning through Authentic Experiences



6



Life-wide Learning – Enriching Learning through Authentic Experiences



Life-wide Learning – Enriching Learning through Authentic Experiences

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

6.1	Purpose of the Booklet	1
6.2	Aims and Meaning of Life-wide Learning	1
6.3	Life-wide Learning for the Five Essential Learning Experiences	2
6.4	Action Planning for Life-wide Learning in the Whole-school Curriculum	4
6.4.1	<i>Key Emphases of Life-wide Learning for Whole-school Curriculum at Different Key Stages</i>	5
6.4.2	<i>Complementing Classroom Learning in Key Learning Areas with Life-wide Learning</i>	8
6.4.3	<i>Enriching Essential Learning Experiences through Life-wide Learning</i>	9
6.4.4	<i>Key Questions and Considerations for Life-wide Learning Opportunities</i>	12
6.5	Issues in Life-wide Learning	15
	References	16

Life-wide Learning – Enriching Learning through Authentic Experiences

6.1 Purpose of the Booklet

The purpose of this booklet is to illustrate how schools could position life-wide learning appropriately in the curriculum, with a view to enriching student learning through providing authentic experiences for whole person development. The booklet highlights the principles and major issues to be considered when schools develop their action plans for life-wide learning.

6.2 Aims and Meaning of Life-wide Learning

Life-wide learning refers to **student learning in real contexts and authentic settings**. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. For instance, the development of problem solving skills in daily life, and certain positive attitudes towards the improvement of society and mankind in general requires contact with a lot of different people and a variety of environments and situations. **The experiential learning acquired through life-wide learning helps students to achieve the aims of whole-person development and enables them to develop the life-long learning capabilities** that are needed in our ever-changing society.

For Reflection and Action

- * Discuss with members of your school / department whether they agree with the importance of life-wide learning.
- * Do you think it is necessary to review the aims of your school's policy on life-wide learning, or to reinforce the importance of it?

- ★ What are the strengths of your school in developing life-wide learning opportunities for students (e.g. diversity of activities, participation, interests of students, expertise)?
- ★ What kinds of student engagement and what learning processes were found to be effective in the past, and what ones were not?

6.3 Life-Wide Learning for the Five Essential Learning Experiences

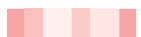
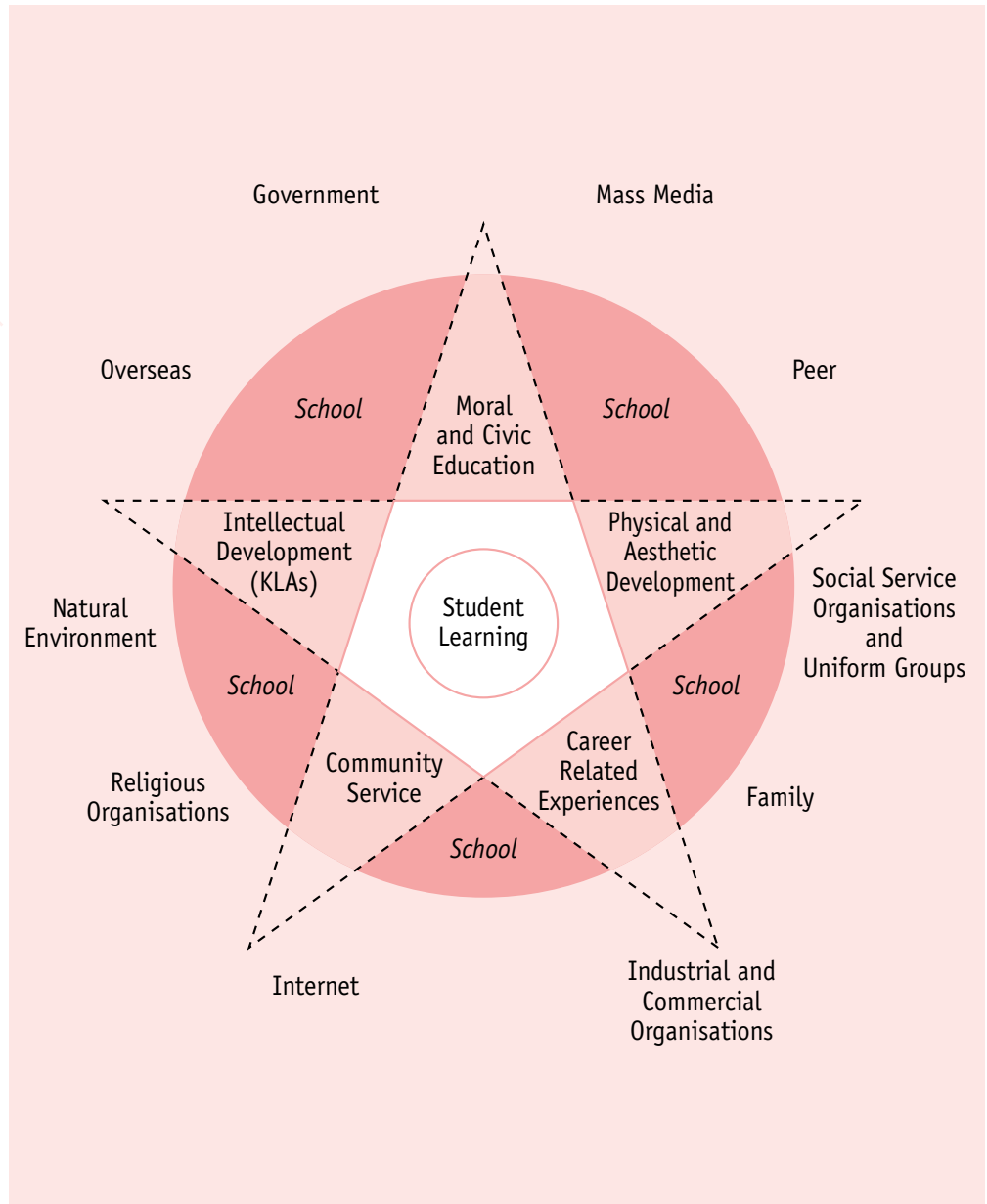
All students should be provided with life-wide learning opportunities to help them to gain the following five essential learning experiences.

- ❖ Intellectual Development (mostly through classroom learning in KLAs)
- ❖ Moral and Civic Education (character formation)
- ❖ Community Service
- ❖ Physical and Aesthetic Development
- ❖ Career-related Experiences



The following diagram shows that life-wide learning for the five essential learning experiences can take place outside the school in different contexts, and different organisations may offer related learning opportunities.

Different Contexts for Life-wide Learning



6.4 Action Planning for Life-wide Learning in the Whole-school Curriculum

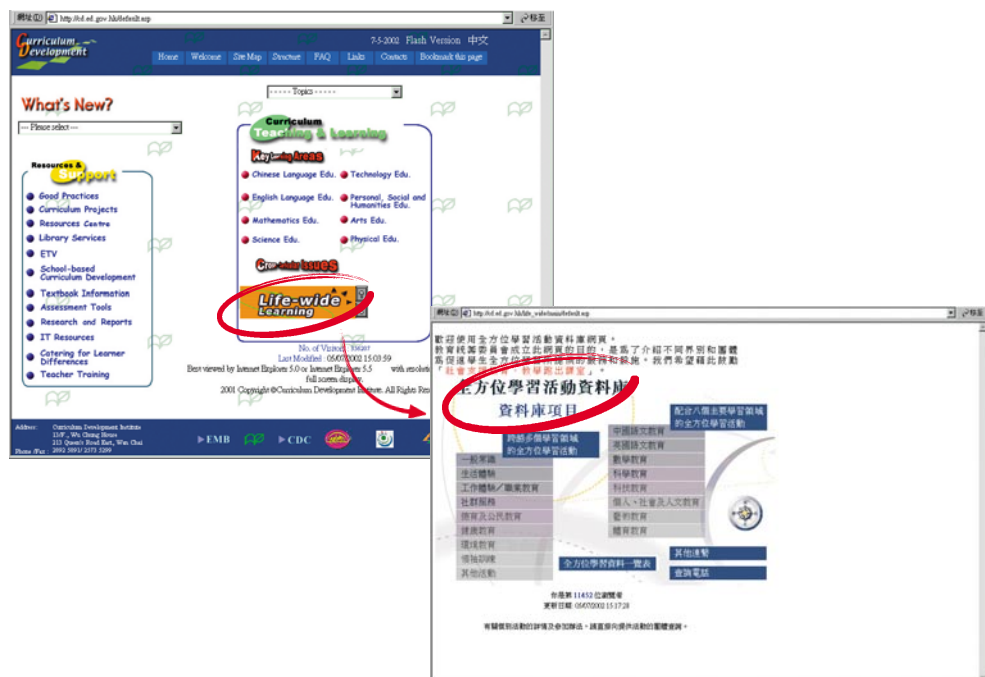
Planning for life-wide learning in the whole-school curriculum essentially involves deciding which **learning goals, aims and objectives of Key Learning Areas or cross Key Learning Areas can be more effectively achieved through learning activities outside the classroom than inside it**, when conditions allow. Schools should develop strategies to ensure that students engage in meaningful learning experiences appropriate to the aims of school education. The resource bank at the following website suggests relevant learning contexts and activities in Hong Kong for the reference of schools.

<http://cd.ed.gov.hk/resourcebank>



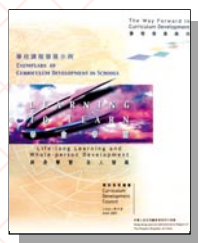
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http://cd.ed.gov.hk/life_wide/main/default.asp



(Screens captured on 7th May 2002)

The following steps may be taken to develop a yearly plan for the specific aims of life-wide learning suited to a school:



Exemplars of Curriculum Development in Schools Part IV (1,2,3,4)

6.4.1 Key Emphases of Life-wide Learning for Whole-school Curriculum at Different Key Stages

In general, as the students' range of subject knowledge and social contacts gradually widens, the contexts for life-wide learning can also be broadened to accommodate a greater range of learning opportunities. The emphases in life-wide learning from Key Stage 1 to Key Stage 3 can be summarised as follows:

(1) Key Stage 1 (Primary 1-3)

- ❖ Use life-wide learning to **complement the classroom study** of Chinese Language Education, English Language Education, Mathematics Education, Arts Education Key Learning Areas and General Studies for Primary Schools in order to make students more aware of real life situation and satisfy their curiosity and creativity.
- ❖ Provide opportunities for physical and aesthetic experiences and life experiences in Moral and Civic Education in a safe environment.
- ❖ Use the neighbourhood as a starting point to help students to develop a strong sense of personal responsibility and belonging to the community.
- ❖ Students at this key stage are considered too young for obtaining career-related experiences in an actual working environment.

(2) Key Stage 2 (Primary 4-6)

- ❖ Apart from using activities to complement the classroom study of Key Learning Areas and General Studies for Primary Schools, **extend opportunities for other learning experiences such as community service** to contexts outside the school premises, neighbouring districts, or even outside Hong Kong.
- ❖ Students can gradually be exposed to different professions and jobs available in Hong Kong to satisfy their interests and aspirations.

- ❖ Harness more community resources to provide a broader choice of learning opportunities for students than would be possible within the school. For example, different government departments, non-government organisations (NGOs), uniform groups, or employers keen on education can become partners.

(3) Key Stage 3 (Secondary 1-3)

- ❖ Use life-wide learning opportunities to **enrich and extend learning in Key Learning Areas in the acquisition and construction of knowledge** as the intellectual abilities of students grow.
- ❖ Provide more integrated learning opportunities for adolescents for moral growth, civic participation, application of knowledge learned in Key Learning Areas and of generic skills (e.g. critical thinking, problem-solving, communication, self-management) in authentic situations. This will equip students for the challenges they will face as adults.
- ❖ Continue to provide physical and aesthetic experiences which play a significant role in health and in the search for quality living.
- ❖ Arouse career and further study awareness among students, **and expose them to a wide range of career-opportunities and further study possibilities** more systematically, coupled with guidance on personal goals, and consideration of their interests, abilities and aptitudes.



For Reflection and Action

Review the short-term emphases in curriculum reform for your school last year. The areas in which life-wide learning can be emphasised in your school / department this year are:

- in Key Learning Areas
- in Moral and Civic Education
- in other Key Tasks (Reading to Learn, Project Learning, Information Technology for Interactive Learning)
- ★ Have a brainstorming session / focus meeting with all panel chairpersons and teachers in charge of functions involving life-wide learning activities.
- ★ What are the strengths of your school? (expertise of teachers, parent support, effectiveness of previous activities, achievement of aims, motivation of students, relevance to current needs)
- ★ Lay down some principles for life-wide learning activities for the school this year with regard to the following: priority learning goals / aims, nature of process / activities, possible integration, workload of students / teachers, cost, time, etc.

6.4.2 Complementing Classroom Learning in KLA with Life-wide Learning

For Reflection and Action

- ★ Reflect upon areas of learning in the various Key Learning Areas that would be more effectively learned outside the classroom.



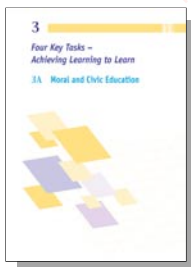
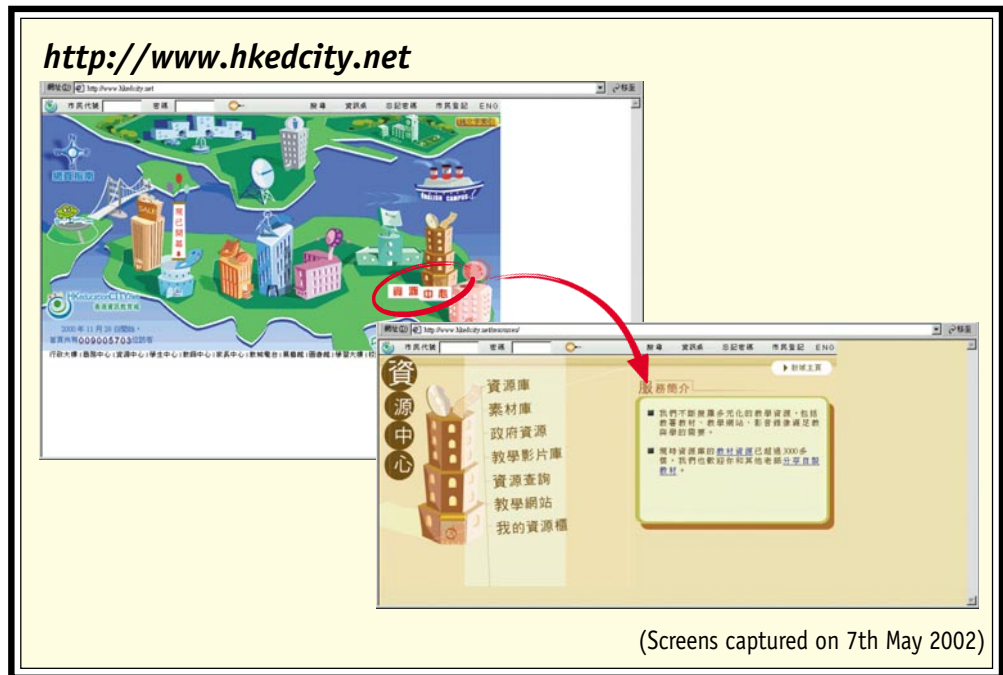
- ★ Identify new learning targets / objectives / areas in which life-wide learning activities could be used to complement Key Learning Area studies (for Key Stage 2 or 3).



http://cd.ed.gov.hk/life_wide/main/default.asp

組織名稱	Name of Organization	Telephone No.	Fax No.	Web Site	Type
1 康樂及文化事務署	Amateur, Leisure and Convalescence Department	2768885	2711 1771	http://www.ald.gov.hk/leisure/index_e.htm	○
2 康樂署	Amateur and Convalescence Department	2867 9028	2588 0265	http://www.ald.gov.hk/	○
3 醫務署	Amateur Services Department	26596210	2524 2387	http://www.sdh.gov.hk/	○
4 醫務署	Amateur Services Department	27622033	2713 5245	http://www.sdh.gov.hk/	○
5 醫務署	Amateur Services Department	26261654	26434051	http://www.sdh.gov.hk/health/children.html	○
6 醫務署	Amateur Services Department	27624807	2802 4300	http://www.sdh.gov.hk/health/children.html	○
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8 醫務署	Amateur Services Department	26514322	2669 0093	http://www.sdh.gov.hk/health/index.htm	○
9 醫務署	Amateur Services Department	27625111	2714 0546	http://www.sdh.gov.hk/health/children.htm	○
10 醫務署	Amateur Services Department	22253871	2514 4552	http://www.sdh.gov.hk/	○
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12 醫務署	Amateur Services Department	2711 3713	2602 0164	http://www.commissioners.gov.hk/	○
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14 醫務署	Amateur Services Department	2871 8660	2671 8602	http://www.sdh.gov.hk/health/index.htm	○
15 醫務署	Amateur Services Department	2891 0088	2891 0052	http://www.sdh.gov.hk/	○
16 醫務署	Amateur Services Department	2888 3620	2890 7493	http://www.sdh.gov.hk/	○
17 醫務署	Amateur Services Department	2833 1018	2833 2015	http://www.sdh.gov.hk/health/index.htm	○
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19 醫務署	Amateur Services Department	2867 5378	2877 9387	http://www.sdh.gov.hk/health/index.htm	○
20 醫務署	Amateur Services Department	2495 8211	2713 8428	http://www.sdh.gov.hk/	○
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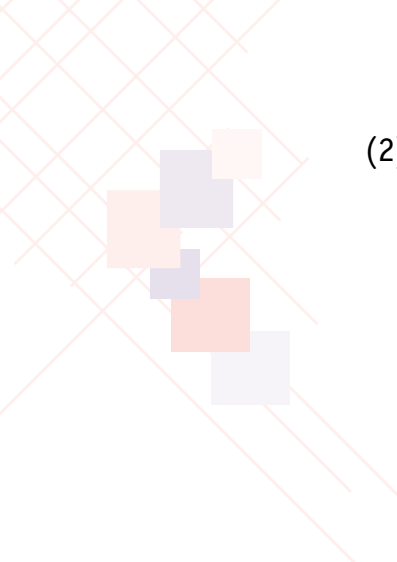
6.4.3 Enriching Essential Learning Experiences through Life-wide Learning

(1) Moral and Civic Education

Life-wide learning opportunities would enhance the effectiveness of Moral and Civic Education through emphasising the suitable / authentic contexts outside the classrooms. There is a rich repertoire of experiences of achieving personal and social (knowledge, skills, values and attitudes) aims in schools in Hong Kong and similar experiences in other relevant organisations.

For Reflection and Action

- ★ What is the emphasis / main aim of Moral and Civic Education in this school year?
- ★ What life-wide learning activities would be most suited to achieve the short-term aims of Moral and Civic Education in your school, taking into consideration the past experiences in Moral and Civic Education (e.g. effectiveness of activities, motivation of students)?
- ★ How would you fit the activities into the yearly plan?

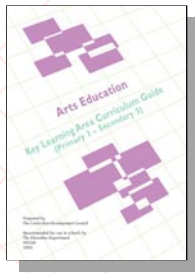


(2) Community Service

Community Service is effective for developing the empathy, social concern and respect for different groups in society as well as values and attitudes for Moral and Civic Education. Through contact with different sectors, students would develop interest or expertise in certain areas which are aspiring to them, and at the same time feel committed to help society to improve those areas, e.g. medicine, tourism, housing, social welfare. This is often the seedbed of our future society leaders.

For Reflection and Action

- * What community service experiences were offered to students in the past? What should be avoided / improved?
- * What particular learning aim would the school like to achieve through community service by students?
- * What services would the school harness/organise to provide learning opportunities for students to achieve the particular aim?
- * What other activity might be appropriate for achieving the aim?
- * Would the activity also achieve other aims in Moral and Civic Education? How would you integrate learning processes / activities to achieve multiple aims?
- * How do you ensure that every student would benefit from community service or serving others before they leave school?



(3) Physical and Aesthetic Experiences

Opportunities for experiences outside the school / classroom to complement studies in Physical Education and Arts Education should be explored and valued.

For Reflection and Action

- ★ Is every student in your school able to benefit from opportunities for physical and aesthetic experiences? How effective are such experiences in the learning process?
- ★ How do you strengthen the provision of such learning opportunities if there are resource or attitudinal constraints, e.g. survey the interest of students, identify cost-effective activities, harness outside resources or parent support, help students to develop an understanding of the importance of such activities to learning?

(4) Career-related Experiences

Students can be guided to learn more about the world of work from upper primary upwards. They should be gradually more exposed to it as they proceed to junior secondary and senior secondary levels. Some of the career-related experiences are connected to particular Key Learning Areas, e.g. Technology Education Key Learning Area. The careers masters / mistresses in school can help to coordinate such experiences to prepare students for their future career.

For Reflection and Action

- ★ What are the strengths of the school (e.g. relation with employers, contribution of parents, old boys and girls)?



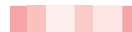
- ★ Is every student in your school able to benefit from opportunities for career-related experiences, and how effective are they to student learning?
- ★ How do you strengthen the provision of career-related experiences in the face of resource and other constraints, e.g. survey the interest of students, identify more cost-effective activities, harness outside resources or parent support, help students to see the importance of such learning experiences?

