

**Roles and responsibilities of
curriculum leaders
in bringing changes and innovations to
the English curriculum**

Managing change

Managing change

Curriculum
leadership
capabilities

Kotter's 8-step change model

Stages of change management

Creating a climate for change



Engaging & enabling the
whole panel



Implementing & sustaining
change



Managing change

Creating a climate for change



- Study the change carefully

Demonstrate subject and pedagogical knowledge



- Training (e.g. workshop & seminars)
- Reading research studies & journals
- Talking to teachers of your school or other schools about the implementation of the innovations
- Conducting peer and inter-school lesson observations

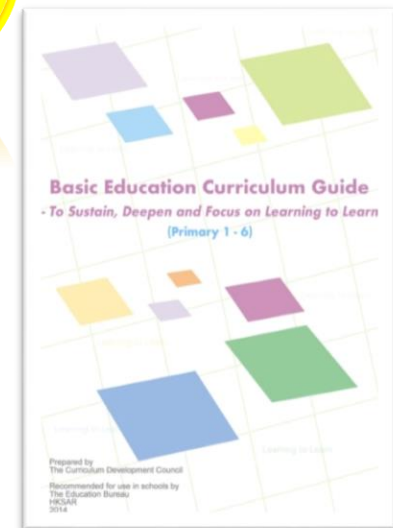
Values education

Reading across the Curriculum

e-Learning

Assessment literacy

Self-directed learning

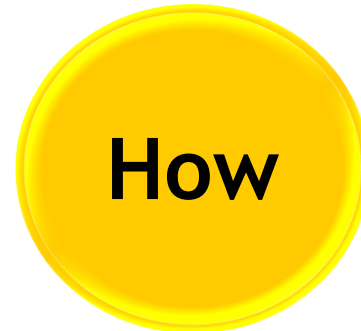


- Help others see the need for change

→ **Create urgency**

Demonstrate subject and pedagogical knowledge

Use data effectively to set priority and development focus



Student needs

Expectations of stakeholders

School context

Past experience in implementing related initiatives/projects

Creating a climate for change



→ **Form a powerful coalition**

Use resources effectively and strategically

- Form a team with the expertise and/or enthusiasm to achieve the intended outcomes

→ **Create the vision and strategy**

Propose concrete and workable actions

Specific

Measurable

Aligned

Realistic

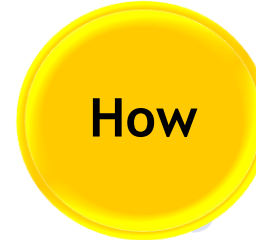
Time-bound

Engaging & enabling the whole panel



→ **Communicate the vision and strategy**

- Understand and address the concerns of the stakeholders



Communicate effectively with different parties

→ **Empower action**

- providing staff development opportunities
- deploying tasks that enable them to apply what they have learnt from the training
- offering support from time to time

Engaging & enabling the whole panel



→ **Create quick wins**

Establish monitoring and evaluation mechanisms

- Ensure effective implementation of the plan
- Conduct on-going evaluation with professional use of qualitative and quantitative data to promote evidence-based and reflective teaching practices

Use data effectively

- Provide concrete evidence to show that the change plan works

Implementing & sustaining change

→ **Build on change**

Communicate effectively with different parties

- **Create opportunities** for knowledge building and sharing in the panel
- **Recognise efforts** and **celebrate achievements** timely and regularly
- **Provide clear direction** and **expectation** for every stage of their work

Implementing & sustaining change

→ **Make it part of the culture**

Sustainability

Use resources effectively and strategically

- Build up a systematic pool of experience and resources

Use data effectively

- Use the collected data for future planning/improvement on L/T

Implementing & sustaining change

→ **Make it part of the culture**

EPIE Process

Holistic planning

Evaluation	<ul style="list-style-type: none">• Conduct evidence-informed needs analysis using tools like KISS & SWOT to identify what targets to set (taken account of internal and external conditions)
Planning	<ul style="list-style-type: none">• Set clear development targets• Work out a concrete action plan• Deploy different resources (e.g. funding, time, staff, school facilities & equipment, community) effectively• Set clear timeline for each measure• Set up the monitoring and evaluation mechanism
Implementation	<ul style="list-style-type: none">• Communicate with the parties concerned• Implement the action plan• Make use of all the resources available
Evaluation	<ul style="list-style-type: none">• Conduct ongoing evaluation• Document data and resources systematically• Conduct professional sharing among the team

