

Language Learning Support Section
Language Learning Support Services (2023/24)
Secondary Schools

1. Modes of Support

On-site professional support

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

Learning communities

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

2. Foci of Development

Area	Examples
Language Learning Support Services – Chinese Language (L1)	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school Chinese Language curriculum by developing a balanced school curriculum with vertical and lateral coherence, including the optimisation of the senior secondary curriculum - To support a smooth interface between key stages (KS) through peer or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Reading across the Curriculum (including in the context of STEM/STEAM education), values education, national education (including national security education), media and information literacy and appreciation and enlightenment of Chinese culture through learning of Chinese classics - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning Chinese and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning, Assessment for Learning and Assessment as Learning (including homework design) as well as the use of assessment data to facilitate learning and teaching - To promote the active use of Putonghua within and beyond the classroom through supporting the learning and teaching of Putonghua and creating a language environment conducive to Putonghua learning
Language Learning Support Services – Enhancing support for teaching Chinese to Non-Chinese speaking students (L2)	<ul style="list-style-type: none"> - To enhance support for teaching Chinese to Non-Chinese speaking (NCS) students, including the effective use of the Learning Framework and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes; and enhancing the professional capacity of teachers to teach NCS students

Area	Examples
Language Learning Support Services – Curriculum Leadership Development for Chinese Language Teachers (L4)	<ul style="list-style-type: none"> - To build up the capacity of Chinese Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the Chinese Language subject
Language Learning Support Services – Learning Community for Chinese Language Teachers (L6)	<ul style="list-style-type: none"> - To provide a platform for Chinese Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. optimising the senior secondary curriculum through utilising the space created to enrich students’ learning experiences, incorporating values education into the language curriculum, reading classical texts to enhance the learning of Chinese literature and culture
Language Learning Support Services – Learning Community for Secondary School Teachers Supporting NCS Students in Learning Chinese Language (L8)	<ul style="list-style-type: none"> - To provide a platform for teachers from different schools who are teaching Chinese to Non-Chinese speaking (NCS) students to share the challenges encountered when developing the Chinese Language curriculum, jointly explore learning and teaching strategies to cater for learner diversity and observe pedagogical practices to enhance learning and teaching effectiveness - Members of the community will agree on the themes to explore based on school development needs, e.g. designing tiered learning and teaching units, making good use of picture books to motivate NCS students
Language Learning Support Services – English Language (L3)	<ul style="list-style-type: none"> - To strengthen the holistic planning of the school English Language curriculum by developing a balanced school curriculum with vertical and lateral coherence, including the optimisation of the senior secondary curriculum - To support a smooth interface between KS through peer or cross-level curriculum planning at different KS - To promote curriculum initiatives such as self-directed learning, Language/Reading across the Curriculum (including in the context of STEM/STEAM education), values education, national education (including national security education) and media and information literacy - To explore effective learning and teaching strategies to cater for learner diversity - To create a language-rich environment for learning English and offer diversified learning experiences to students through implementing life planning education and life-wide learning activities - To enhance assessment literacy through promotion of Assessment of Learning, Assessment for Learning and Assessment as Learning (including homework design) as well as use of assessment data to facilitate learning and teaching
Language Learning Support Services – Curriculum Leadership Development for	<ul style="list-style-type: none"> - To build up the capacity of English Language panel heads/coordinators to lead their teams to work towards the immediate and long-term development of the English Language subject

Area	Examples
English Language Teachers (L5)	
Language Learning Support Services – Learning Community for English Language Teachers (L7)	<ul style="list-style-type: none"> - To provide a platform for English Language teachers from different schools who are enthusiastic about curriculum innovations to share the challenges encountered during the implementation, jointly explore the coping strategies and reflect on pedagogical practices to enhance learning and teaching effectiveness and foster professional exchange among teachers - Members of the community will agree on the theme of study for the year, e.g. optimisation of the school English Language curriculum, Language/Reading across the Curriculum (including in the context of STEM/STEAM education), self-directed learning and e-learning

3. Expectations on Participating Schools

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

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

4. Points to Note

- The duration of support services normally lasts for one year.
- To learn more about the work of the Section and to see examples of work done by schools under the Section's support, please visit the following website:
<http://www.edb.gov.hk/languagesupport/>

5. Enquiry

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