6.4.4 Key Questions and Considerations for Life-wide Learning Opportunities

The following table provides a summary of key considerations for planning, conducting and evaluating life-wide learning for students:

Key Questions	Points for Consideration	Remarks
What to plan in the curriculum?	<ul style="list-style-type: none"> ❖ Emphases in each Key Stage, KLA and / or cross-KLA learning ❖ The learning objectives to be achieved ❖ The types of essential learning experiences to be provided ❖ Any overlapping efforts or gap areas? 	<ul style="list-style-type: none"> ❖ Coordination with different subject departments and/or areas of learning needed ❖ Design of manual / information sheet (for parents / teachers / leaders) / worksheets

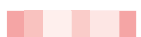
Key Questions	Points for Consideration	Remarks
Who will be involved?	<ul style="list-style-type: none"> ❖ Those with experience and expertise in helping the school before ❖ Students of different levels ❖ Individual students / small groups / whole class ❖ Teachers / teaching assistants / other staff members / parents / senior students as supervisors / leaders / mentors ❖ Experts or professionals from outside school as advisors / speakers / leaders ❖ Other schools / groups / organisations as partners ❖ Training of teachers / mentors / leaders 	<ul style="list-style-type: none"> ❖ Early involvement will bear better results ❖ Roles of different key players to be defined ❖ Respond to the needs of any students who are under-privileged
Where will learning take place?	<ul style="list-style-type: none"> ❖ Within school, in the vicinity of the school, in a neighbouring district or other districts? ❖ Indoors or outdoors? Countryside or within urban areas? ❖ Within or outside Hong Kong territory? 	<ul style="list-style-type: none"> ❖ Permission or approval for using public utilities to be sought ❖ Facilities or equipment required ❖ Safety measures / insurance ❖ Transport to be used ❖ Contact established with related bodies / organisations



Key Questions	Points for Consideration	Remarks
<p>What to emphasise in the student learning process?</p>	<ul style="list-style-type: none"> ❖ The learning aims / objectives are made clear to students (e.g. briefing) ❖ The learning experience and contexts are consistent with the aims or objectives ❖ Engage students all the time in meaningful learning activities designed to meet the objectives ❖ Provide opportunities for students to reflect 	<ul style="list-style-type: none"> ❖ Provide opportunities for students to reflect on their growth in learning ❖ A student portfolio to help collect evidence of significant learning progress throughout the key stage
<p>What and how to assess and evaluate?</p>	<ul style="list-style-type: none"> ❖ Assessing or evaluating student learning (e.g. through observation of attitude change, reflective diary, sharing of experiences, exhibition of achievement, portfolio) ❖ Presentation or exhibition of work ❖ Debriefing sessions ❖ The practices or procedures to follow ❖ Financial and administrative support required ❖ Overall evaluation of the project / programme ❖ School-initiated / joint efforts / participating in community-based projects 	<ul style="list-style-type: none"> ❖ Information and professional advice required ❖ Type of recording tool to keep track of students' progress ❖ Method to obtain feedback from students and other stakeholders ❖ Reporting method

6.5 Issues in Life-wide Learning

- ❖ **It is not quantity but quality that matters**, i.e. teachers need to ensure that the experience is aligned with the aim being pursued, and that the students reflect on what has occurred and learn from it.
- ❖ Life-wide learning is not a reward for good students only. It is important to provide opportunities for all students to develop their potential in different ways.
- ❖ The focus of life-wide learning should be on the learning aims, targets, objectives and processes; the “activity formats” are merely the means to the end. As learning is situated in specific socio-cultural contexts, teachers or organisers of learning opportunities are advised to be sensitive to different students’ needs and to adapt the related activities accordingly.
- ❖ Cost-effectiveness should be considered when planning life-wide learning activities. Schools should not think that the more expensive life-wide learning activities are necessarily more effective than those that cost less. It is important not to deprive students from less favourable socio-economic background from taking part in such learning activities.
- ❖ Life-wide learning is not a combination of unconnected activities. To ensure that life-wide learning is conducive to the long-term personal development of students during schooling, it is necessary for schools to develop a **system** to facilitate it, to establish **networking** to enhance it, and to use **continuous assessment** for the improvement of it.



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The following references are by no means exhaustive. They are listed as examples for reader's convenient referral.

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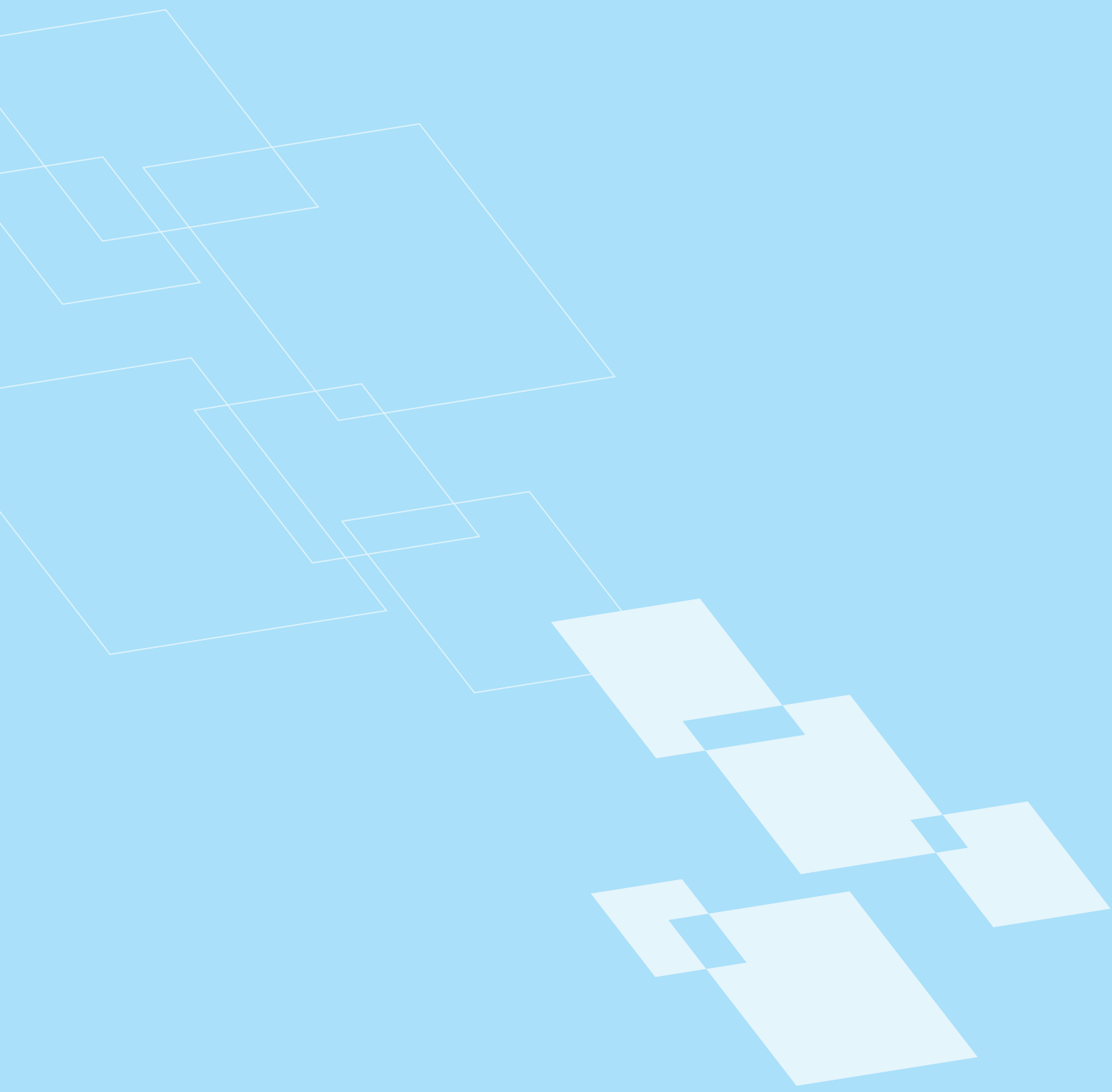
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

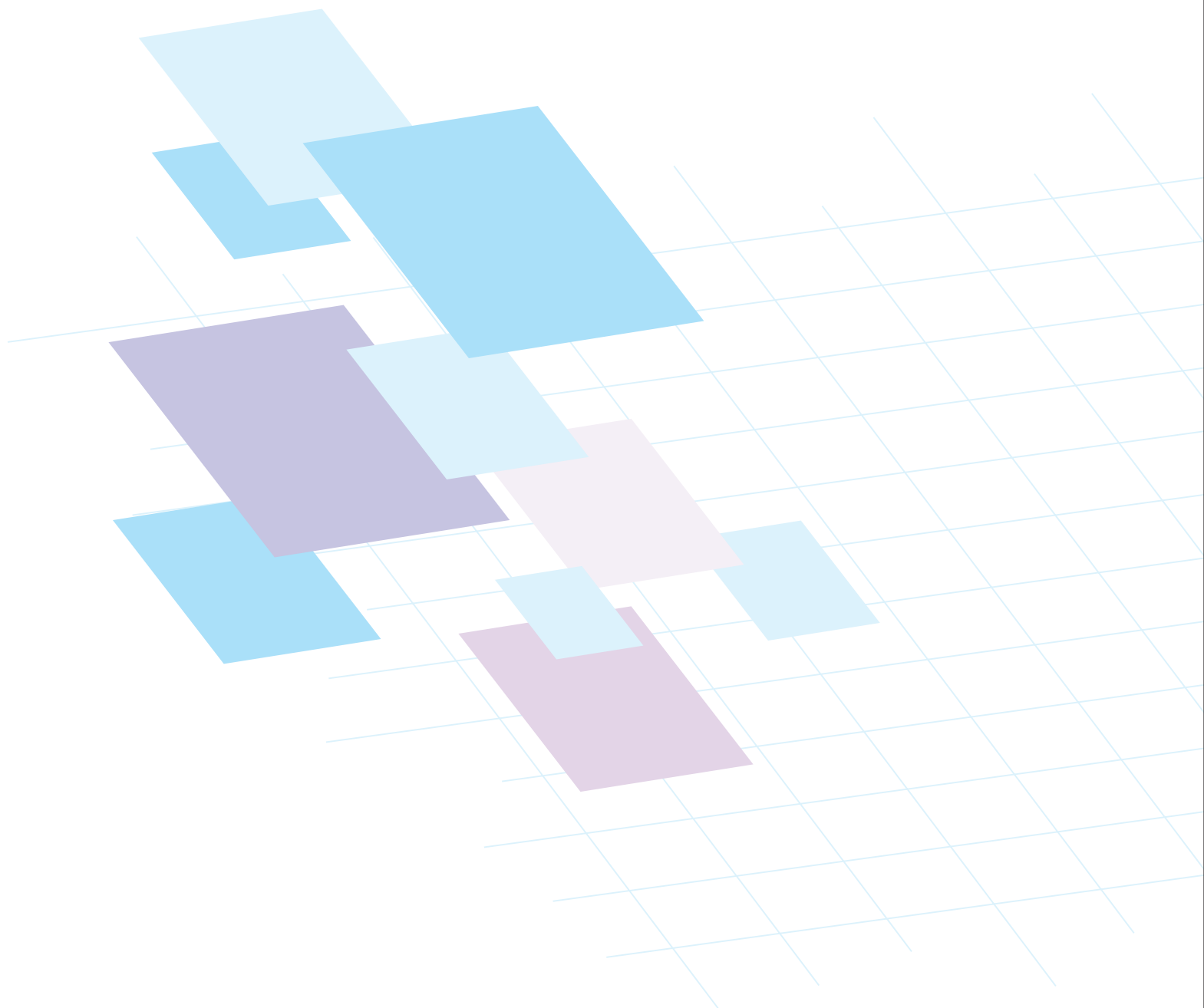
7

Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning



7

Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning



Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

7.1	Purpose of the Booklet	1
7.2	Purpose and Function of Learning and Teaching Resources	1
7.3	Effective Use of Textbooks and Other Learning and Teaching Resources	2
7.3.1	<i>Selection of Textbooks and Other Learning and Teaching Resources</i>	2
7.3.2	<i>Making Effective Use of Textbooks and Other Learning and Teaching Resources</i>	4
7.3.3	<i>Sharing of Learning and Teaching Resources</i>	5
7.4	School Library Development and Resources	7
7.4.1	<i>Functions of the School Library</i>	7
7.4.2	<i>Operation of a School Library</i>	8
7.4.3	<i>Role of a Teacher-Librarian</i>	9
7.4.4	<i>Facilitating Conditions for School Library Development</i>	12
7.4.5	<i>Effective Functioning of the School Library in Support of Student Learning</i>	13
7.4.6	<i>Support to Schools in Developing an Effective School Library</i>	14
7.5	Flexible Use of Other Resources	15
7.5.1	<i>The Use of Relevant Grants</i>	15
7.5.2	<i>Learning and Teaching Resources Provided by the Education Department</i>	15
	References	17

Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning

Cross-Reference



(only Chinese version is available)

7.1 Purpose of the Booklet

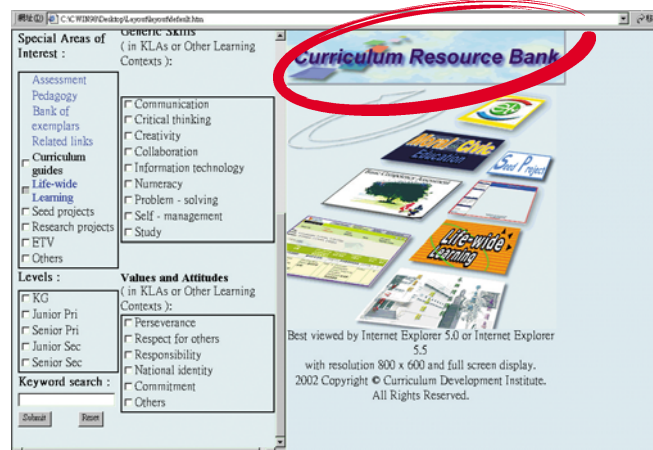
This booklet helps to illustrate the importance of selecting and making effective use of quality learning and teaching resources, including textbooks, to enhance student learning. In order to develop students as life-long learners, schools should also recognise the need to improve the school library service towards helping students learning to learn. **This booklet could be read in conjunction with *Learning to Learn: Support Learning and Teaching through School Library Services (CDI, 2002)*.**

7.2 Purpose and Function of Learning and Teaching Resources

The purpose of learning and teaching resources is to provide a basis for learning experiences for students. Learning resources include not only textbooks, workbooks, and audio-visual teaching aids produced by the Education Department (ED) or other organisations but also web-based learning materials, IT software, the Internet, the media, resources in the natural environment, people, libraries, etc. All of these should be drawn upon to help students to learn, broaden their learning experiences and meet different learning needs. If used effectively, they will help students to construct knowledge for themselves, and develop the learning strategies, generic skills, values and attitudes they need, thus laying a solid foundation for lifelong learning.

<http://cd.ed.gov.hk/resourcebank>

Cross-Reference



(Screen captured on 3rd June 2002)

For Reflection and Action

Discuss with your colleagues the following questions:

- * What do learning and teaching resources mean to you?
- * What kind of learning and teaching resources do you make use of in your school? Do they serve the purposes described above?


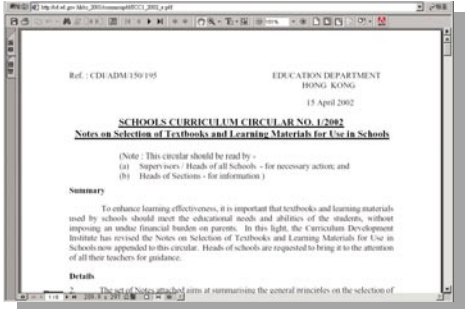
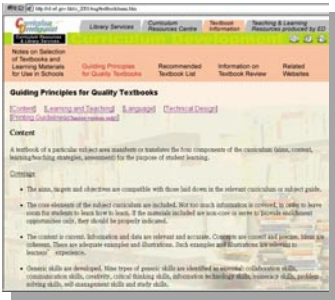
7.3 Effective Use of Textbooks and Other Learning and Teaching Resources

7.3.1 Selection of Textbooks and Other Learning and Teaching Resources

The basic considerations in the selection of textbooks and other learning and teaching resources are:

- ❖ Textbooks should be written in line with the curriculum aims and contain the core elements of the curriculum.
- ❖ They should arouse students' interest and engage them actively in learning tasks.
- ❖ They should provide access to knowledge as well as scaffolding to help students to progress in their learning.
- ❖ They should cater for students' individual differences by providing learning activities at different levels of difficulty and a variety of different learning experiences.
- ❖ Learning resources used in addition to textbooks should promote independent learning by complementing and extending what students have learnt in class.
- ❖ Well-designed textbooks and other learning and teaching resources should facilitate discussion and further inquiry.

Some tools to help the selection of textbooks and other learning and teaching resources are listed below:


Tools	Purposes
<p>1. Recommended Textbook List</p> <p>http://cd.ed.gov.hk/cr_2001/eng/textbook/textbook.htm</p> 	<p>❖ It helps school to make an appropriate choice of textbooks and other learning materials.</p> <p>(Screen captured on 8th June 2002)</p>
<p>2. Notes on Selection of Textbooks and Other Learning Materials for Use in Schools</p> <p>http://cd.ed.gov.hk/cr_2001/commonpdf/SCC1_2002_e.pdf</p> 	<p>❖ This is issued annually through a school circular. It helps to give guidance to schools on textbook selection.</p> <p>(Screen captured on 8th June 2002)</p>
<p>3. Selection criteria based on Guiding Principles for Quality Textbooks</p> <p>http://cd.ed.gov.hk/cr_2001/eng/textbook/main.htm</p> 	<p>❖ Teachers can refer to the criteria in selecting textbooks as well as other learning and teaching resources.</p> <p>(Screen captured on 8th June 2002)</p>

7.3.2 *Making Effective Use of Textbooks and Other Learning and Teaching Resources*

- ❖ Textbooks are only tools to bring about learning. They are not the curriculum itself. Teachers should exercise professional judgement on whether to cover all the materials in the textbook or not.
- ❖ Select relevant materials from textbooks to achieve the learning objectives of the curriculum and cover at least the basic elements. Teachers should decide on the use of other supplementary learning and teaching resources to support student learning.
- ❖ Teachers should avoid using workbooks / supplementary exercises associated with particular textbooks indiscriminately in order to leave space for students to engage in a range of meaningful learning tasks. They should pick and choose amongst the material provided.
- ❖ Adapt textbooks and other learning and teaching resources to meet the needs and abilities of different students.
- ❖ Use other learning and teaching resources, such as reference books, multimedia resources, web-based materials, etc., to bring real world problems into the classroom, and help students to see the relevance of what they are learning and achieve a wider understanding of the related issues.
- ❖ Do not just use information obtained from reference books, the Internet, people and / or the media, etc. for students to summarise. Such resources should be used to encourage students to define problems or issues, conduct research, and create a product that reflects their learning.

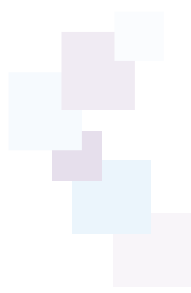
For Reflection and Action

- * Are there any clearly laid-down principles on the selection of textbooks and other learning and teaching resources in your school?

- 
- * Are textbooks the only tool used in student learning in your school? Has the content of textbooks been adapted to cater for the needs of students?
 - * Has the use of workbooks been put under review in your school?
 - * What criteria do you use in the selection of learning and teaching resources? What role(s) should resources play in bringing about student learning?
 - * Is there a prescribed list of references or supporting materials for students in your school? Have students and parents provided any feedback on these? Are the intended purposes of these resources achieved?

7.3.3 *Sharing of Learning and Teaching Resources*

Schools should make arrangements and provide the following opportunities:

- 
- ❖ Teachers and students share learning and teaching resources through the Intranet or other means within the school.
 - ❖ Teachers might reflect on their teaching when using different types of learning and teaching resources, and form professional development groups for the exchange of experiences.
 - ❖ Teacher-librarians and different Key Learning Area / subject teachers might collaborate in implementing resource-based learning to break the textbook-driven culture.
 - ❖ Put some copies of reference materials or story books in classrooms or the school library for rotational use by students. The costs can be shared among students, where appropriate.

A web-based discussion platform called “Textbook World” has been set up in HKeducationCITY for teachers to share their experiences on the use of individual textbooks. They can comment on the content, learning and teaching, language and design of textbooks.


<http://iworld.hkedcity.net/textbook>



(Screens captured on 3rd June 2002)

For Reflection and Action

- ★ Have the teachers or students of your school developed a culture of sharing learning and teaching resources? How can you provide facilitating factors to encourage the development of this culture?
- ★ What collaborative efforts have been made between the teacher-librarian and the subject teachers in implementing resource-based learning?
- ★ Are students encouraged to build up a class collection of reading materials? How can this be achieved?

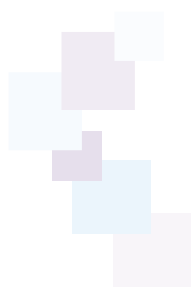
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- ★ Have you used any channel to exchange views with colleagues or other teachers on textbooks? Do you think this is useful in raising teachers' awareness of the quality of textbooks and other learning and teaching materials as well as the need to select them carefully?

7.4 School Library Development and Resources

Facilitating access to knowledge and information is pivotal to the successful development of independent, life-long learners. The school library plays a significant role in this.