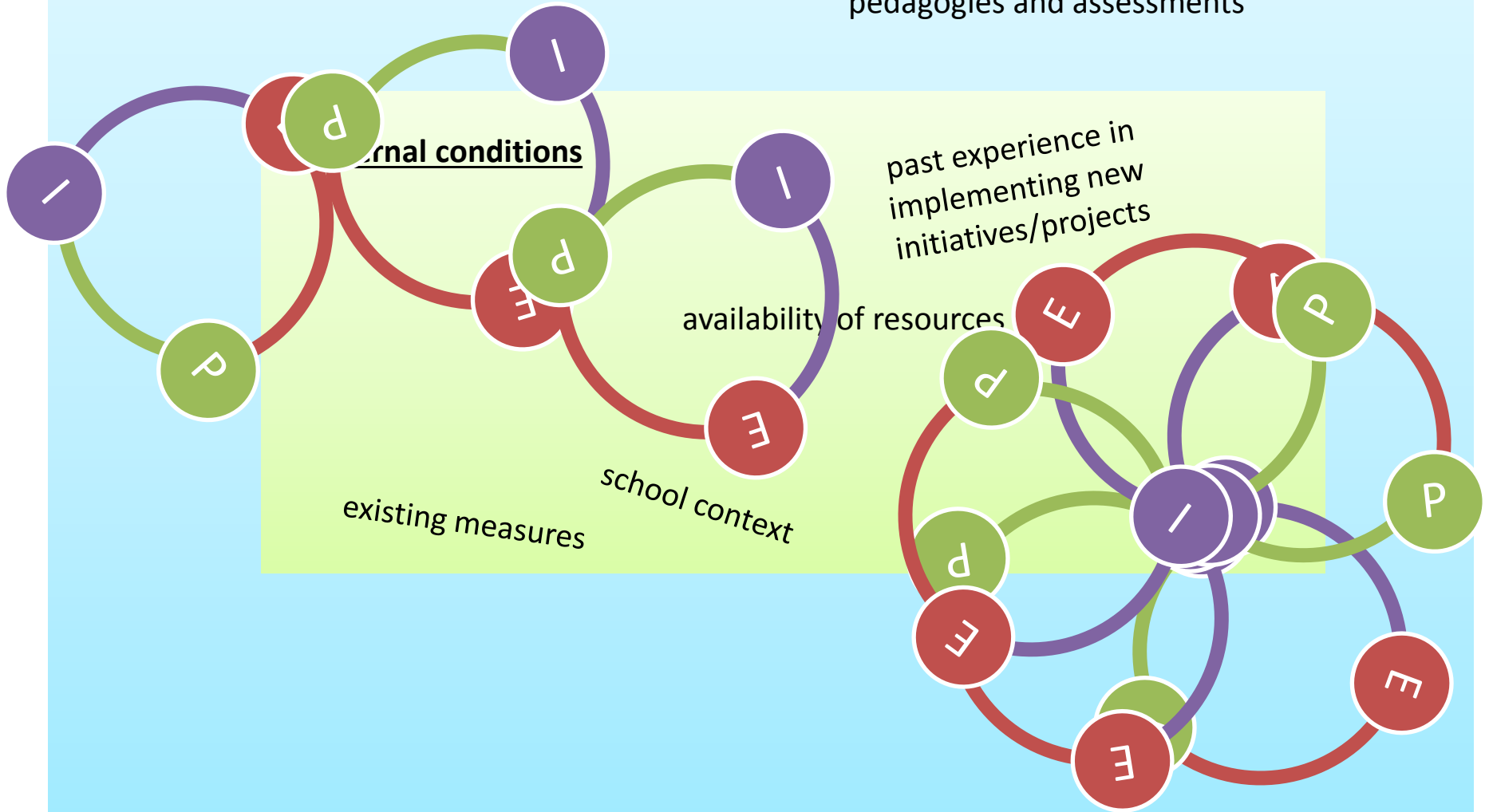
Holistic planning

Sustainability

External conditions

latest international & local trends

latest developments in teaching pedagogies and assessments



Demonstrating leadership capabilities through managing curriculum changes

Leadership Capability <i>Curriculum leaders should be able to:</i>	Examples of questions for planning	
Use data effectively <ul style="list-style-type: none"> • to set priority/development focus 	<ul style="list-style-type: none"> - Did I use any external and/or internal data to identify the needs and the development priorities/focuses of the subject panel with respect to the latest updates of the English curriculum? - Did I review the effectiveness/sustainability of past/existing measures to conceptualise experiences of utilising different resources (e.g. EEG) to help promote English learning at my school? 	
Propose concrete and workable actions to inform how the development focus can be implemented	<i>Specific</i>	<ul style="list-style-type: none"> - Did I set clear and specific objectives for the proposed measures in accordance with the latest updates of the English curriculum? - Did I spell out explicitly how the objectives set may be achieved (e.g. stages of implementation, teacher(s)-in-charge)? - Did I lay out clearly how the effect(s) of the proposed measures may be sustained? - Would the effects of the measures be beneficial to different groups of students so as to cater for their various needs? - Did I specify how the measures would achieve teachers' professional development? - Were there measures to ensure the sustainability of the activities?
	<i>Measurable</i>	<ul style="list-style-type: none"> - Did I define measurable and observable outcomes for the objectives?
	<i>Aligned</i>	<ul style="list-style-type: none"> - Did I plan for measures that align with the school goals/major concerns? - Were the measures aligned with the objectives set?
	<i>Realistic</i>	<ul style="list-style-type: none"> - Were the objectives and measures set achievable given the school context and within the specified use of the resources?
	<i>Time-bound</i>	<ul style="list-style-type: none"> - Was the schedule of implementation clearly spelt out in the plan?
