

Promoting effective English language learning through holistic planning of major renewed emphases in the updated English KLA curriculum

**Language Learning Support Section
Education Bureau
1 November 2017**

Programme rundown

Time	Focus
2:00 to 2:20 pm	Part I Introduction and updates of the English Language Education KLA Curriculum Guide
2:20 to 4:00 pm (with a 15-minute break in between)	Part II Holistic planning for school-based curriculum initiatives – considerations and examples <ul style="list-style-type: none">- Values education- Reading across the Curriculum
4:00 to 4:15 pm	Part III Roles and responsibilities of curriculum leaders in bringing changes and innovations to the English curriculum
	Part IV Evaluation

Challenges ahead

rapidly
changing
society

multiplicity of
social values

globalisation

existing jobs
disappearing

CHANCE

Values
building

Knowledge
base

Critical
thinking

Problem
solving

Self-learning

Self-management

Collaboration

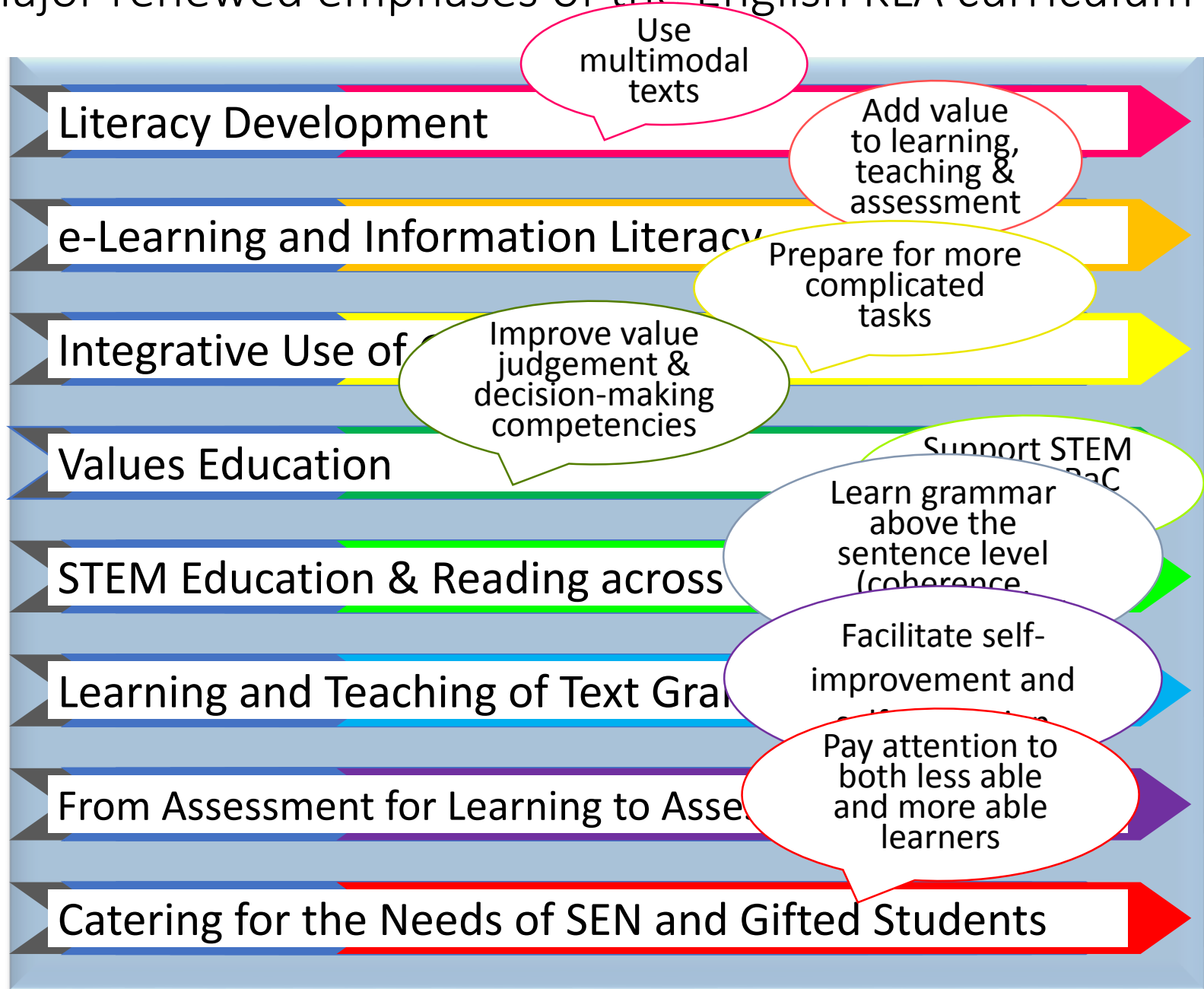
Mathematical

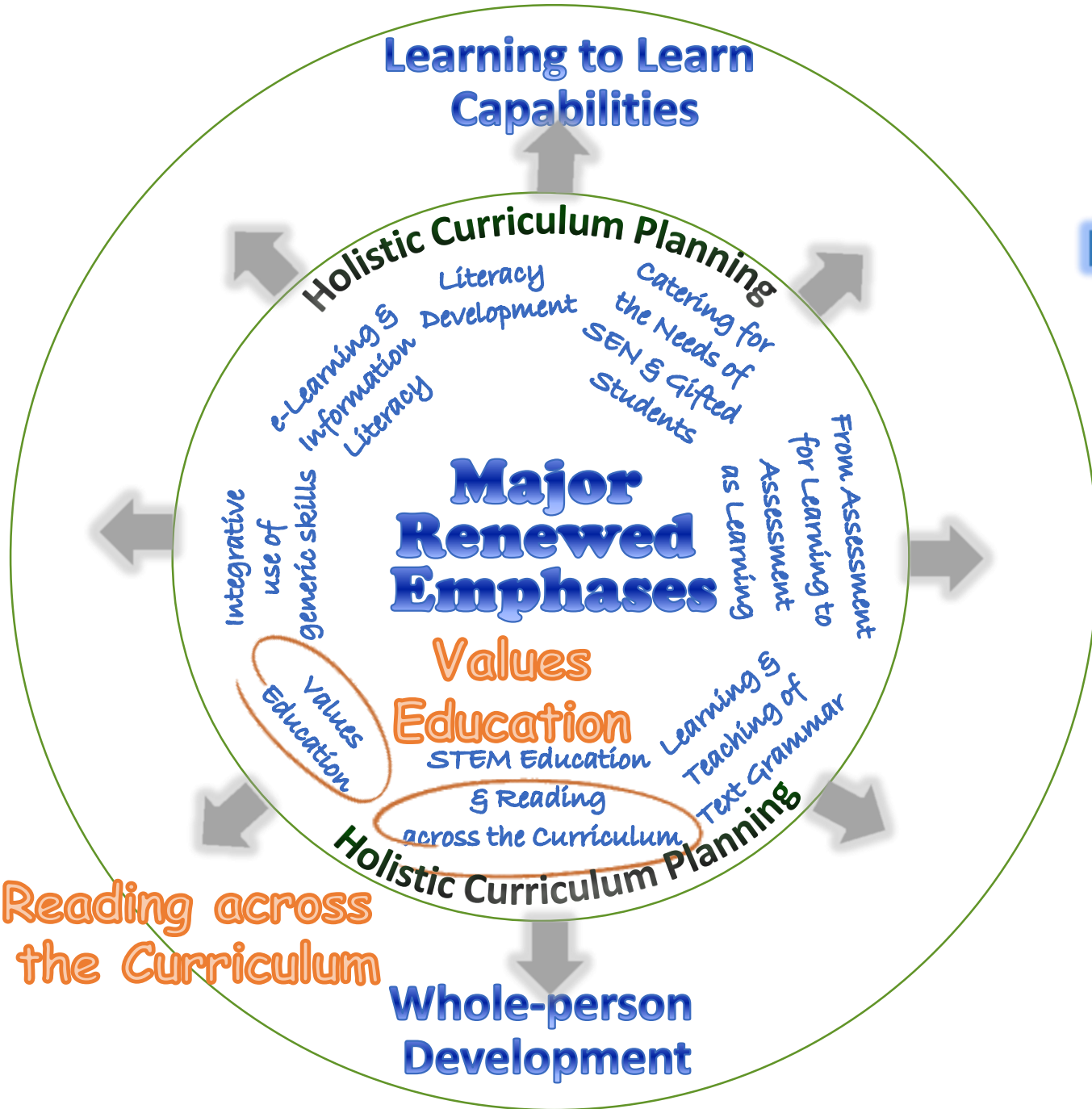
Creativity

IT
Communication

Nurturing
21st century
learners

Major renewed emphases of the English KLA curriculum





Study



Work



Lifelong learning

Reading across the Curriculum



3.4 The Way Forward for “Reading to Learn”

To equip students well for a dynamically changing society, schools should help students progress from “Learning to Read” to “Reading to Learn”. Various strategies for promoting “Reading to Learn” can be adopted. Schools, for example, can start with fostering a culture of reading and then extend it to “Reading across the Curriculum” in order to help students develop the habit of and capacity for self-directed learning.

[Chapter 5 Assessment](#)

[Chapter 6 Life-wide Learning](#)

[Chapter 7 Quality Learning and Teaching Resources and School Library Development](#)

[Chapter 8 Meaningful Homework](#)