7.4.1 Functions of the School Library

Through purposeful provision of a diverse reading and learning resource collection, the school library provides opportunities for students to take pleasure and make meaning out of reading, and enables them to learn how to deal confidently and competently with the plethora of information available. The core functions of a school library are to provide:

- ❖ a resource centre where students and teachers read, share, learn and grow through interacting systematically with ample information in a variety of formats
 - ❖ a conducive physical environment, equipped with traditional, technological and human resources, for students to engage in enjoyable reading and the development of critical reflection and purposeful learning
 - ❖ a virtual dimension in which to conduct inquiry, use information technology to navigate for information and create knowledge independently or collaboratively
- 

7.4.2 Operation of a School Library

With the introduction of information technology and the Internet to schools, the school library can provide learning opportunities beyond the traditional services of book purchasing and lending. Teacher-librarians, through careful planning with principals and teachers, will ensure the successful implementation of the following:

1. Resources

- ❖ Ready-to-use learning and teaching references and reading materials managed through an automated library system on the Intranet / Internet and maintained with the support of students / parent volunteers and / or clerical staff
- ❖ Multimedia resources focused on the overall school curriculum and the varied needs, reading levels and interests of students

2. Programmes

- ❖ Independent programmes or collaborative teaching projects developed with subject teachers to equip students with study and information skills
- ❖ Reading programmes for different purposes, such as story-telling, shared reading, reading for projects across the curriculum, reading schemes, etc.

3. Human Resource Management

- ❖ Conduct training for student-librarians, parent volunteers, supporting staff who assist in the operation and activities of the school library
- ❖ Hold / participate in professional sharing with teachers and fellow teacher-librarians

4. Technical Management

- ❖ Annual plan including budget planning, operational planning, scheduling, collaborative planning with teachers and parents
- ❖ Collection building including collection development policy, sourcing and selection of library resources, cataloguing
- ❖ Collection maintenance including library automation, IT facilities and application, lending and usage policy, collection and usage assessment
- ❖ Marketing and publicity such as signs, posters, notices, campaigns, communication with teachers and parents, user feedback and survey

7.4.3 Role of a Teacher-Librarian

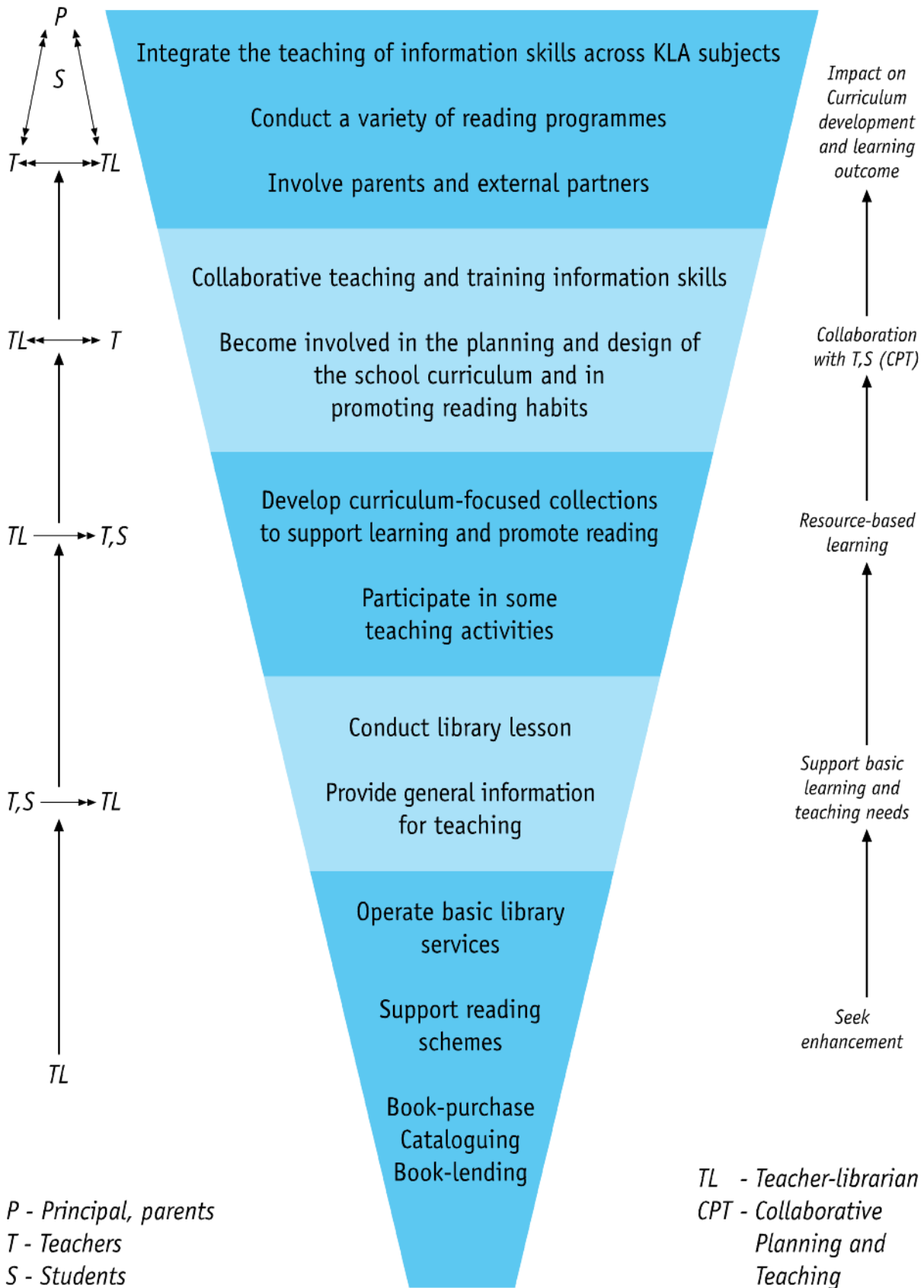
The role of a teacher-librarian has evolved from that of “keeper of the books” to “information specialist”. A teacher-librarian, besides planning and managing the daily operations of the school library, plays the key role as a:

- ❖ reading resource and programme coordinator: coordinating and managing reading materials and curriculum-related resources to support the development of reading and of learning through reading
- ❖ information and media specialist: developing students’ information skills and attitudes in using information from all formats and contexts appropriately and ethically
- ❖ teaching partner: supporting the studies in Key Learning Areas, teaching and assessment
- ❖ curriculum facilitator: working with teachers to identify student needs, required curriculum content, appropriate information resources to develop school-based curriculum strategies such as project learning and life-wide learning activities

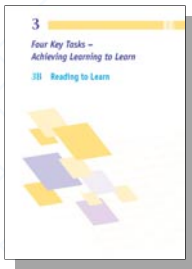
The following diagram illustrates how the enhancement of school library services facilitates learning to learn.

The Enhancement of School Library Services and Learning To Learn

Students learn to learn



Teacher-librarian's involvement in learning is minimal



The roles to be played by different school members in the promotion of effective library services are as follows:

❖ The Principal

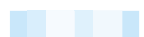
- ▶ Appreciate the importance of school library services to student reading and learning
- ▶ Appoint a trained and full-time teacher-librarian if applicable
- ▶ Ensure a team-built library collection based on the school-based curriculum and student needs
- ▶ Provide a technology-rich environment, including networks, hardware, software and technical support, for applying and using information in diverse formats and in a wide range of content areas
- ▶ Allocate time and resources to encourage and support collaborative planning and teaching among teachers and the teacher-librarian

❖ The Teachers

- ▶ Integrate reading tasks and the use of authentic information in regular learning activities and project learning
- ▶ Work in partnership with the teacher-librarian to develop student's information skills, select and provide access to resources, and engage in collaborative teaching and curriculum development
- ▶ Jointly plan and develop strategies with the teacher-librarian for promoting reading interest among students and their use of diverse source of information
- ▶ Be a role-model: read regularly and use diverse information resources for teaching, personal and social purposes

❖ The Teacher-librarian

- ▶ Maintain a flexible attitude and attend to the individual needs and differences of students and teachers
- ▶ Develop a collaborative relationship with principals, teaching colleagues and parents
- ▶ Extend the network / communication channels and professional development opportunities



- ▶ Review the strengths and weaknesses of the existing library services and programmes, and prepare enhancement plans
- ▶ Discuss with and seek advice from colleagues, principals, fellow librarians and parents
- ▶ Be a role-model: extend information skills and generic skills for personal development and life-long learning

7.4.4 Facilitating Conditions for School Library Development

(1) Schools with a central library



Build on strengths


- ❖ Maximise the use of the library funds and other relevant funding for updating equipment, resources and IT facilities
- ❖ Set up a library team to develop collections and programmes
- ❖ Ensure that teachers and the teacher-librarian attend relevant professional development programmes

Create time and space

- ❖ Involve the teacher-librarian in planning and coordinating reading programmes, developing students' information and generic skills, and collaborative teaching
- ❖ Provide training for and delegate meaningful responsibilities to student-librarians and library support staff
- ❖ Invite parents' participation in student learning activities, explore and use their expertise in enriching student learning, provide training for them in supporting library operations and activities

Choose the appropriate cut-in points

- ❖ Review the outcomes of the latest library programmes and activities
- ❖ Revise the next library annual plan and focus on manageable goals that enhance student learning
- ❖ Refer to the experience of other school libraries, seek advice from the Education Department

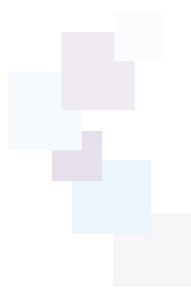
- 
- ❖ Set priorities, such as: renovate the physical / IT infrastructure, enhance the collections, train student-librarians / parents / library staff, plan reading promotion strategies, integrate generic/ information skills and reading tasks into the learning activities across the curriculum


(2) Schools without a library

Schools without a library should start a reading room / corner where reading and learning activities can be held and shared. Amassing quality reading materials in classroom reading corners is one way of starting up a central library. Reading funds can be pulled together for acquiring new reading resources based on the needs of students and the content of the curriculum. The use of information technology facilities maximises book-lending and increases access to information for students. Making use of the collections or Block Loan service from public libraries and the mobile library project also provides additional resources. Planning for a central library through School Improvement Project or other means is another option. Many of the facilitating conditions mentioned above for 'schools with a central library' can be used.

7.4.5 Effective Functioning of the School Library in Support of Student Learning

The functioning of the school library to support student learning is enhanced when:

- ❖ The school head leads and provides resources to develop quality library services for effective learning.
 - ❖ A collaborative culture between the teacher-librarian and teachers is established, and partnership with public libraries and community organisations to enhance information access and reading habits among students is brought about.
- 

- 
- ❖ The school library provides supports to implement the Four Key Tasks
 - ▶ Moral and Civic Education

Students recognise the importance of being a responsible and ethical user of learning and reading resources. They express respect for intellectual property by observing copyright, acknowledging sources of information and compiling a reference bibliography when necessary.
 - ▶ Reading to Learn

Learning is supported and achieved through the availability of reading and information from diverse sources and formats in the library.
 - ▶ Project Learning

Students master and apply information skills in finding, selecting, analysing and synthesising information from diverse sources and formats in project learning.
 - ▶ Information Technology for Interactive Learning

Students know how to find the information they need from the library automated catalogue and the Internet.

7.4.6 *Support to Schools in Developing an Effective School Library*

- ❖ The Education Department has published references for teacher-librarians on how to develop effective library services. Resource packages have also been developed for principals and teachers illustrating the support that library services can provide in enhancing learning and promoting reading.
- ❖ The Education Department organises regular seminars, workshops and sharing sessions for teacher-librarians and teachers on how to develop / make use of effective library services and promote reading among students.
- ❖ A collaborative research and development project is being undertaken to explore strategies and practices to enhance information skills and reading habits of students through collaborative teaching supported by teacher-librarians.
- ❖ A webiography is developed to suggest up-to-date well-written books and researches on the development of effective school library services for reference <<http://cd.ed.gov.hk/lib>>



(Screens captured on 10th May 2002)

7.5 Flexible Use of Other Resources

7.5.1 The Use of Relevant Grants

Schools should make good use of the different types of curriculum grants, subject grants and funds under the Operating Expenses Block Grant (OEBG) / Subject and Curriculum Block Grant to purchase learning and teaching materials which are in line with the aims of the school curriculum. Everyday authentic materials such as newspapers, magazines and pamphlets should be made available, so that students and teachers can flexibly complement textbook materials with these for learning and teaching.

7.5.2 Learning and Teaching Resources Provided by the Education Department

The following resources are provided to support school:

- ❖ Multimedia packages for different subject curricula
- ❖ Educational Television programmes and other multimedia developments

- ❖ Learning resources on HKeducationCITY website
- ❖ Curriculum Resource Bank
- ❖ Moral and Civic Education database
- ❖ Life-wide Learning database
- ❖ Exemplars of Curriculum Development in Schools
- ❖ Database of learning resources
- ❖ Guidebook / Tool Kits on different key tasks and themes
- ❖ Web-based Curriculum Planner
- ❖ Self-access learning materials for teachers on specific issues
- ❖ Action Research publications (e.g. school-based collaborative action research)
- ❖ Reports on research and development projects



For Reflection and Action

- * Are you aware of the above resources? What use has been made in your school of the various grants available to acquire relevant resources for learning and teaching?
- * How far have you integrated various resource packages into your teaching?

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The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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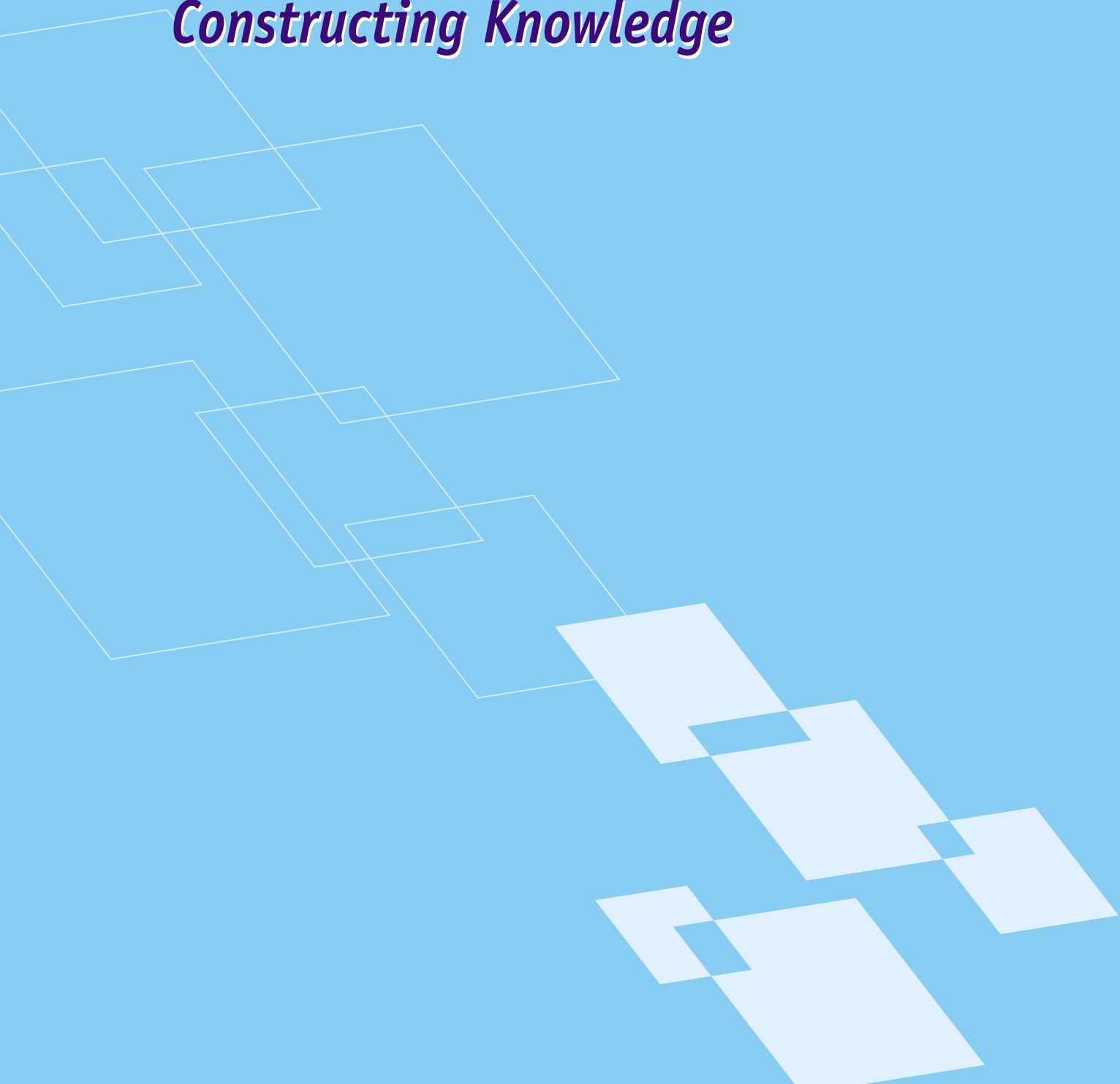
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

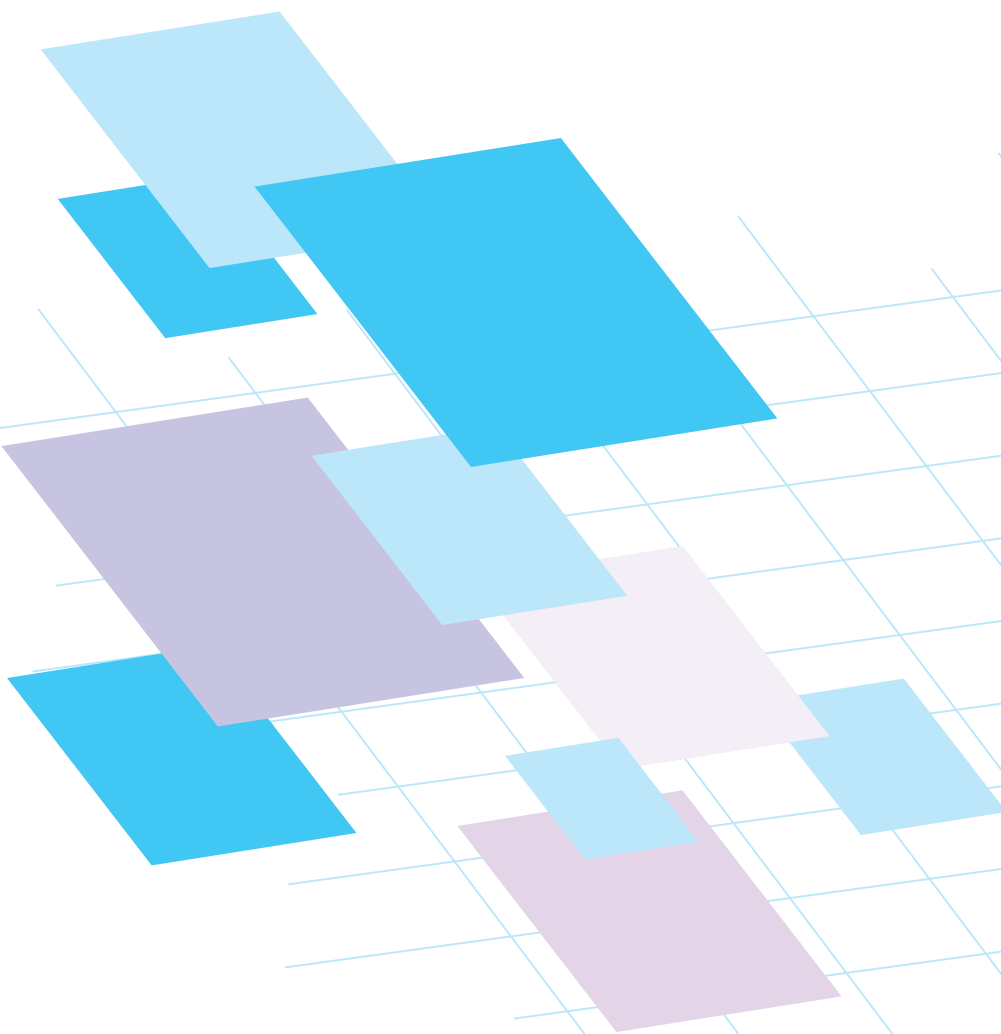
8

Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge



8

Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge



Meaningful Homework - Consolidating Learning, Deepening Understanding, and Constructing Knowledge

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

8.1	Purpose of the Booklet	1
8.2	The Position of Homework in the Learning, Teaching and Assessment Cycle	1
8.3	Setting Meaningful Homework	2
8.4	Frequency and Amount of Homework	5
8.5	Guidance and Feedback on Homework	7
	<i>8.5.1 Guidance on Homework</i>	<i>7</i>
	<i>8.5.2 Feedback on Homework</i>	<i>8</i>
8.6	Drawing Up a School Policy on Homework	9
8.7	The Role of Parents in Homework	10
	References	12

Meaningful Homework - Consolidating Learning, Deepening Understanding and Constructing Knowledge

8.1 Purpose of the Booklet

The purpose of this booklet is to help teachers, schools and parents to use homework positively and with discrimination to help students to learn better. Schools and teachers should reflect on the guidance and feedback they have been giving to students on their homework. They should also formulate a homework policy that takes into consideration the learning needs of students and the involvement of parents.

8.2 The Position of Homework in the Learning, Teaching and Assessment Cycle

Homework is an important component of the learning process but can be easily abused. Meaningful homework helps students to construct knowledge, develop deeper understandings and connections amongst the concepts to which they have been introduced, and provides an opportunity for them to apply the skills they have acquired. It also reflects their attitudes on learning. A well-coordinated homework policy in school and its successful implementation will help students to develop good study habits, and positive values and attitudes such as self-discipline, responsibility and an interest in learning, which will benefit them throughout their lives. The functions of homework include the following:

- ❖ It develops and reinforces students' learning outside formal class time.
- ❖ It helps students to understand their own progress and identify areas for improvement.
- ❖ It consolidates classroom learning and / or prepares students for new learning.