Establish monitoring and evaluation mechanisms to ensure	<ul style="list-style-type: none"> - Did I define what targets/expected outcomes to achieve for the objectives set? Were those success criteria relevant to the objectives set? 	

Upcoming events

Managing Change

sharing session

Date: 16 March 2018 (Fri)

- Sharing session (9:00 a.m. - 12:30 p.m.)

Sharing of experiences in implementing


e-Learning, SDL/SRL, STEM education, RaC, LaC,
Life planning education

**38 curriculum leaders
from 18 schools (9 Primary + 9 Secondary)**

Language Learning Support Section (LLSS), EDB



Professional
Development
Activities



School-based
Curriculum
Resources



Platform for
Professional
Networking



On-site
Support

Provide support services to meet schools' specific needs

Some examples of support focuses

- Incorporating technology into the English curriculum (*e-Learning*)
- Promoting **self-directed English learning**
- **Reading across the Curriculum to promote STEM**
- **Catering for learner diversity**
- Promoting **assessment for/as learning**
- Infusing **career & life planning education** into the English language curriculum
- **Curriculum leadership development**

Language Learning Support Section

Overview of support focuses

English Language Education

School-based support service for PRIMARY schools

- English Language
- Curriculum Leadership Development Programme
- Learning Communities

School-based support service for SECONDARY schools

- English Language
- Curriculum Leadership Development Programme
- Learning Communities

中國語文教育

小學校本支援服務

- 中國語文
- 課程領導專業發展計劃(中國語文)
- 中國語文教師學習社群

中學校本支援服務

- 中國語文
- 課程領導專業發展計劃(中國語文)
- 支援非華語學生的中文學與教
- 中國語文教師學習社群

內地與香港教師交流及協作計劃

- 中國語文

More information about LLSS



LLSS homepage



LLSS publications

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LLSS Website:

<http://cd1.edb.hkedcity.net/cd/languagesupport/>

Online application system for support services:

<https://sbssapplication.edb.gov.hk/login.php>

A screenshot of the Online Application System for School-based Support Services (SBSS) login page. The page has a green background and features the title '校本支援服務網上申請系統 Online Application System for School-based Support Services'. Below the title, there are two input fields for '用戶名稱 Username' and '密碼 Password'. A red '登入 Login' button is positioned below the password field. The version number 'v4.0.2' is visible at the bottom right of the page.