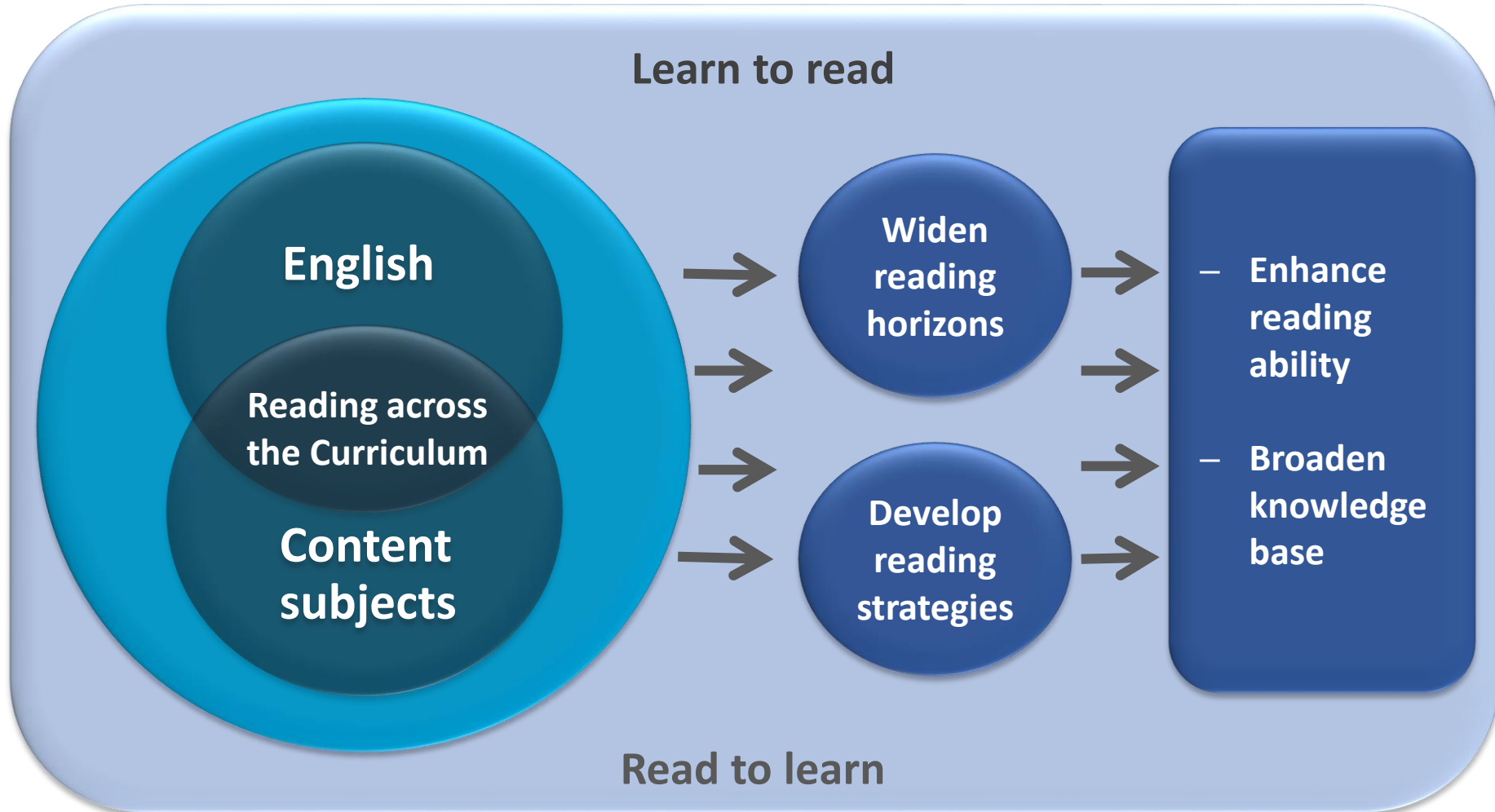
[Chapter 9 Interfaces at Various Key Stages](#)

[Chapter 10 Continuing Professional Development](#)

[Chapter 11 School, Family and Community Connections](#)

[Glossary](#)

Objectives of Reading across the Curriculum



- **Link with other subjects**
- **Broaden knowledge base**
- **Enhance the interface between primary and secondary**



- A A A
- ▶ Contents
- ▶ List of Abbreviations
- ▶ Preamble
- ▶ Chapter 1
- ▶ Chapter 2
- ▶ Chapter 3

The Education Bureau revised and enriched the Moral and Civic Education Curriculum Framework in 2008. The number of priority values and attitudes was increased to seven and the connection among MCE, different KLAs/subjects and values education domains across subjects was also recommended to be further strengthened. This recommendation has been supported by schools. Promotion of whole-person development through nurturing in students positive values and attitudes has become one of the learning objectives of different KLAs/subjects and values education domains across subjects. The implementation of MCE in the school-based curriculum is, in general, effective.

Glossary
[3.3.3 Provision of Holistic and Balanced Learning](#)

In response to the rapid societal changes and the developmental needs of students, schools should put emphasis on promoting students' independent thinking and self-directed learning capabilities. When students are facing difficulties, they should be able to identify the values involved, analyse the issues objectively, make reasonable judgements and take action accordingly. Then they are prepared for different challenges in their future life.

Seven priority values and attitudes



- Enhance whole-person development
- Cope with the rapid societal changes and challenges in future life → lifelong learning, career development

What's next?

English subject planning...

Are you planning to introduce:

- Reading across the Curriculum
- Values education
- Or others?

**Adoption of a holistic approach
in curriculum planning**



Evaluation
Planning
EPIE
Implementation
Evaluation