- ❖ It helps teachers to identify students' problems that need to be addressed and indicates what teaching should focus on.
- ❖ It provides information on the knowledge students have acquired and the skills, attitudes and values they have developed.
- ❖ It allows parents and schools to work together to find ways to help students to improve or encourage them to develop their potential further.

8.3 Setting Meaningful Homework

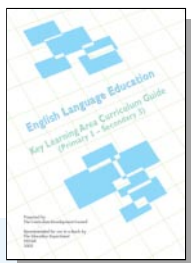
Homework serves the above functions only if it is well-designed. Homework should not involve students in mechanical repetition such as copying from the texts / notes or just rote learning. It is not there simply to occupy students' time at home. It should not be boring or lead students to learn in a passive way. It is the quality and not the quantity of homework that counts. The points to note when setting meaningful homework are as follows:

- ❖ The homework given is relevant to the school curriculum and has a clear learning goal, aim or objective. A piece of homework should not contain too many ideas.
- ❖ Rote learning is to be de-emphasised. Help students to learn through using different resources, e.g. libraries, reference materials, the Internet, other community resources, and also to develop independence and creativity.
- ❖ Recitation or other forms of memorisation should not be totally discouraged but should be selectively used for study, such as promoting appreciation of literary texts, memory for understanding.



Exemplar 10

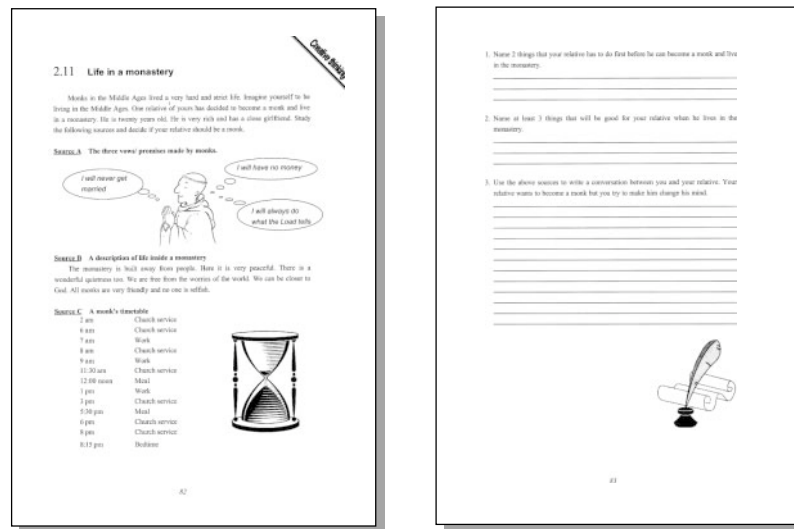
- ❖ A variety of approaches and styles can be used for designing homework to motivate students. Offer interesting and challenging tasks for students to do, e.g. experiment, survey. Worksheets should not be the only form of assignment. Oral reports on observation / discussion with parents and friends, model-making and other activities that interest students can be set.



Exemplar 14

- ❖ Make use of homework in helping students to plan and take control of their own learning, see their own progress, develop good studying habits, and work in groups to develop collaboration skills.
- ❖ It is learner-friendly. It is neither too hard nor too easy and it is framed in such a way that it encourages students to do their best.
- ❖ It helps to improve students' thinking and promotes deeper understanding of a specific theme or issue.
- ❖ It caters for individual differences.

- ❖ It links classroom learning to students' lives, e.g. by linking events / people of the distant past and / or places in remote parts of the world to learning contexts familiar to students.



- ❖ There may be short-term or long-term assignments. Short-term assignments help students to review and practise what has been covered in class. Long-term assignments such as projects require students to plan their pace of work, delve into subjects that interest them, and present the information and ideas that they have formulated.

Example

A primary school conducts an action research project to develop better homework strategies for Mathematics at Primary 2. Homework is seen not only as a means to reinforce learning, but also to develop creativity. Three principles are developed and the outcomes are as follows:

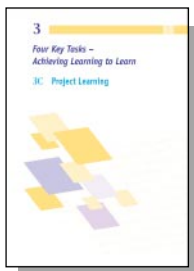
- ❖ De-emphasising pen-and-paper assignments - students' oral expression and mental arithmetic skills are developed
- ❖ Strengthening interaction when doing assignments - the relationships between teachers and students, parents and children and among peers have improved
- ❖ Empowerment of students to report achievements in homework - enjoyment of doing homework, communication on success and courage to demonstrate one's creative work is enhanced

For Reflection and Action

- ❖ How far is the homework in your school performing the function of helping students to learn better? To what extent does it reflect the above characteristics?
- ❖ In what way is the homework set for various subjects in your school meaningful to students?

8.4 Frequency and Amount of Homework

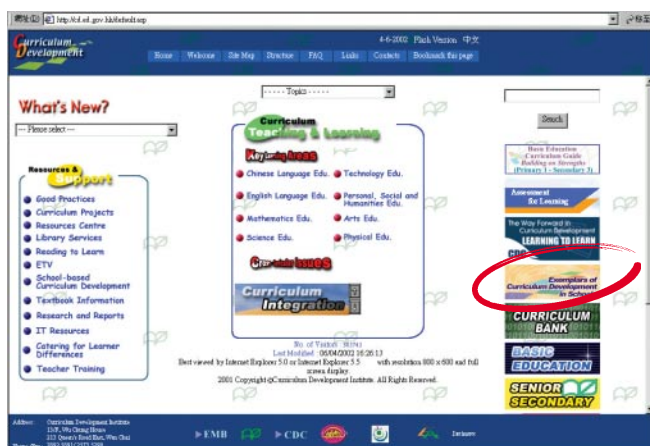
- ❖ It is the quality rather than the quantity that matters. An appropriate amount of homework should be assigned to keep students inspired and wanting to do homework. It should not overburden students causing fatigue, or be used as a punishment.
 - ▶ Homework time-tables should be regulated through collaboration between the principal and different subject teachers.
 - ▶ Teachers teaching the same class should coordinate their efforts to ensure that a balanced and moderate amount of work is given so that students are not unduly overburdened with homework on certain days of the week or cycle.
 - ▶ Special attention should be paid to the total number of projects assigned though Project Learning is promoted as one of the Four Key Tasks.





- ❖ For lower primary students, the suggested time for written work should not exceed 30 minutes a day and in upper primary should not exceed 60 minutes a day. Students should be encouraged to spend their spare time reading and developing positive interpersonal relationships with family members, peers, and friends. Related information regarding homework allocation can be obtained from <http://cd.ed.gov.hk>

<http://cd.ed.gov.hk>



(Screen captured on 10th May 2002)

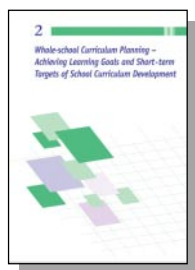
For Reflection and Action

- ★ What common types of homework do you set for students in your school? Is there an over-emphasis on written and consolidation exercises or a balance of different varieties to help to develop students' thinking and potentials?
- ★ How frequent is homework assigned in your school? Is there coordination among different subject teachers? Are students ever over-burdened by the quantity of homework given?
- ★ Are there any homework guidelines for teachers or assistance given to help to improve the quality of homework?

8.5 Guidance and Feedback on Homework

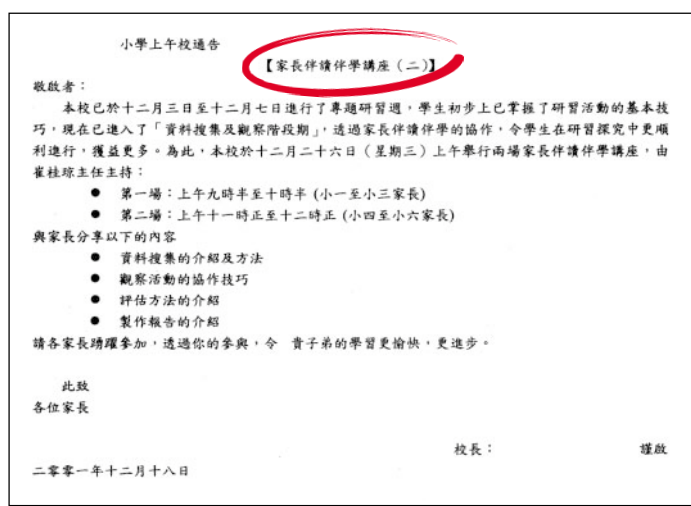
8.5.1 Guidance on Homework

- ❖ Teachers should ensure that students know the meaning and purpose of homework, which is to help them to improve their learning. They should let students understand their expectations of homework early in the year. It is a common practice for some teachers to ask students to sign a contract on their personal goals for the year, and homework expectations (e.g. quality and punctuality in completion) may be part of the contract.
- ❖ Teachers should not immediately punish students who fail to submit homework without looking into the reasons for this. Teachers should help students to overcome barriers to the completion of their homework.
- ❖ A range of supportive programmes can be set up to help students with different needs, e.g. 'Peer Support Scheme', special sessions / periods for students with special needs or at risk of academic failure in whole-day primary or secondary schools, or setting aside a corner for homework guidance after school, etc.
- ❖ Teachers should be caring and committed to encourage students to complete homework.
- ❖ Parents' or guardians' assistance should be sought when students persistently fail to do homework.
- ❖ Parents can be informed of the extent to which they are expected to support their children in an assignment as required.



Exemplar -
Primary School 3

Example of a circular on “Homework Policy Briefing Session” issued by a primary school





Exemplar 14

8.5.2 Feedback on Homework

- ❖ Constructive feedback should be given to students to help them to understand their strengths and / or weaknesses and to improve their learning.
- ❖ Feedback may be given in the form of grading and written comments by teachers or a peer. Feedback should include specific suggestions to students as to how they should go about addressing problem areas. Immediate on-line feedback might be provided to students.

Example

A General Studies teacher makes use of a newspaper cutting to develop students' thinking skills. He provides on-line feedback to students on their work to enable them to improve.

The screenshot shows a web browser window with a URL: http://www.stnhd.edu.hk/~1202studyst/9C_papocf/. The page title is '我要熄燭黃大仙區紙炮' (I Want to Stop the Firecrackers in Wong Tai Sin District). The article content includes:

- 報章內容簡介：因煲蠟受傷
- 假如我是-----一個執行者
- 我的處理方法是
如果我看見有人煲蠟我會勸告他不要，如果他不聽的話，我會檢控他。
- 原因是
在中秋佳節裏，是很適合賞月和吃應節食品。小朋友就玩燈籠，大人就搵天，一家大小樂也融融，為甚麼有些人不聽勸告，仍然去煲蠟，不但破壞環境而且會受傷自己，很不值得。

Below the article is a table titled '老師的回應' (Teacher's Response) with a red circle around the title. The table has three columns: '報章質素' (Newspaper Quality), '處理手法的合宜性' (Appropriateness of Handling Method), and '整體表現' (Overall Performance). Each column has a rating scale from 1 to 5, with 1 being '不理想' (Not Ideal) and 5 being '理想' (Ideal).

報章質素	處理手法的合宜性	整體表現
1 / 2 / 3 / 4 / 5	1 / 2 / 3 / 4 / 5	1 / 2 / 3 / 4 / 5
(不理想) 1 → ← 5 (理想)		

(Screen captured on 10th May 2002)

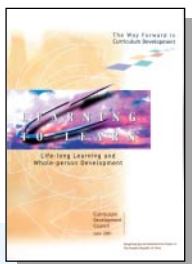
- ❖ Peer feedback will help students to learn co-operative social skills and teach them how they can assess their own and others' efforts.
- ❖ Recognition should be given to students with outstanding performance to stimulate their motivation.
- ❖ Encouraging remarks and praise should be given to those who have made attempts to improve.

For Reflection and Action

- ★ Consider the family background and academic performance of your students. Is the kind of guidance given to students in doing their homework adequate in your school?
- ★ Do students of your school complete their homework on time? What are their problems and difficulties? What can be done to improve the situation?
- ★ Can students of your school learn better based on the feedback provided to them on their assignments? What alternative types of feedback might be given to inform students of their strengths and weaknesses?

8.6 Drawing up a School Policy on Homework

Schools should draw up an overall policy on homework in consultation with teachers, parents, guidance teachers and social workers where appropriate. The following should be taken into consideration when drawing up the school policy on homework:



Chapter 4,
Section 10

- ❖ Homework should be designed (i) to achieve goals of the school curriculum, e.g. promoting reading habits and (ii) to match the needs of students at different levels, e.g. assignments for lower primary should be simple. More advanced study skills should be incorporated gradually in homework at higher levels.
- ❖ Schools have to take into account that there are other important demands on students' after-school time and remember this when setting the type and amount of homework for each class and each level.
- ❖ There should be regular reviews of the school homework policy to meet the changing needs of students and the curriculum. Schools should involve teachers of different subjects in the evaluation of the quality and quantity, variety and balance of homework. Parents' feedback should also be taken into account.

- ❖ Schools and teachers should inform parents about homework problems as soon as they arise to sort out a solution.
- ❖ Some parents may push for more homework and assume that the best teachers assign the most homework. Schools should explain the homework policy carefully to parents and all students at the beginning of the school year. Frequent communication between school and parents on homework is encouraged to help them to understand the purpose of homework and to solicit their cooperation.

The school can make reference to related School Curriculum Circular on guidelines on homework and tests in schools in preparing the school's homework policy. For example :

ED School Curriculum Circular No. 5/2000



8.7 The Role of Parents in Homework

As most of the homework is completed at home, parents play an important role in helping students to develop good study skills. Schools should make use of opportunities such as Parent-Teacher Association meetings, Parents' Night, etc. to suggest how parents might assist their children in homework. The following are some suggested roles for parents on homework:

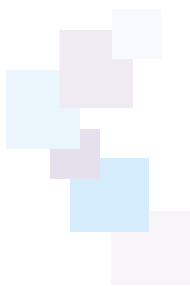
- ❖ Parents can help in setting a regular time for homework and creating an environment at home that enables learning to take place, e.g. by removing the distractions (turning off the TV) and viewing selected programmes with children. Parents should not exert too much demand on their children but ensure that they have enough time for rest and leisure to maintain a healthy and balanced life.



- ❖ Parents are expected to familiarise themselves with the learning aims / objectives of the various assignments so that they can provide suitable support to their children, but they should not do the homework for their children.
- ❖ Parents should review teachers' comments on students' homework in order to understand the strengths and / or weaknesses of their children and help them to improve.
- ❖ Parents should communicate more frequently with teachers to understand the students' learning environment, their progress and attitudes, with a view to helping them to improve or develop their potential further.

For Reflection and Action

- * Is there a homework policy in your school? How is it formulated? When did the last review of the homework policy take place?
- * Do teachers, students and their parents understand the homework policy? How can different parties cooperate to help students to make the best out of homework?



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- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
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- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

9

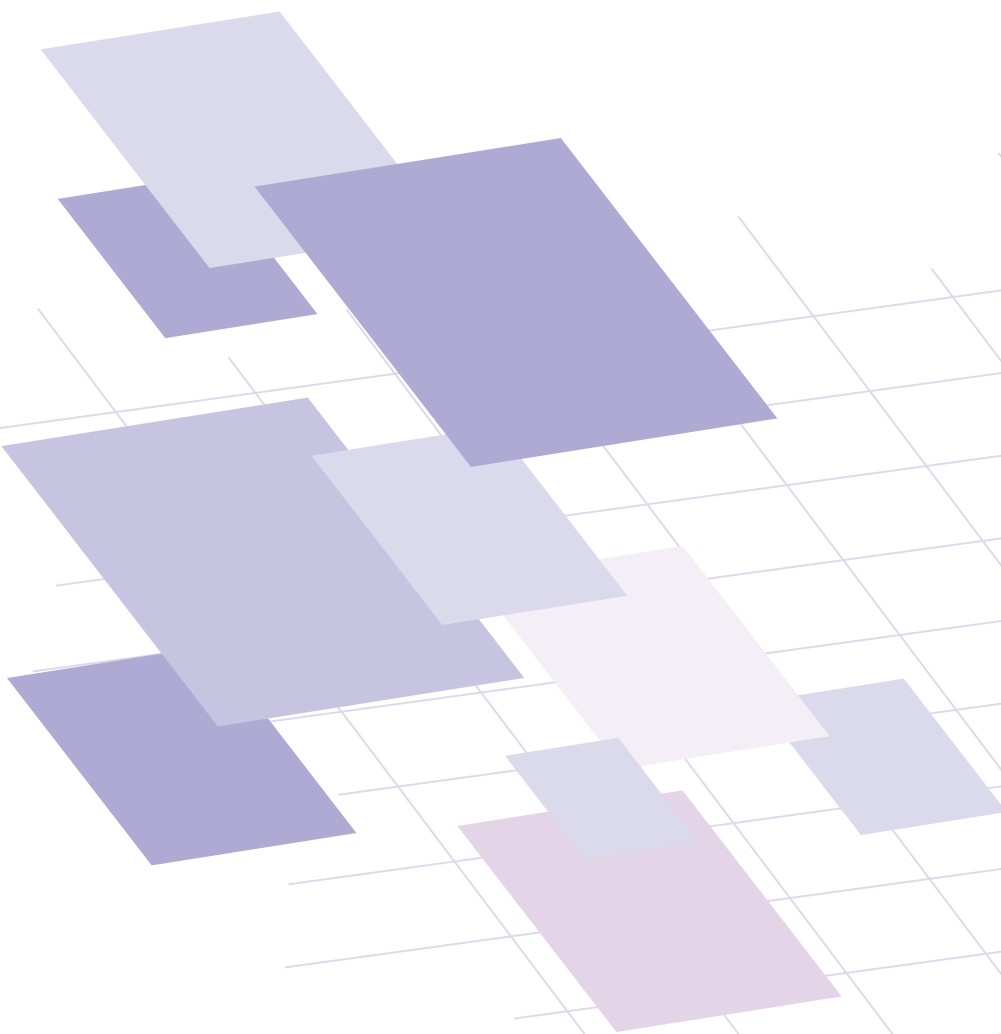
Interfaces at Various Levels of Schooling – Supporting Transition

- 9A Interface at Kindergarten and Primary One
- 9B Interface at Primary Six and Secondary One and
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to Choose Subjects in Secondary Four

9

Interfaces at Various Levels of Schooling – Supporting Transition

9A Interface at Kindergarten and Primary One



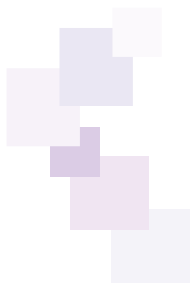


Interfaces at Various Levels of Schooling – Supporting Transition

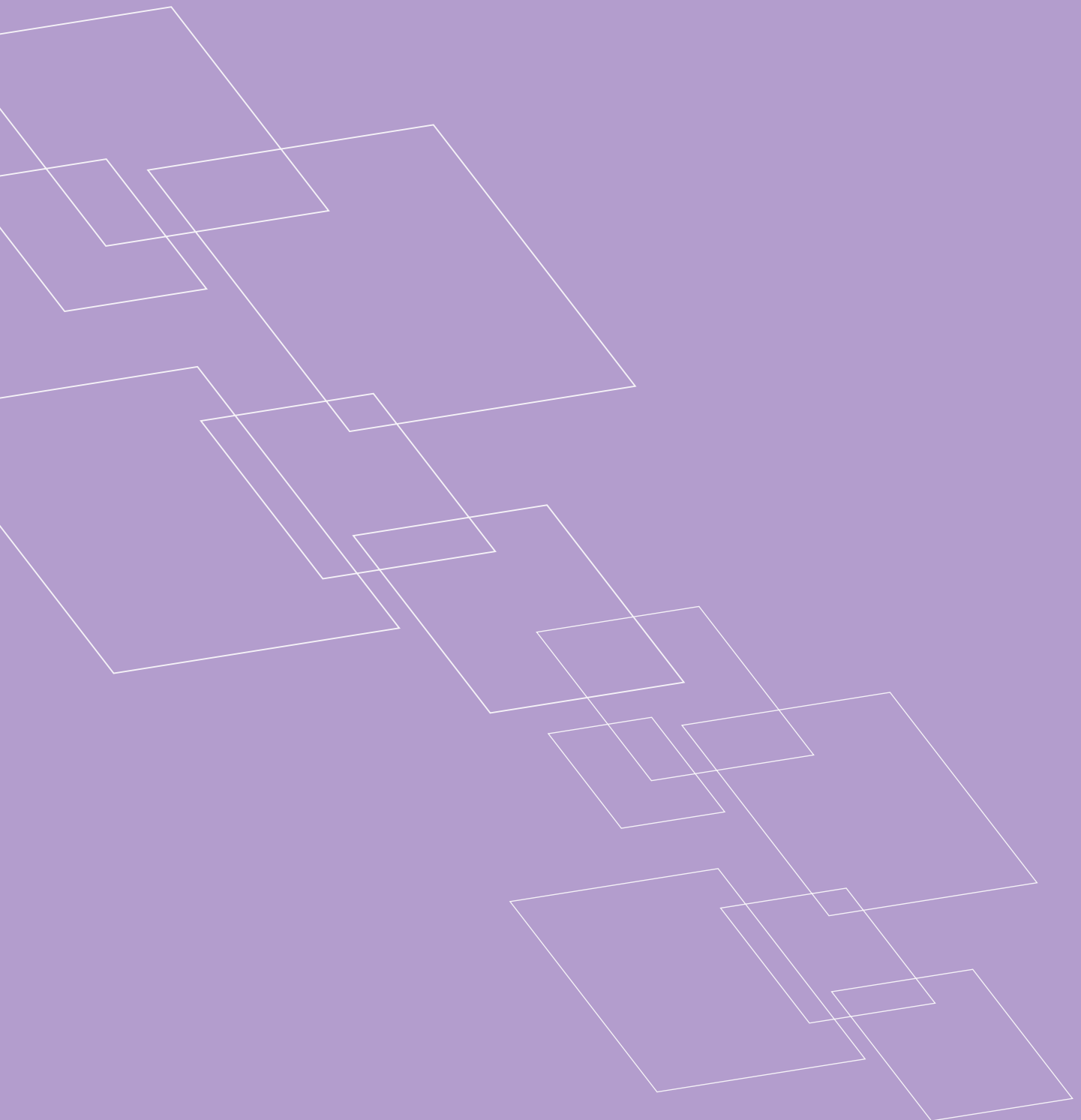
This set of 2 booklets (9A, 9B) belongs to the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. The respective titles of the 2 booklets are as follows:

9A Interface at Kindergarten and Primary One

**9B Interface at Primary Six and Secondary One and
Strategies for Preparing Secondary Three
Students to Choose Subjects in Secondary Four**



9A Interface at Kindergarten and Primary One



Interface at Kindergarten and Primary One

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

9.1	Purpose of the Booklet	1
9.2	Importance of Transition	1
9.3	A Comprehensive and Co-operative Approach	1
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9.4.1	<i>Develop a School Policy and Formulate an Action Plan</i>	2
9.4.2	<i>Organise an Induction Programme with a Variety of Activities</i>	2
9.4.3	<i>Maintain Close Ties with Kindergartens and Child-care Centres</i>	3
9.4.4	<i>Adopt Curriculum Practices in Primary One to Dovetail with Early Childhood Practices</i>	4
9.4.5	<i>Promote Home-school Co-operation</i>	5
9.4.6	<i>Transitional Measures for Kindergarten</i>	6
	References	8

Interface at Kindergarten and Primary One

9.1 Purpose of the Booklet

The purpose of this booklet is to suggest a comprehensive and co-operative approach for schools to help students to adapt to the new environment when they move from Kindergarten to Primary One.

