

## Foreword

**Learning to learn**, a curriculum development direction set for the 21st century, has been implemented in Hong Kong schools for more than 10 years. During this time, the Task Force has worked hand in hand with the language teaching force of the school sector to realise the educational aims of whole person development and lifelong learning through school-based language curricula. We are delighted to find schools have made tireless efforts in building a firm language foundation for students and nurturing positive attitudes towards language learning. These are crucial not just for students' further study and work, but also as a means of increasing their opportunities for personal and intellectual development and extending their knowledge and experience of different cultures.

While taking pride in all the achievements of our language teachers and their students, we are well aware that the world around us has changed rapidly. This is evident in a growing multiplicity of social values, increasing attention to collaboration and interpersonal skills, integration of technology into life and study as well as diversity in students' backgrounds. Hence, developing students' capability to respond to these changes positively sets the direction for our next stage of work. While building on their existing strengths, the updated school curriculum, known as **Learning to Learn 2.0**, aims to empower schools to **focus** on learning and teaching effectiveness, **deepen** the positive impact of the curriculum reform as well as **sustain** the quality of learning.

In fact, schools have been responding to those changes actively. Over the past two years, an increasing number of schools have collaborated with Task Force officers in developing their 6-year language curricula. Together they have sought to improve the interface across different key stages; promote assessment as learning practices such as the development of self-directed learning capabilities among students; use e-learning for interactive learning and to cater for learner diversity; develop life-planning skills by infusing career-related elements into the language curricula; and implement Reading across the Curriculum to foster reading to learn. Moreover, the quick development of cross-school learning communities and the growing importance attached to curriculum leadership development are positive signs of the readiness of the school sector to implement the next wave of reform.

To capture the valuable experiences of these schools and to inspire teachers to improve teaching practices with regard to each unique school context, we have included in this publication the distillation of 34 practices in the Chinese and English KLAs. Rather than exemplary practices to be replicated, these experiences are meant to illustrate the curriculum development process.

This publication is just one of the platforms we use for sharing and professional enhancement. The Task Force would like to thank schools and teachers for sharing their school-based experiences with different audiences through seminars, our web-page ([resources.edb.gov.hk/cd/languagesupport](http://resources.edb.gov.hk/cd/languagesupport)) and thematic CD-ROMs which compile school-based learning and teaching resources and document the learning and teaching process.

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