9.2 Importance of Transition

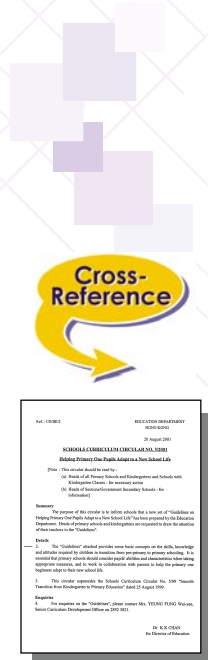
When moving from Kindergarten to Primary One, and also from Primary Six to Secondary One, students have to learn in a new environment, which is different from the one they knew before. Careful handling of the transition helps students with different backgrounds and learning needs to build up positive self-esteem and to remain motivated towards learning in school.

9.3 A Comprehensive and Co-operative Approach

Schools can help students to adapt to the new learning environment both socially and academically. A comprehensive and co-operative approach involving all staff and mobilising all students is more effective than one involving class teachers only.

For Reflection and Action

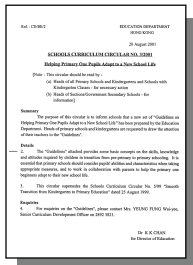
- ★ Who was / were involved in helping new students to adapt to the new learning environment in your school in the past?



9.4 Useful Actions to Support Transition

9.4.1 Develop a School Policy and Formulate Actions

- ❖ Set up a working group to address the developmental and adjustment needs of young children.
- ❖ Recruit and train a group of upper primary students to help new students with school life and learning.
- ❖ Invite parents to share their experience.
- ❖ Invite experienced early childhood educators, school guidance officers or school guidance teachers to organise programmes for strengthening students' social development.



ED Circular
CU 3 / 2001

For Reflection and Action

- ★ Suggest colleagues, parents, etc. whom you think would be suitable for taking part in future planning.
- ★ What are the specific needs of your students?
- ★ How would you further explore their needs?

9.4.2 Organise an Induction Programme with a Variety of Activities

Purposes:

- ❖ To familiarise students and parents with the school environment.
- ❖ To get a general understanding of the students.
- ❖ To build up a warm rapport between students and staff.

Focuses:

- ❖ To introduce the vision, mission, motto and history of the 'new' school (e.g. distribute leaflets, information booklets).
- ❖ To help students to get to know the class teachers, teachers-in-charge of respective subjects, student guidance officers or student guidance teachers and teachers responsible for Moral and Civic Education, e.g. through games, etc.
- ❖ To get senior students to share their experience with new students so that they get a feel of what primary school life is like.
- ❖ To introduce the curriculum and learning and teaching practices to new students (e.g. show videos).
- ❖ To introduce the school activities and services available to the students (e.g. conduct guided tours to the school library, special rooms, etc.).
- ❖ To familiarise students with the routines and rules of the school (e.g. through questioning and/or discussion sessions).

For Reflection and Action

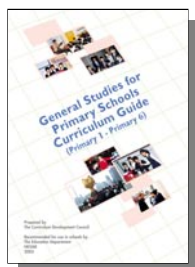
- ★ How many of the above focuses are covered in the induction programme of your school?
- ★ What would your school like to include or improve in the induction programme next year?

9.4.3 Maintain Close Ties with Kindergartens and Child-care Centres

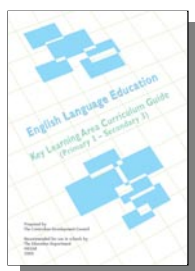
Both sectors need to develop a mutual understanding of the curriculum and the pedagogical practices and discuss other transition-related issues through activities such as visits, open days, seminars, etc.

9.4.4 Adopt Appropriate Curriculum Practices in Primary One to Dovetail with Early Childhood Practices

- ❖ Create a warm and stimulating classroom environment to satisfy students' emotional needs and promote a sense of belonging.
- ❖ Provide a class period / meeting time every day. Class teachers in Primary 1 need to spend more time with their classes to give them a greater sense of security.
- ❖ Adopt flexible time-tabling to facilitate the use of the inquiry approach in theme-based / module-based learning as there is no subject boundary in kindergartens and students are used to having theme-based learning at pre-primary level.
- ❖ Facilitate effective learning by implementing a student-centred curriculum consisting of a wide range of learning materials that are closely related to students' daily life.
- ❖ Plan and implement an English language curriculum that does not require students to possess any previous knowledge of the language since students are exposed to English through an informal approach rather than a formal one at pre-primary level.
- ❖ For the learning of languages, use games, songs, rhymes, stories and role-plays to help students to consolidate what they have learned rather than dictations, tests and examinations.
- ❖ Provide careful guidance to Primary 1 students on the writing of words.
- ❖ Design a variety of assessments to facilitate learning rather than for ranking or comparison purposes. They should aim at showing students' progress and giving useful feedback to students for improvement in various aspects.
- ❖ Young children are particularly receptive to adult responses that are esteem-enhancing. The use of effective strategies such as giving appropriate feedback and praises, rewarding and exhibiting students' work can increase learning incentive and promote desirable learning behaviour.



Exemplar 2



Section 2.3.2



附錄一

For Reflection and Action

- ★ Are the above practices adopted in your school?
- ★ If not, how would you introduce them to your colleagues or incorporate them in your practices?

Cross-Reference



9.4.5 Promote Home-school Co-operation

- ❖ Hold meetings, seminars and special activities for parents so that they understand the school better in order to help their children to adapt to the new environment.
- ❖ Encourage parents to take part in a parental support group.
- ❖ Suggest parents to give their children a certain degree of freedom, autonomy and independence to explore the new environment and obtain information for themselves.
- ❖ Ensure parents do not have unrealistic expectations of their children or make excessive demands on them with regard to academic achievement.

For Reflection and Action

- ★ Is there a gap in understanding between school and parents as to what students' needs are?
- ★ What is the nature of the gap?
- ★ How would you bridge the gap?

9.4.6 Transitional Measures for Kindergarten

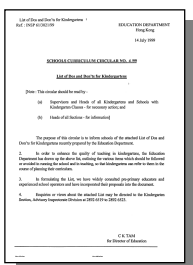
Kindergartens can use the following ways to prepare their children for moving on to primary one in the last few months of Kindergarten 3:

- ❖ Arrange classroom setting like that of Primary 1.
- ❖ Increase the amount of written work slightly and use different modes of homework such as reading, collecting materials and tasks promoting parent-child relationship.
- ❖ Help students to develop the habit of recording homework in their handbooks.
- ❖ Adopt similar rules and routines to those used in Primary 1.
- ❖ Arrange visits to primary schools for Kindergarten 3 students.
- ❖ Arrange sharing sessions for parents on the selection of primary schools. Issue related documents for reference. For example: “Primary School Profiles” (published by the Committee on Home-School Co-operation)

Cross-References



Exemplars of Curriculum Development in Schools Part XI(1)



ED Circular CU 4 / 1999



For Reflection and Action

- ★ What has your school done to help the students to adapt to primary school life in a new environment?
- ★ What are the needs, interests and characteristics of the new students in your school? What previous experiences do they have?
- ★ What difficulties may the new students face when they enter your school?
- ★ What support services are available to your students to help them to adapt to the changes in connection with admission to your school?
- ★ What external sources of support has your school elicited / obtained to help your new students through the transition period?
- ★ How effective is your school's transition programme? In what ways can your school further improve it?

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The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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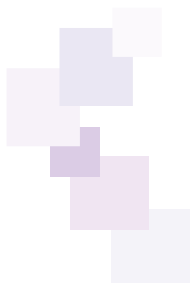
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"Basic Education Curriculum Guide – Building on Strengths" Series

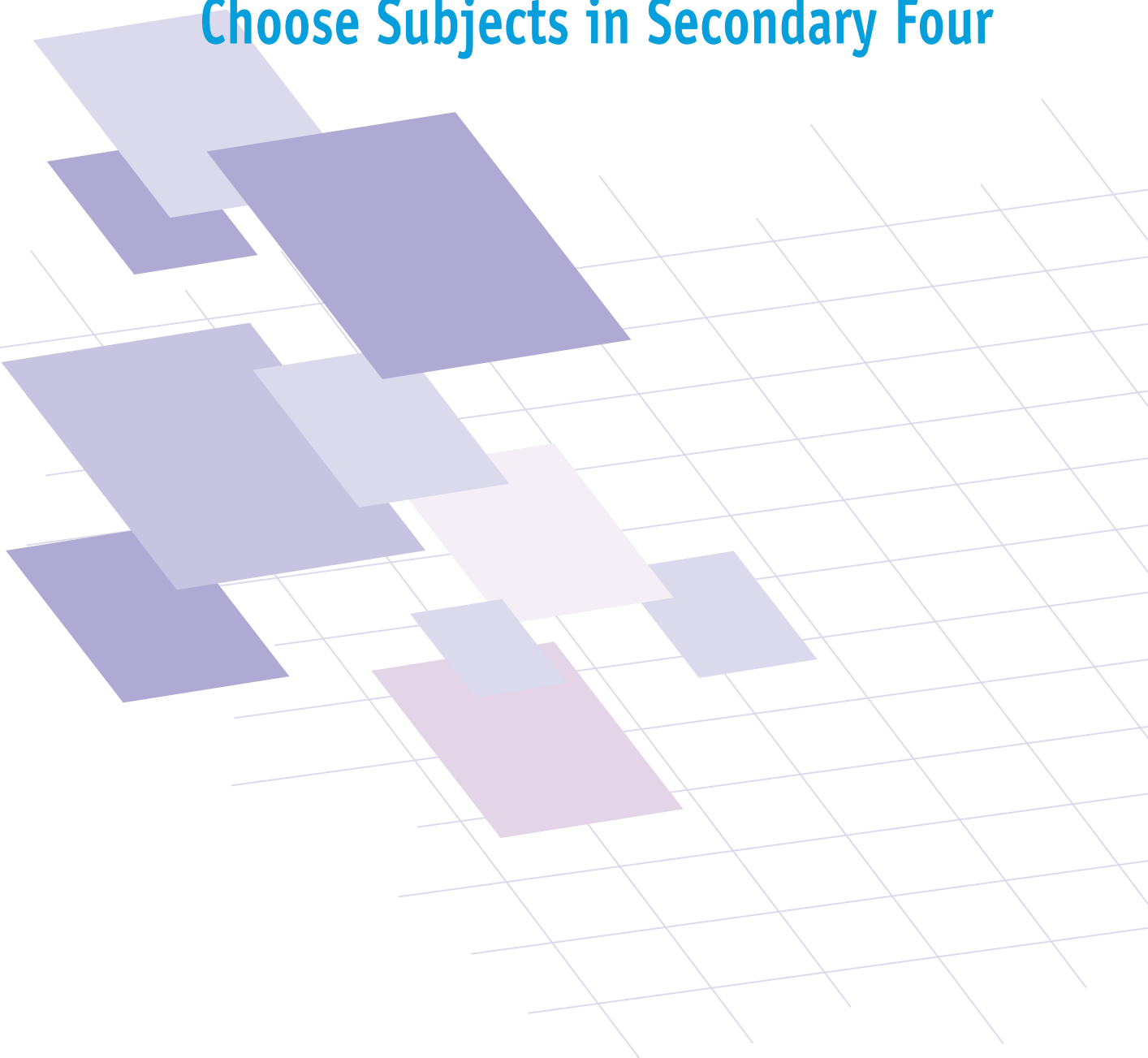
Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
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Interfaces at Various Levels of Schooling – Supporting Transition

9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four



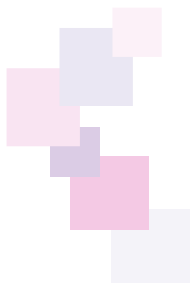


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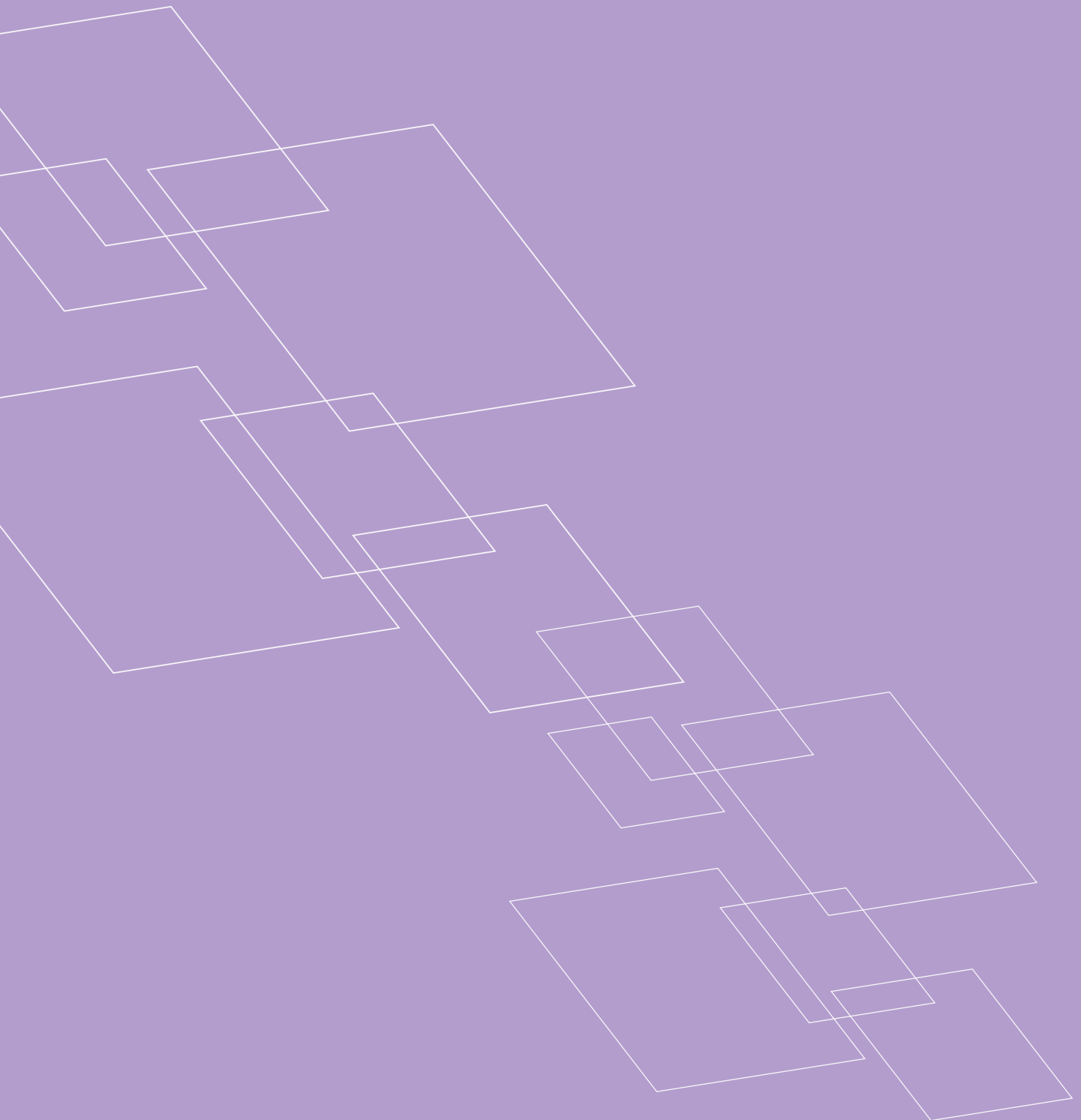
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9.4.3	<i>Maintain Close Ties with Primary Schools</i>	5
9.4.4	<i>Adopt Appropriate Curriculum Practices in Secondary One to Dovetail with the Previous Learning Experiences of the Children in Primary Schools</i>	5
9.4.5	<i>Promote Home-school Co-operation</i>	6
9.5	Strategies for Preparing Students to Choose Subjects in Secondary Four	7
9.5.1	<i>Organise Briefings / Discussion Sessions / Visits</i>	7
9.5.2	<i>Provide Individual Guidance</i>	8
9.5.3	<i>Provide Comprehensive Information</i>	8
	References	11

Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four

9.1 Purpose of the Booklet

The purpose of this booklet is to suggest a comprehensive and co-operative approach for schools in helping students to adapt to the new environment when they move from Primary 6 to Secondary 1. Strategies for preparing Secondary 3 students to choose subjects in Secondary 4 are also provided.

9.2 Importance of Transition

Students would undergo a transition period from Primary 6 to Secondary 1 and also from Secondary 3 to Secondary 4. Most of them have to learn in a new environment different from the one they knew before. Students also need to study a range of new subjects. Careful handling of the transition helps students with different backgrounds and learning needs to build up positive self-esteem and to remain motivated towards learning in school.

9.3 A Comprehensive and Co-operative Approach

Schools can help students to adapt to the new learning environment both socially and academically. A comprehensive and co-operative approach involving all staff and mobilising all students is more effective than one involving class teachers only.



For Reflection and Action

- ★ Who was / were involved in helping new students in your school in the past?

9.4 Useful Actions to Support Transition from Primary Six to Secondary One

9.4.1 *Develop a School Policy and Formulate an Action Plan*

- ❖ Set up a working group to address the developmental and adjustment needs of students.
- ❖ Recruit and train a group of senior form students to help new students with school life and learning.
- ❖ Invite parents to share their experience.
- ❖ Invite school social worker and student counsellors to organise programmes for strengthening students' social development.

For Reflection and Action

- ★ Suggest colleagues, parents, etc. whom you think would be suitable for taking part in future planning.
- ★ What are the specific needs of your students?
- ★ How would you further explore their needs?

9.4.2 Organise an Induction Programme with a Variety of Activities

Purposes

- ❖ To familiarise students and parents with the school environment.
- ❖ To get a general understanding of the students.
- ❖ To build up a warm rapport between students and staff.

Focuses

- ❖ To introduce the vision, mission, motto and history of the 'new' school (e.g. distribute leaflets, information booklets).
- ❖ To help students to get to know the class teachers, teachers-in-charge of respective subjects, discipline master / mistress, student counsellors, school social workers(s), teacher(s) responsible for Moral and Civic Education (e.g. through games, etc.).
- ❖ To get senior students to share their experience with new students so that they get a feel of what secondary school life is like.
- ❖ To introduce the school curriculum and the learning and teaching practices of the school to new students (e.g. video shows).
- ❖ To introduce the school activities and services available to the students (e.g. conduct guided tours to the school library, special rooms, etc.).
- ❖ To familiarise students with the routines and rules of the school (e.g. through questioning and / or discussion sessions).
- ❖ To help students to develop generic skills (communication skills, collaboration skills, study skills, etc.) through organising orientation camps, talks, etc.

Strategies

- ❖ Hold the induction for Secondary One students before the end of Primary Six summer vacation. Evidence has shown that there are less discipline problems and better teacher-student relationship when the induction is held before the school term commences rather than after school has started.
- ❖ Schools on the receiving end could ask what students and their parents would like to know about the school before planning the induction.



Example - Orientation Programme for Secondary 1 Students during Summer Vacation

A Secondary School organised a 3-day Orientation Programme for its Secondary 1 Students during the Summer Vacation

- ❖ The comprehensive and co-operative approach was adopted effectively. The school administrators, guidance teachers, school social worker and other social workers from the Hong Kong Federation of Youth Groups, class teachers, guidance prefects, teachers of the discipline committee and the co-curricular activities committee, as well as the Teacher-librarian were actively involved in organising activities for students and parents. The programme was comprised of thematic talks, guided school tours, video shows, orienteering activities, competitive games, experience sharing, etc. for achieving the purposes discussed in this section. The programme was concluded with evaluation activities, including questionnaires and discussion sessions to assess the effectiveness of the programme and provide suggestion for improvement. Details of the above programme are given at <http://cd.ed.gov.hk/be/eindex.htm>.

For Reflection and Action

- ★ How many of the above points in Section 9.4.2 are covered in the induction programme of your school?
- ★ What would your school like to include or improve in the induction programme next year?
- ★ How would you schedule the induction programme? Would you consider conducting it before the beginning of the school year?

9.4.3 *Maintain Close Ties with Primary Schools*


Both primary and secondary schools need to develop a mutual understanding of each other's pedagogical practices, curriculum continuity and other transition-related issues through activities such as visits, open days, seminars, etc.

9.4.4 *Adopt Appropriate Curriculum Practices in Secondary One to Dovetail with the Previous Learning Experiences of the Children in Primary Schools*

- ❖ Create a warm and stimulating classroom environment to satisfy students' emotional needs and promote a sense of belonging.
- ❖ Provide a class period / meeting time every day. Class teachers in Secondary 1 need to spend more time with their class to give them a sense of security.
- ❖ Facilitate effective learning by implementing a student-centred curriculum consisting of a wide range of learning materials that are closely related to students' daily life.
- ❖ Design a variety of assessments to provide feedback on learning rather than for ranking or comparison purposes. They should aim at showing students' progress and giving useful feedback for improvement in various aspects.
- ❖ Teenagers are receptive to adult responses that are esteem-enhancing. The use of effective strategies such as giving appropriate feedback and praise, rewarding and exhibiting students' work can increase learning incentive and promote desirable learning behaviour.
- ❖ Offer language bridging courses to Secondary 1 students. Compile glossaries for school activities and different subjects (e.g. History, Geography, Science) as references for students who need to use English as the medium of learning.
- ❖ Implement a "Big Brothers and Sisters" scheme to give assistance to individual Secondary 1 students in their learning and help them to adapt to the new school life. Apart from teachers, parents and social workers, Secondary 1 students can then turn to senior form students for help whenever they encounter difficulties. The "Big Brothers and Sisters" can also share their experiences with them.



Exemplars of Curriculum Development in Schools Part XI(2)

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- ❖ Conduct life education programmes in collaboration with other professionals such as educational psychologists and social workers to strengthen students' time management skills, self-confidence, learning motivation and sense of responsibility.

For Reflection and Action

- ★ Which of the above items are already practised in your school?
- ★ If not, how would you introduce them to your colleagues or incorporate them in curriculum planning?

9.4.5 Promote Home-school Co-operation

- ❖ Hold meetings, seminars and special activities for parents to get an understanding of the school in order to help their children to better adapt to the new environment.
- ❖ Encourage parents to take part in a parental support group.
- ❖ Suggest parents to give their children a certain degree of freedom, autonomy and independence to explore the new environment and obtain information for themselves.
- ❖ Ensure that parents do not have unrealistic expectations of their children or make excessive demands on them with regard to academic achievement.

For Reflection and Action

- ★ Is there a gap in understanding between school and parents as to what students' needs are?
- ★ What is the nature of the gap?

★ How would you bridge the gap?

9.5 Strategies for Preparing Students to Choose Subjects in Secondary Four

Schools should provide students with a broad and balanced curriculum for promoting whole-person development and life-long learning. To cater for the diverse aptitudes, interests and talents of students, schools should also offer different streams of subjects at Senior Secondary. The selection of subjects in Secondary 4 is important for Secondary 3 students, their parents and schools as it may influence students' later academic success and their school life at Senior Secondary level. On the one hand, schools should encourage parents to discuss the considerations in choosing subjects with their children and not to force them to accept their opinions. On the other hand, schools should also help students to make informed and appropriate decisions in the selection of subjects in Secondary 4 by using the following strategies.

9.5.1 Organise Briefings / Discussion Sessions / Visits

- ❖ Arrange briefings / discussion sessions for students to reflect upon their abilities, interests, needs, talents, aspirations and personal goals in life. The school should advise students that decisions should be based on their interests and aptitudes rather than the choices made by peers.
- ❖ Invite senior form students, past students or guest speakers to share their experiences and views concerning the study of subjects at Senior Secondary and / or pursuing related studies at post-Secondary institutions.
- ❖ Organise discussion sessions for students and parents on the nature, content and requirements of different subjects, the options available, the opportunities for further study and career related issues.
- ❖ Arrange visits to sixth form colleges, tertiary institutions and other academic, public or commercial organisations for students and parents.

9.5.2 Provide Individual Guidance

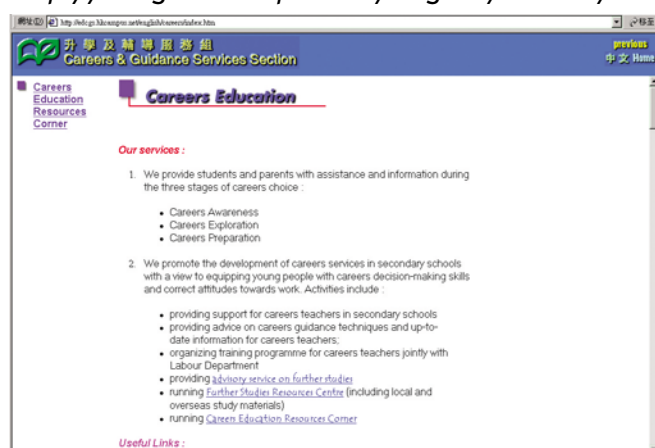
- ❖ Seek the support and co-operation of careers and guidance teachers, class teachers, school social workers and community organisations for giving individual guidance to Secondary 3 students and their parents on the selection of subjects in Secondary 4.
- ❖ Administer aptitude tests, if necessary, to analyse personality traits, interests, talents, aspirations, ambitions, etc. of individual students. Schools may collaborate with outside organisations to conduct such tests.

9.5.3 Provide Comprehensive Information

- ❖ School social workers, teachers of various subjects and the Careers and Guidance Committee can join hands to give comprehensive and informative briefings. Schools may issue leaflets / booklets on relevant information to students and parents for easy reference.
- ❖ Schools may use the advisory services provided by the Careers and Guidance Services Section of the Education Department and the reference materials at its “Careers Education Resources Corner”. Relevant details are obtainable from <http://edcgs.hkcampus.net/english/careers/index.htm>.

The above measures are not confined to Secondary 3 students. Schools may extend the related programmes to Secondary 1 and Secondary 2.

<http://edcgs.hkcampus.net/english/careers/index.htm>.




(Screen captured on 28th May 2002)

For Reflection and Action

- ★ Are students aware of both the vocational and academic alternatives they might have for their Secondary 4 studies?
- ★ Have students had career-related experiences to introduce them to the relationship between their choice of subjects and a future career?

For Reflection on the Interface between Primary 6 and Secondary 1, and Helping Students to Choose Subjects in Secondary 4

- ★ What are the needs, interests and characteristics of the new Secondary 1 students in your school? What previous experiences do they have?
- ★ What difficulties may these new students face after 3 months of study in your school?
- ★ What support services are available to your students to help them to adapt to the changes in connection with admission to your school?
- ★ What external sources of support has your school elicited / obtained to help new students through the transition period?

- 
- * How effective is your school's transition programme? In what ways can your school further improve it?
 - * What measures has your school taken to prepare students for the selection of subjects in Secondary 4? How effective are they and in what ways can they be further improved?

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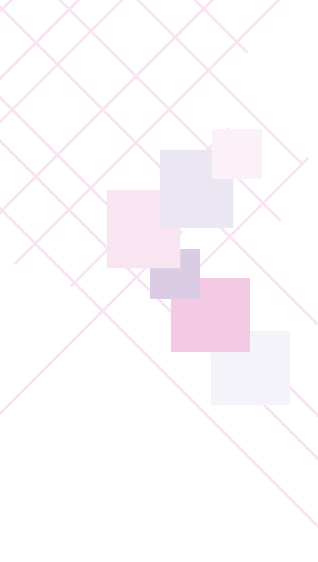
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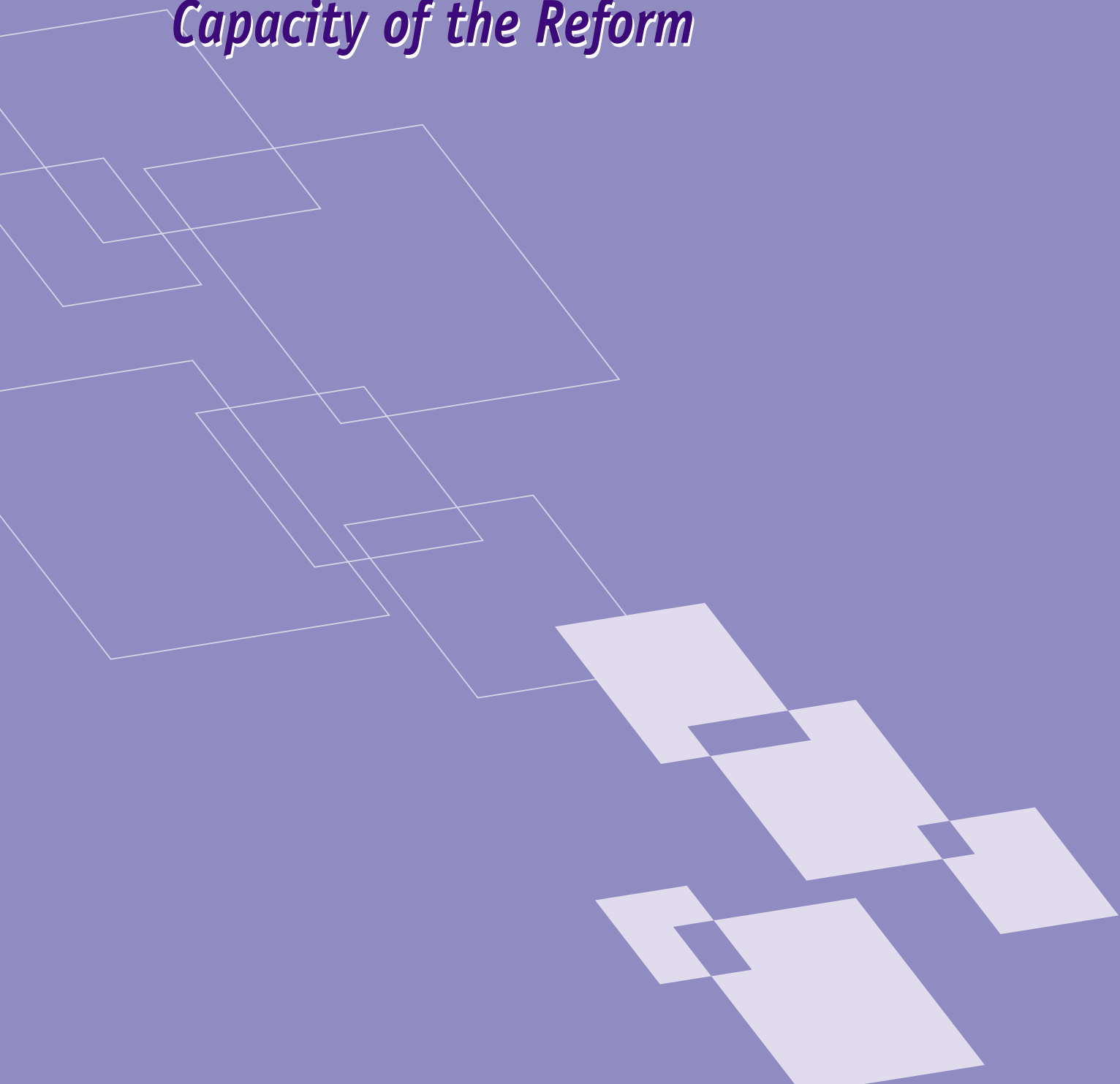
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

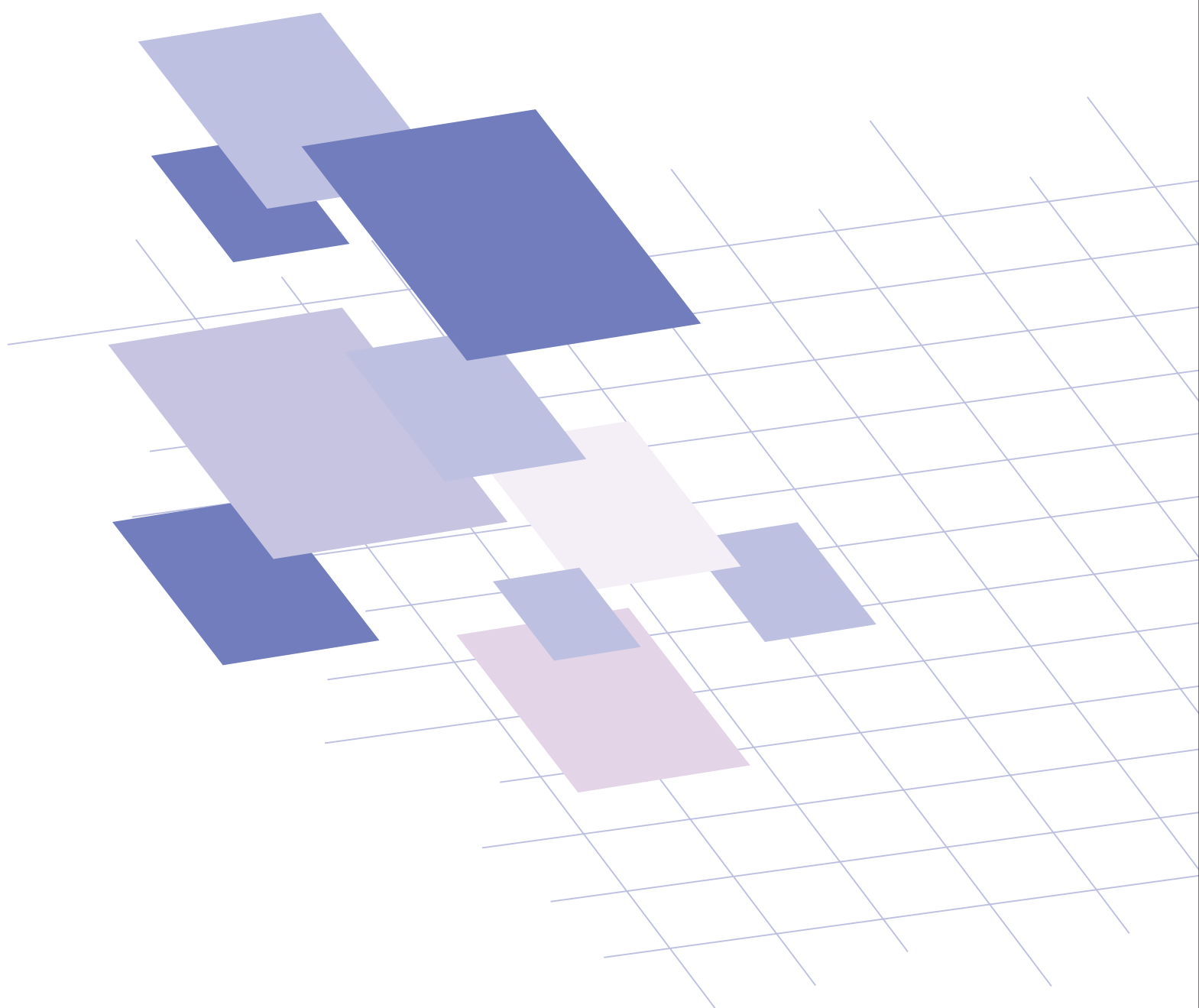
- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
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- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
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- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

10

Professional Development and School-based Curriculum Development – Sustaining and Enhancing the Capacity of the Reform



Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform



Professional Development and School-based Curriculum Development - Sustaining and Enhancing Capacity for the Reform

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

10.1	Purpose of the Booklet	1
10.2	Enhancing the Professional Capabilities of Teachers	1
10.3	Teacher Professional Development Related to this Curriculum Reform	2
10.4	Teacher Professional Development and School-based Curriculum Development	5
10.5	Planning and Developing Strategies for Professional Development in Schools	5
	<i>10.5.1 Auditing of Teacher Competence</i>	5
	<i>10.5.2 Acquiring Knowledge Outside School</i>	6
	<i>10.5.3 Professional Development in Schools - Developing a Learning Culture</i>	6
10.6	Collaborative Lesson Preparation	7
10.7	Research, Curriculum Development and Professional Development	12
	<i>10.7.1 Basic Research</i>	12
	<i>10.7.2 Research and Development Projects (Seed Projects)</i>	12
	<i>10.7.3 Action Research</i>	13
	References	17

Professional Development and School-based Curriculum Development - Sustaining and Enhancing Capacity for the Reform

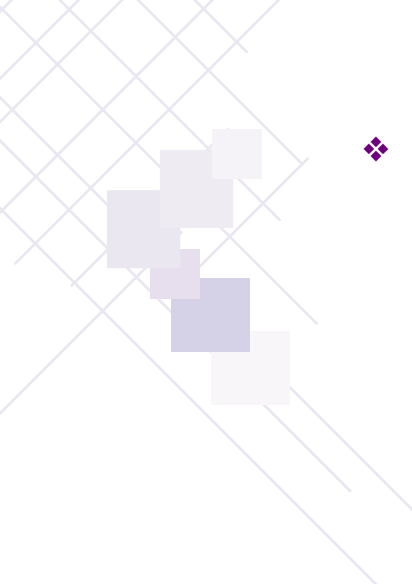
10.1 Purpose of the Booklet

The purpose of this booklet is to analyse the relationship between 'teacher individual learning' and 'school as a learning organisation' with regard to the sharing of knowledge for practice, knowledge in practice and knowledge of practice. The strategies that schools can use to link teacher professional development to school-based curriculum development are also highlighted.

Schools are recommended to develop a strategic plan for teacher professional development, to promote and facilitate shared lesson preparation, and to support and use collaborative action research.

10.2 Enhancing the Professional Capabilities of Teachers

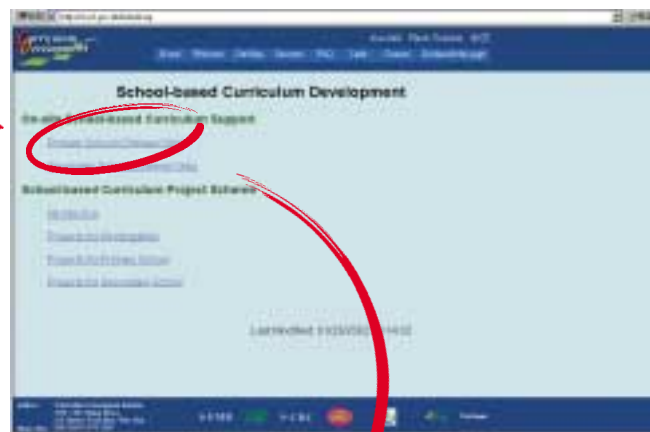
Enhancing the capabilities of teachers is fundamental to bringing about the changes recommended in the various booklets of this Guide. Finding from research in different parts of the world indicates that the provision of teacher professional development is not just a matter of short-term training courses or add-on events, but involves bringing together teacher professional development and curriculum development. A new way of looking at the dynamic and interactive relationship between teacher professional development and curriculum development is needed. The following issues should be considered to ensure that teacher professional development has a direct impact on our curriculum reform:

- 
- ❖ Recognition of different sorts of teacher knowledge
 - ▶ Knowledge for practice: formal knowledge and theories from literature.
 - ▶ Knowledge in practice: practical knowledge embedded in teachers' practice.
 - ▶ Knowledge of practice: knowledge constructed when teachers inquire, experiment, reflect based on evidence, usually in partnership.
 - ❖ Development as ongoing processes rather than isolated events.
 - ❖ Linking the individual learning of teachers to organisational learning in schools.
 - ❖ Confidence and culture building are as important as knowledge and skill training.
 - ❖ Residing, rooting and sustaining in schools.

10.3 Teacher Professional Development Related to this Curriculum Reform

In this curriculum reform, we aim to develop a new culture of learning and teaching in which the emphasis shifts from transmission of knowledge to learning how to learn. Teacher development to support this curriculum reform should, therefore, no longer be taken as a linear and sequential process with teachers attending courses to equip themselves with the knowledge and skills required to pass knowledge on to students. Instead, **multiple and diversified modes** are provided to support teachers' individual learning and collaborative learning both outside and inside schools on a continuous and interactive basis. The diagram on the next page shows the details.

<http://cd.ed.gov.hk/default.asp>



(Screens captured on 6th June 2002)

Different Modes of Professional Development Related to the Curriculum Reform

Seed Projects

- ❖ Research and Development Projects
- ❖ Seconded teachers

Experience Sharing Sessions on...

- ❖ Learning and teaching strategies
- ❖ Developing learning and teaching resources

Knowledge Fair on Assessment for Learning

- ❖ Different modes of assessments
- ❖ Learning, teaching and assessment cycle

Support to School Initiated Action Research

- ❖ Conducting collaborative action research with teachers

Workshops

- ❖ Project Learning
- ❖ Life Event Approach
- ❖ Information Technology
- ❖ Thinking Skills

Web-courses

- ❖ Curriculum and assessment
- ❖ Different Key Learning Areas

Teacher and Principal Development Courses on...

- ❖ Curriculum planning and organisation
- ❖ Curriculum leadership
- ❖ Special areas related to KLAs or cross-KLAs
- ❖ 4 Key Tasks
- ❖ Induction courses for teachers

Seminars

- ❖ Reading to Learn
- ❖ Generic Skills
- ❖ Moral and Civic Education

On-site Support on Curriculum Adaptation

- ❖ Secondary schools
- ❖ Primary schools

10.4 Teacher Professional Development and School-based Curriculum Development



Chapter 4,
Section 2



In the CDC Report on "Learning to Learn - The Way Forward in Curriculum Development" (2001), it is pointed out that school-based curriculum is the outcome of a balance between the recommendations of CDC required of every school, and the flexibility for adaptation and autonomy of schools to help students to achieve the learning targets. There are different modes of school-based curriculum development generated by different needs and contexts of schools for whole-school curriculum planning, for instance, "From point, line to area" approach, "Whole-school approach" and "Integrated team approach".

It is important to note that school-based curriculum development is affected by the state of readiness of the teachers and must be accompanied by professional development of both teachers and school heads. In this connection, we recommend that schools:

- ❖ develop a strategic plan for teacher professional development by taking into account of teachers' former training background (Section 10.5)
- ❖ promote and facilitate shared lesson preparation (Section 10.6)
- ❖ support and use collaborative action research as a strategy for inquiry and reflection (Section 10.7)

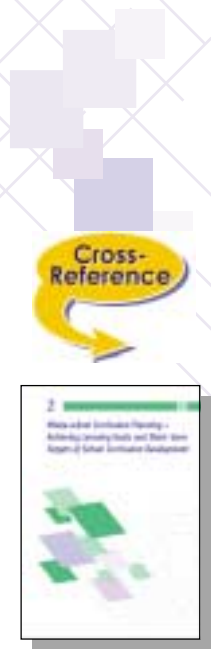
10.5 Planning and Developing Strategies for Professional Development in Schools

10.5.1 Auditing of Teacher Competence

The following questions should be posed when launching an audit of the competence of teachers to achieve the aims of the current education and curriculum reforms:

- (1) What are the new knowledge and skills required in the curriculum reform?
- (2) What are the priorities of your school?
- (3) What are the strengths of your teachers? What are their weaknesses? (This may also help to determine your priorities.)





Section 2.2


- (4) What can be developed within schools? Who can help?
- (5) What has to be learned or acquired outside? Where? How? By whom?

10.5.2 Acquiring Knowledge Outside School

- (1) Based on the recommendations in Booklet 2 - Section 2.2 of this Guide, and the auditing you have done for your schools, identify the knowledge and skills you need to strengthen or develop.
- (2) Match the above with the different modes of professional development provided.
 - ❖ Which courses focus more on formal knowledge and theories?
 - ❖ Which seminars aim at the sharing of practical knowledge and 'good' practices?
 - ❖ Which workshops allow more hands-on practice and skill development?
- (3) Assign the appropriate teachers to the related course or seminar. Help them to prepare by understanding their concerns and sharing your expectations.
- (4) Encourage teachers to be open-minded when participating in courses or sharing sessions. Help them to develop a habit of inquiring and reflecting.
- (5) Connect what they have learned with their classroom and school practices.

10.5.3 Professional Development in Schools - Developing a Learning Culture

- (1) **Staff development days should be well planned and designed. They should be an integral part of whole-school curriculum planning.** The following are recommended:
 - ❖ Make good use of the opportunity to share experiences among different teachers. Encourage and facilitate teachers to share their experience through the use of artifacts, e.g. students' work, video tapes, teaching plans and schedules, learning and teaching resources designed. Encourage them to reflect and inquire. This can emerge from collaborative lesson preparation mentioned above.

- 
- ❖ Learn to study students' work together with the help of protocols. Compare the performance of different students doing the same assignment or the same student doing different assignments. Challenge each other as to what good work is. How much do marks or grades mean to students and to teachers?
 - ❖ Use the opportunity to deepen understanding of 'well grounded' practices, e.g. homework, rewarding students, displays of good work.
 - ❖ If outsiders are invited, it is preferable for them to act as facilitators of ongoing learning processes in schools.

(2) Staff meetings and Key Learning Area meetings should not focus on administrative matters only.

- ❖ Schools should make good use of the intranet system or written memos to convey information that does not require much face to face interaction, e.g. time schedules, notification and reports of happenings and events.
- ❖ In meetings where people can interact, genuine and thorough exchanges of experience, happenings and ideas with reference to actual classroom situations should be encouraged. We should learn by comparing cases, connecting our prior knowledge with the current situation, analysing the facilitating and constraining factors, looking at the cases from different angles, challenging our hypothetical assumptions based on evidence, etc.
- ❖ Besides recording the necessary dates and actions to be taken, the minutes of meetings should summarise ideas, experiences, arguments, rationales, decisions and judgments. They form an important source of information and reference for organisational learning.



10.6 Collaborative Lesson Preparation

Collaborative lesson preparation is a good illustration of the intertwining relationship between teacher professional development and school-based curriculum development. Collaborative lesson preparation is more than staff meetings or panel meetings. During collaborative lesson preparation, teachers plan, inquire, discuss, reflect and improve on areas that are related to students' learning in a group.



We recommend that discussion be focused on an in-depth understanding of the learning outcomes expected, the type of learning experiences to be promoted, the problems and difficulties students may encounter, the learning and teaching strategies to be used, the resources to be designed, etc. After trying out strategies in the classroom, teachers should review the experience and reflect together on the impact of the strategies on student learning on the basis of evidence collected from observation, students' work or other sources. This kind of critical and systematic inquiry and reflection improves teachers' practice, promotes professional development and school improvement. With regard to collaborative lesson preparation, the following should be considered:

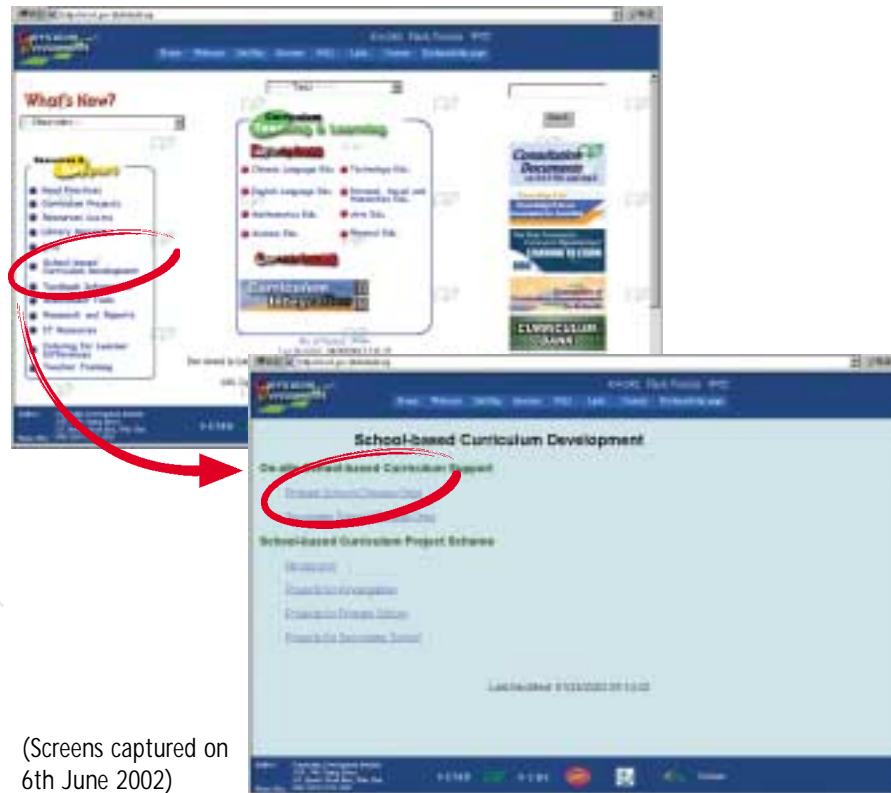


Chapter 4,
Section 3

- (1) **The readiness of teachers, the external support required and acquired, and the time and resources allowed, etc.** are important factors in determining the scale and intensity of collaborative lesson preparation in your schools. This process should be incorporated into your school's strategic plan for teacher professional development.
- (2) **Facilitators for collaborative lesson preparation**
 - ❖ There are both advantages and disadvantages to inviting external facilitators. They can bring in new ideas and experiences but they are 'strangers' to the teachers and are not familiar with the school context. There is also a limitation on the time and frequency of visits.
 - ❖ Internal facilitators may not have the expertise but they are familiar with the school context and are readily available.

- ❖ A more open attitude is encouraged in which teachers and external consultants discuss issues thoroughly.

<http://cd.ed.gov.hk/default.asp>

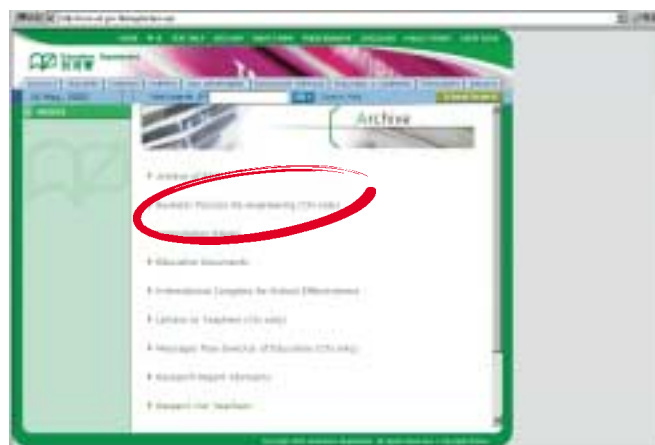


(Screens captured on 6th June 2002)

(3) Finding time for collaborative lesson preparation

- ❖ This is always a difficult issue. Refer to the “Business Re-engineering Process in Schools” set out by the Education Department (<http://www.ed.gov.hk>). Set your school's priorities, make good use of the school resources, e.g. the Capacity Enhancement Grant, to release teachers from non-professional work and obtain support from parents and other stakeholders.

<http://www.ed.gov.hk/eng/archive.asp>



(Screen captured on 6th June 2002)



- ❖ Providing regular time for teachers to work together is important. This can take place both inside and outside the school time-table. From our experience with schools, a fixed time for teachers to work together is important in sustaining the process.

<http://cd.ed.gov.hk/sbp/cindex.html>



Exemplars of Curriculum Development in Schools Part VII

The screenshots illustrate the website's structure and content. The top screenshot shows the navigation menu with '一起走過的日子' circled in red. The middle screenshot shows a list of articles with '給校長的信' circled in red. The bottom-left screenshot shows a list of dates with '2002年3月' circled in red. The bottom-right screenshot shows the full text of the '給校長的信' article, with a large red circle around the main body of text.

(Screens captured on 6th June 2002)

- ❖ Be flexible and make use of any opportunities available. Some schools have released their teachers to conduct collaborative lesson preparation when students are engaged in activities conducted by outsiders.

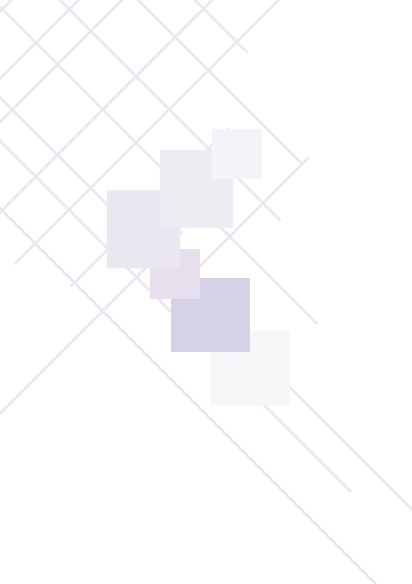
<http://cd.ed.gov.hk/sbp/cindex.html>



(Screens captured on 6th June 2002)

(4) Lesson Observation

Our experiences indicate that lesson observation which emerges as a result of collaborative lesson preparation is most effective because (a) it is an important process to **understand more about how our students learn** and (b) it helps to solve some of the problems the team is working on. We encourage peer lesson observation after collaborative lesson planning to find out how students respond to teachers' strategies. It should be noted, however, there are various purposes for lesson observation, ranging from teacher appraisal to **participatory observation to help teachers collect evidence on learning**. Although they are not mutually exclusive, the purpose for each observation should be clear to both the observer and the teacher to increase effectiveness. We recommend a very **clear distinction between observation for teacher appraisal and observation for teacher learning to avoid misunderstanding and to remove any sense of threat when involving teachers in the latter**. With regard to lesson observation designed to **promote teacher professional development**, the following issues should be considered:

- 
- ❖ Encourage teachers to adopt a **learning-based** rather than performance-based orientation in lesson observation. This principle should be observed closely in the preparation, for the observation, the observation process and the follow-up discussion.
 - ❖ **The purposes of lesson observation must be clear.**
 - ▶ Are we looking for evidence of learning outcomes that we were trying to bring about in that particular context?
 - ▶ Who do we focus on? Teachers? Students?
 - ▶ How do we do that? Do we look at the whole lesson and give our general impression? Do we look for critical moments and critical points?
 - ▶ How are messages of one sort or another delivered? Words? Gestures? Actions?
 - ▶ What are the interaction patterns?
 - ▶ How do we document what we see?
 - ❖ **Lesson observation skills** have to be **explored, discussed and practised** in professional development sessions in schools.

10.7 Research, Curriculum Development and Professional Development

10.7.1 Basic Research

Basic research on 'cause and effect' is important to provide information for policy-making. However, the findings of research are often difficult to apply or translate into practice in different school contexts.

10.7.2 Research and Development Projects (Seed Projects)

CDI has introduced seed projects to bridge the gap between development and research, theory and practice and to promote collaboration among schools, CDI and tertiary institutions. Besides providing immediate feedback to serve the individual needs of schools, the evidence gathered from the seed projects will provide experience, knowledge and insights of use to curriculum development in Hong Kong.

10.7.3 Action Research

Within seed projects, collaborative action research is recommended as a change strategy in teacher professional development and school-based curriculum development. However, it is important to stress that action research should not be taken as an add-on activity but should be integrated into the collaborative cycle of lesson preparation, daily classroom practice, lesson observation and the professional development of teachers. The main purpose of action research is to improve practices and to generate knowledge based on evidence through teachers working together. The following ideas are recommended to facilitate action research projects in schools:

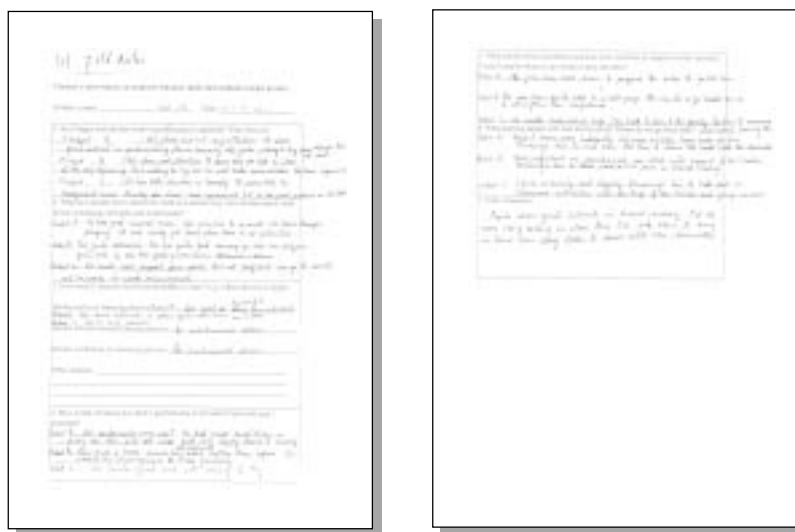
(1) Using collaborative lesson preparation as a starting point

- ❖ Encourage teachers to inquire into issues and problems related to learning and teaching in the classroom.
- ❖ Read relevant literature and attend teacher development courses to obtain knowledge for practice.
- ❖ Develop intervention strategies in collaboration with colleagues and external consultants based on knowledge for practice and knowledge in practice.
- ❖ Try out strategies and collect evidence on their efficacy through observation, examining students' work, interviewing students and teacher journals.
- ❖ Review and reflect together based on evidence collected. In this way, knowledge of practice is generated. Then start planning the second cycle to bring further improvements.

(2) Doing research in practical situations

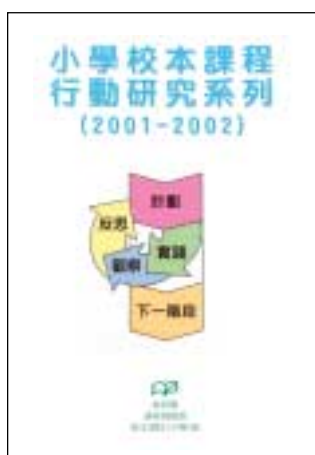
- ❖ Action research recognises the limitations of the practitioners as researchers.
- ❖ Through observation, useful data can be collected in the form of field notes, video and audio-tapes and photos.
- ❖ Students' work, rather than specially designed pre-tests and post-tests, should be used as far as possible.
- ❖ One can make good use of the research process, e.g. when interviewing colleagues as a means to collect data and as a means to move that colleague's thinking forward.

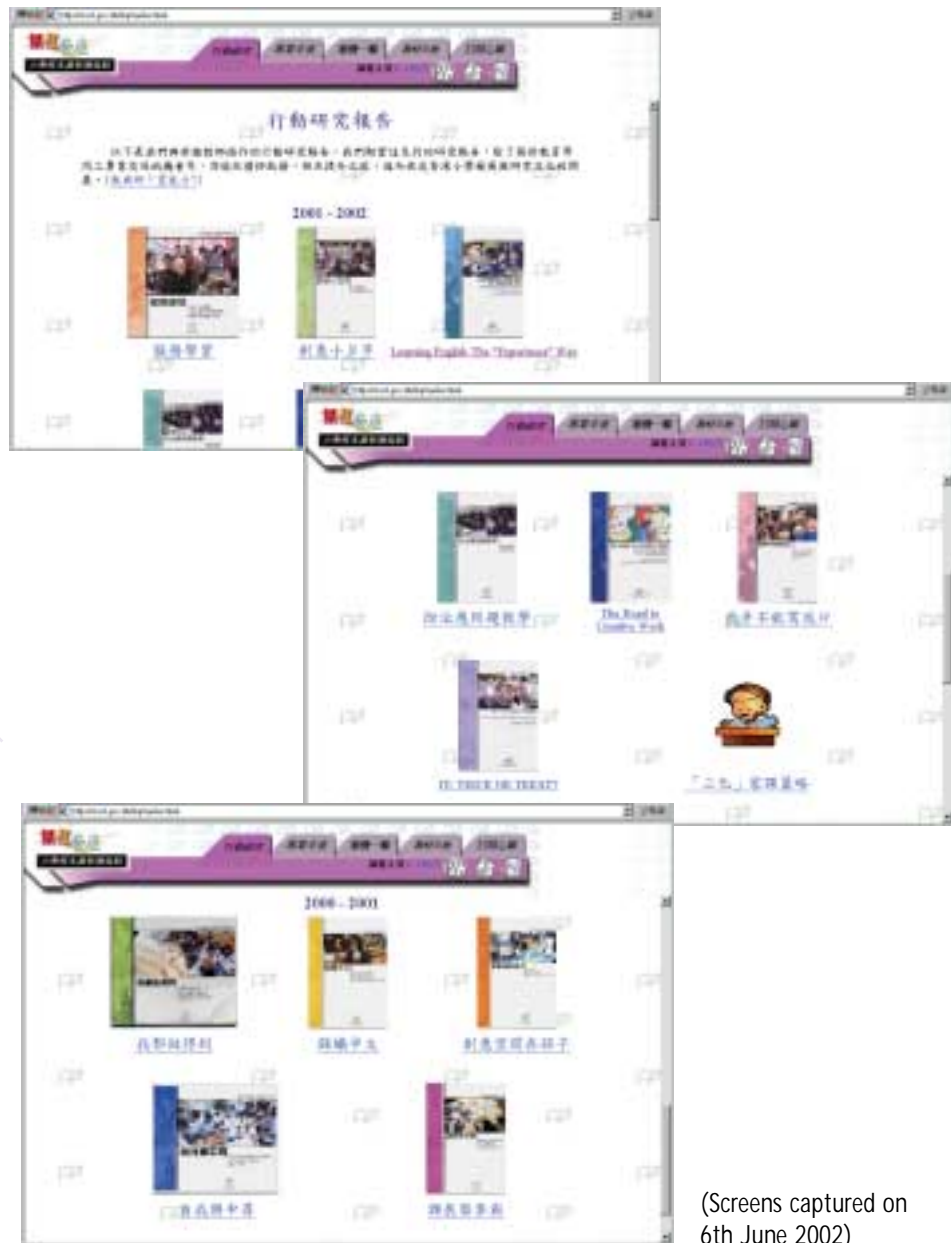
- ❖ Writing analytic memos can be used as a starting point to analyse data rather than using sophisticated analytic techniques.



(3) Connecting action research to curriculum development

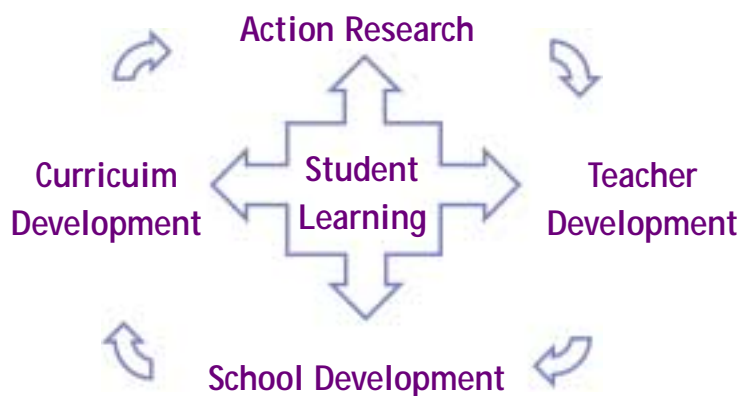
- ❖ Action research is more than a testing of ideas and improvement of practices. It emphasises on critical and systematic inquiry in collaboration. We strongly recommend conducting action research in groups and in collaboration with colleagues in schools.
- ❖ It is important to facilitate the dissemination of the group's work to other colleagues in schools:
 - (a) to help understand the effectiveness of action research in providing feedback and improving our practices
 - (b) to empower teachers
 - (c) to develop common practices
 - (d) to develop collaborative learning culture in schools





(Screens captured on 6th June 2002)

- ❖ Our experiences in some schools indicate a strong relationship between action research, teacher development and school-based curriculum development.



- ❖ As stated in the CDC Report, curriculum development is an interactive and dynamic process. Action research, teacher development, school improvement and curriculum development are all inter-related, when properly managed they have a strongly positive impact on students' learning. (For more information on action research projects, please refer to <http://cd.ed.gov.hk/sbp>)

<http://cd.ed.gov.hk/sbp/cindex.html>



(Screen captured on 6th June 2002)

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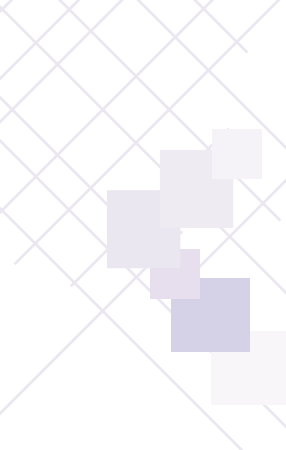
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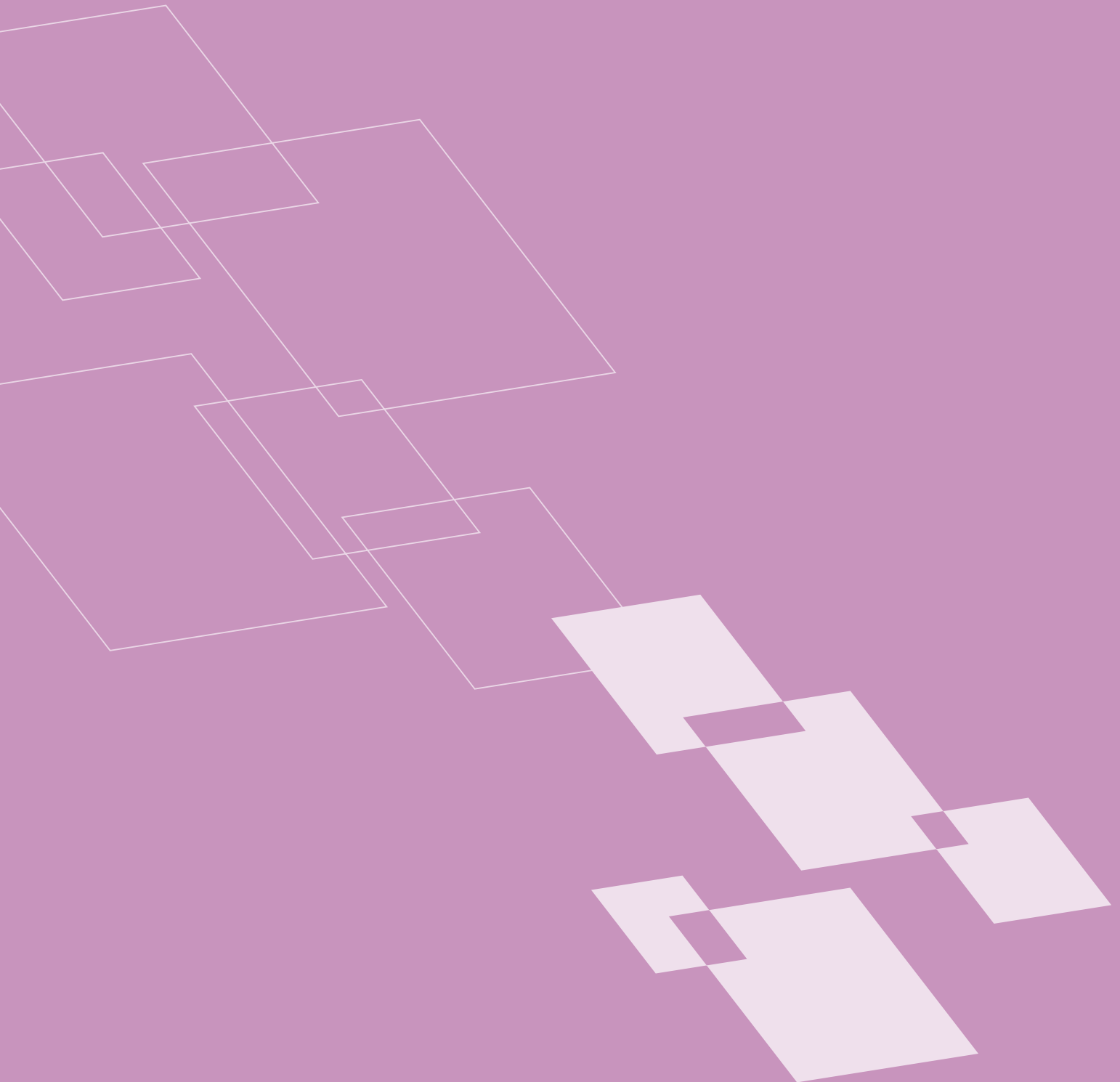
"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

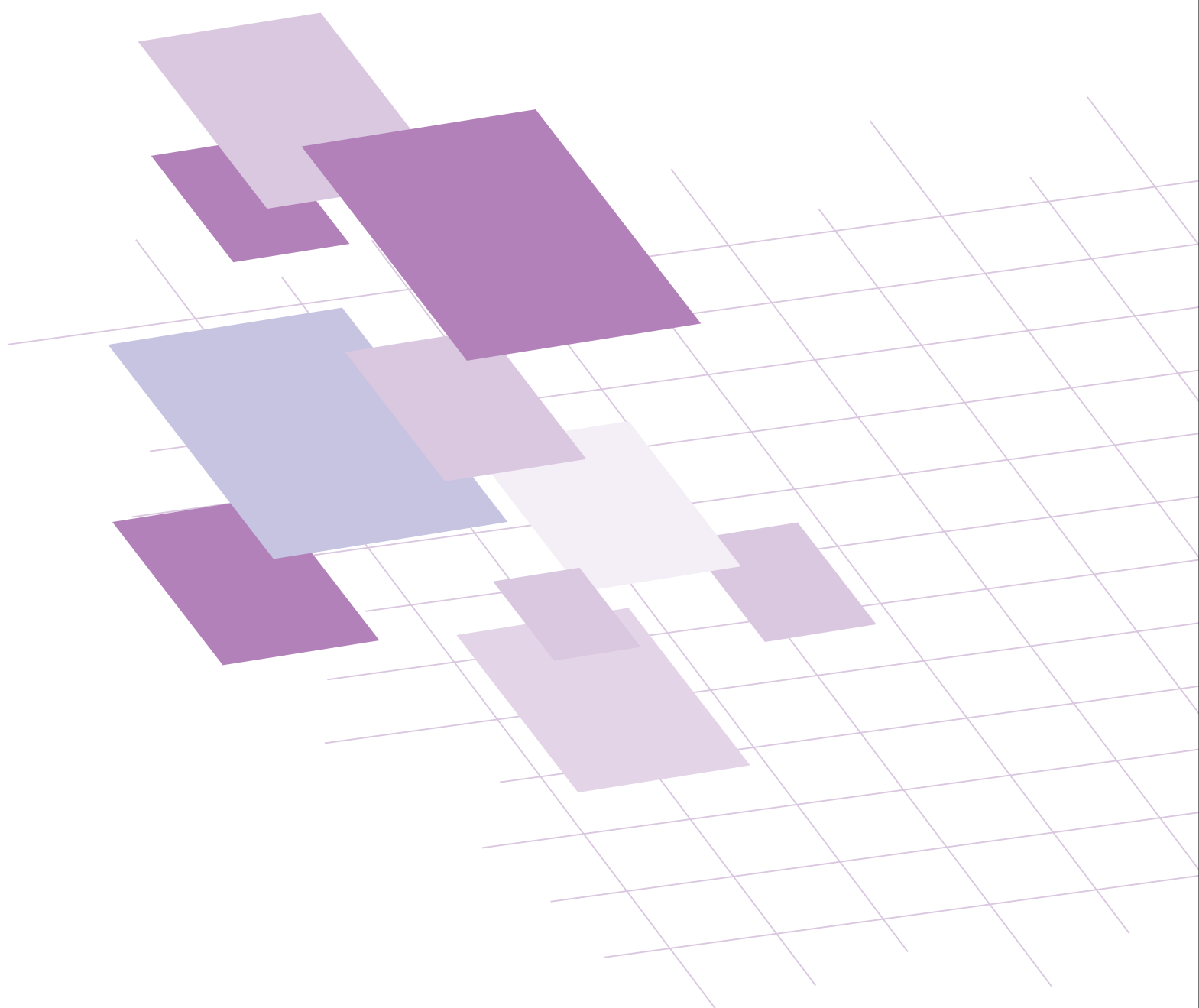
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11

The Contribution of Different Parties – Partnerships for Growth



The Contribution of Different Parties – Partnerships for Growth



The Contribution of Different Parties – Partnerships for Growth

This is one of the series of 15 booklets in the Basic Education Curriculum Guide - Building on Strengths. Its contents are as follows:

11.1 Purpose of the Booklet	1
11.2 Students	1
11.3 Teachers	2
11.4 Senior Teachers	2
11.5 Teacher-Librarians	3
11.6 School Heads	4
11.7 Parents	4
11.8 Community	5
References	7

The Contribution of Different Parties – Partnerships for Growth

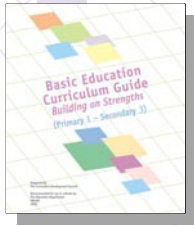
11.1 Purpose of the Booklet

While students themselves should take responsibility in their own learning, many parties can also contribute in different ways to help students learn effectively. This booklet focuses on the collaboration and concerted efforts required to achieve the aims and goals of the curriculum for the 21st Century. The sections that follow will illustrate the specific roles of each party in helping to create a climate conducive to educational and social development.



11.2 Students

- ❖ To take responsibility and control of their own learning, e.g. by reading extensively, planning their own studies and organizing study groups.
- ❖ To communicate their expectations to teachers and indicate which methods help them to learn the best .
- ❖ To be open-minded and accept a more balanced school curriculum with changes in it.
- ❖ To contribute, along with the school, teachers and other parties, to their whole-person development, e.g. by participating actively and enthusiastically in class discussions, co-curricular activities as well as services like the “Big Brothers and Big Sisters” scheme to help younger school-mates.
- ❖ To communicate needs and difficulties to parents, teachers and other adults, and establish positive student-peer relationships through active interaction with all parties in school.



Booklets 1-10

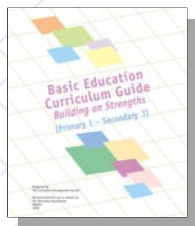
11.3 Teachers

- ❖ To strengthen the development of generic skills and in particular, critical thinking, creativity and communication skills through the learning and teaching of Key Learning Areas (KLAs).
- ❖ To use appropriate teaching and assessment strategies to motivate students in learning.
- ❖ To listen to students and help them to improve their learning by making use of appropriate learning and teaching resources in support of the curriculum change.
- ❖ To develop a personal plan of professional development and life-long learning in order to keep abreast of the latest developments and changes.
- ❖ To collaborate with fellow teachers or external supporting agents in lesson preparation and the trying out of strategies that have a positive impact on learning.
- ❖ To collaborate with community workers to bring about life-wide learning amongst students.
- ❖ To be reflective in daily practices and ready to discuss issues, knowledge and experience with other teachers.
- ❖ To communicate with parents in order to explain the curriculum and learning policy and seek their support and assistance to enhance student learning.
- ❖ To help parents understand the purposes of assessment and the strengths and weaknesses of their children and to help them to see that marks and ranking in class do not necessarily reveal much about the learning and progress of their children.

11.4 Senior Teachers

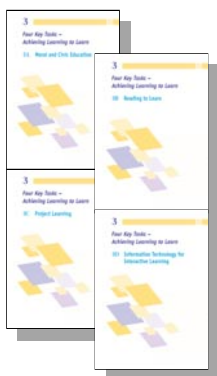
Deputy heads, curriculum leaders, panel heads and conveners are senior teachers in schools.

- ❖ To develop plans for relevant KLAs and curriculum areas in collaboration with other KLA / subject panels whenever necessary, and lead curriculum and instructional changes in school accordingly.



Booklets 1-10

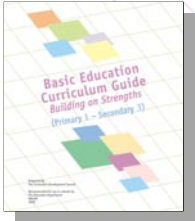
- ❖ To assist school heads in implementing curriculum plans and managing the provision and deployment of resources in support of curriculum development.
- ❖ To support the autonomy and professional judgment of teachers in curriculum improvement and learning.
- ❖ To plan and bring about the professional development of teachers using multiple modes e.g. workshops, peer observation, participation in action research, collaborative lesson preparation, etc.
- ❖ To ensure close co-ordination and co-operation by discussing issues, knowledge and experiences with members of the KLA / subject panel and other departments of the school.
- ❖ To evaluate and bring continuous improvement through providing appropriate feedback to teachers and through celebrating success.



11.5 Teacher-Librarians

- ❖ To help students to use the library in ways that are conducive to learning to learn, such as:
 - ▶ providing easy access to information in a variety of formats and technologies,
 - ▶ developing a variety of resource-based programmes to enhance the independent learning skills of students,
 - ▶ developing strategies to nurture an interest in reading and to inculcate a regular reading habit among students.
- ❖ To work collaboratively with other teachers in planning, teaching and topping up library resources according to school-based curriculum focuses.
- ❖ To promote the use of a wide range of information sources as part of learning and teaching.
- ❖ To improve the library service in schools, e.g. by extending the opening hours with the help of other people where appropriate.
- ❖ To facilitate the development of information literacy within the school and to keep abreast of the latest developments in curriculum and technology.





Booklets 1-10

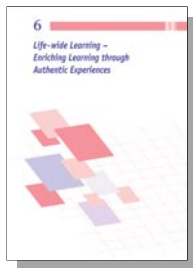
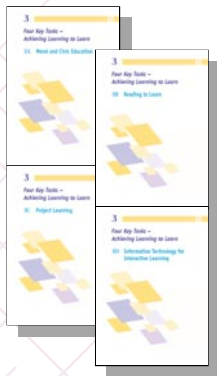
- ❖ To ensure the availability and maintenance of library resources and teaching aids.

11.6 School Heads

- ❖ To lead whole-school curriculum development by:
 - ▶ setting priorities, taking into consideration the needs of students, the school's mission and teachers' state of readiness,
 - ▶ broadening students' opportunities for whole-person development and lifelong learning,
 - ▶ facilitating the building up of a good learning environment.
- ❖ To nurture curriculum leadership in KLAs and for life-wide learning by providing time and space for teachers to work together (e.g. having a fixed time for experience-sharing and collaborative lesson preparation) and encouraging them to take part in professional development programmes of all sorts.
- ❖ To set targets and plan phases for organisational change to meet new needs.
- ❖ To develop and give support to measures that help to improve student learning, e.g. by allocating resources (time, human, funding) to worthwhile projects, reducing the non-professional duties of teachers, supporting the autonomy of KLA / subject panels to adapt the curriculum to their circumstances.
- ❖ To communicate effectively with staff, students and parents on matters that may contradict to the principles of learning to learn, and be ready to improve.
- ❖ To share knowledge and experience with other schools and related organisations.

11.7 Parents

- ❖ To support the school's curriculum plans in a variety of ways, e.g. helping in the school library, supervising lunch, participating in expeditions, arranging co-curricular activities in school, giving talks at school assemblies, etc.




- ❖ To communicate with the school about changes and the needs of students, e.g. by attending parents' meetings to learn about the latest curricular developments and discuss their children's progress with class teachers.
- ❖ To share the values of learning to learn and support students and the school by:
 - ▶ putting less pressure on their children, e.g. the achievement of high scores in tests,
 - ▶ developing a network of parents for the sharing of experiences in enhancing children's growth and learning,
 - ▶ acquiring knowledge, strategies and techniques from various support groups for assisting their children to extend their learning outside the school environment.
- ❖ To complement the work of the school in Moral Education, e.g. by being patient and tolerant in listening to children's points of view, and being understanding when they do not meet their expectations.
- ❖ To develop parenting skills that foster learning and personal development.
- ❖ To develop a culture of parent participation in the school curriculum development process.

11.8 Community

- ❖ To provide access to community resources and support services that strengthen school programmes to enhance student learning and development.
- ❖ To support school functions and life-wide learning by providing appropriate learning experiences for students, financial help and community facilities.
- ❖ To encourage and support effective learning and teaching by promoting good practices in school.
- ❖ To encourage cooperation with community-development agencies, local schools, centres of family services and public / private institutions to facilitate a satisfactory school-to-work transition.



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- ❖ To support the development of a resource bank that provides references on learning and teaching materials for schools, sponsoring bodies and school management committees.

For Reflection and Action

- ★ What opportunities have your school made use of to share the above messages with the parties concerned to promote student learning? What more should be done in this area?
- ★ How can you convey the messages effectively to the different partners?
- ★ In what ways can each party improve its role in the context of your school?

References

The following references are by no means exhaustive. They are listed as examples for readers' convenient referral.

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"Basic Education Curriculum Guide – Building on Strengths" Series

Introduction

- 1** Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action
- 2** Whole-school Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development
- 3** Four Key Tasks – Achieving Learning to Learn
 - 3A Moral and Civic Education
 - 3B Reading to Learn
 - 3C Project Learning
 - 3D Information Technology for Interactive Learning
- 4** Effective Learning and Teaching – Acting to Achieve
- 5** School Policy on Assessment – Changing Assessment Practices
- 6** Life-wide Learning – Enriching Learning through Authentic Experiences
- 7** Quality Learning and Teaching Resources and School Library Development – Bringing about Effective Learning
- 8** Meaningful Homework – Consolidating Learning, Deepening Understanding and Constructing Knowledge
- 9** Interfaces at Various Levels of Schooling – Supporting Transition
 - 9A Interface at Kindergarten and Primary One
 - 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four
- 10** Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform
- 11** The Contribution of Different Parties – Partnerships for Growth

Glossary

This glossary is aimed at facilitating readers' understanding of the meanings of some special terms used in this Guide.

Central Curriculum

The central curriculum recommended by the Curriculum Development Council for schools includes the aims and goals of the school curriculum, five essential learning experiences, the curriculum frameworks of eight Key Learning Areas and General Studies for Primary Schools. Other requirements include lesson time allocated to each Key Learning Area and specific needs of the Key Learning Areas, e.g. core component, essential elements of learning when appropriate. (See school-based curriculum as well.)

Co-curricular Activities

Activities that provide students with learning experiences to be gained inside or outside the classroom, including the actual environment in the community and work places. Traditionally known as extra-curricular activities, they form an integral part of the school curriculum complementing the formal classroom learning.

Curriculum Framework

A supportive structure to help schools to plan and develop their own curricula. The major components are: knowledge and concepts, generic skills, values and attitudes relevant to each Key Learning Area. The framework sets out what students should know, value and be able to do at the various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.

Key Learning Area (KLA)

A Key Learning Area (KLA) is an important part of the school curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of generic skills (e.g. creativity and skills of communication, critical thinking and collaboration), positive values and attitudes through appropriate use of learning / teaching activities and strategies. It also serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organised into subjects, modules, units, tasks or other modes of learning.

Key Stages (KS)

The 4 stages of schooling from primary to secondary: Key Stage 1 (junior primary P1-P3), Key Stage 2 (senior primary P4-P6), Key Stage 3 (junior secondary S1-S3) and Key Stage 4 (senior secondary S4-S5).

Learning Environment

Learning environment denotes learning at home, in the school and in the community.

Learning Objectives

What students should know, value and be able to do in each strand of a Key Learning Area at the various stages of schooling. They are to be used by teachers as a resource list for curriculum and lesson planning and as sources of 'quality criteria' to make judgements (general assessment) on student learning rather than measuring outcomes.

Learning Targets

Learning targets of a Key Learning Area set out the aims and directions for the general expectations of students in the learning of the Key Learning Area.

Modes of Curriculum Planning

Various approaches adopted by schools to plan and develop their own curriculum around the curriculum framework to meet their varied needs and contexts. For example: (i) a subject / integrated studies / unit / module organised around key concepts, skills, values and attitudes in the curriculum framework; (ii) integration of learning elements within a subject / Key Learning Area or across subject(s) / Key Learning Areas using key concepts, skills, values and attitudes etc. in the curriculum framework; (iii) co-curricular activities, community services and work-related experiences etc. which complement learning and teaching in the classroom; (iv) core elements of the Key Learning Area / subject in the curriculum framework.

Quality Criteria

Criteria derived from the learning objectives of a Key Learning Area for teachers to make judgements (general assessment) on student learning rather than measuring outcomes.

School-based Curriculum

As students are entitled to the basic requirements of the central curriculum, schools are encouraged to adapt the central curriculum in developing their school-based curriculum to help their students to achieve the learning targets and aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, optional studies, learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between guidance from the CDC and the autonomy of the schools and teachers.

'Seed' Project

A collaborative research and development project to (i) generate / 'seed' useful experiences for the reference of schools, teachers and the community; (ii) develop a critical mass of curriculum change agents and leaders (e.g. teachers, school heads, teacher-librarians) to enhance the capacity for reform and (iii) act as an impetus to school-based curriculum development.

Whole-school Curriculum Planning

The purpose of whole-school curriculum planning is to help students to achieve the seven learning goals. It involves providing a more broad and balanced curriculum covering the eight Key Learning Areas and five essential learning experiences through school calendar planning and time-tabling arrangement, setting priorities for short-term targets of school curriculum development. In the planning process, schools should consider smooth progression in curriculum design, coherence among the Key Learning Areas and flexibility in the learning, teaching and assessment strategies.

