

Foreword

How ready are our students for meeting the future challenges of study and work and for living in an era of globalisation and technological advancement? The Education Bureau has been conducting ongoing renewal and updating of the school curriculum to ensure that our schools can keep abreast of local, regional as well as global changes for the ultimate benefits for students. A number of curriculum initiatives, such as STEM education, Information Technology in Education, Vocational and Professional Education and Training, Language across the Curriculum and Values education, are proposed as strategic levers to foster students' learning to learn capabilities for lifelong learning and whole-person development.

Schools are equally concerned about the readiness of their students to cope with the rapid changes in the economic, social, cultural, political and technological aspects; and have been responding proactively by incorporating relevant curriculum initiatives into their school curricula taking into consideration their unique contexts. In recent years, we have seen greater efforts among language teachers in "experimenting" different curriculum innovations with a view to addressing learner diversity, enhancing learning motivation, nurturing positive values and attitudes, and developing learning to learn capabilities among students. For instance, to help the late starters in English learning and the non-Chinese speaking students, some schools have attempted to infuse careers education and life planning into their school-based language curricula so as to make language learning more motivating and relevant to students' aspirations and needs. As advances in technology have brought about changing modes of learning and teaching, some teachers have explored the use of e-learning, including different e-tools, e-resources and e-platforms, to promote self-directed learning and interactive learning. To broaden the knowledge base and develop lifelong learning skills among students, some schools have implemented Reading across the Curriculum in support of STEM education to help students make connection of the knowledge and skills among different subjects and apply them in new contexts. While recognising the importance of knowledge and skills in language learning, teachers are putting increasing emphasis on values development through using quality texts to help students appreciate positive values and attitudes for whole-person development.

There are certainly many more innovations that are worth capturing. Irrespective of the levers chosen, schools are well aware of the importance of whole-school curriculum planning and the need to make corresponding changes to learning, teaching and assessment practices. We are delighted to find that the school curriculum leaders, including language panel heads and co-ordinators, are playing a more prominent role in fostering cross-KLA initiatives and adopting a progressive approach to developing their school-based curricula. Increasing attention has also been given to supporting students in achieving a smooth transition across different levels/key stages of learning by making reference to the Learning Progression Framework. The implementation of these innovations would also require appropriate changes in learning/teaching strategies and assessment practices. We have witnessed the ample use of life-wide learning activities to help students attain all-round development and adoption of assessment as learning practices that help students reflect on and manage their own learning.

To better prepare schools to implement the updated Curriculum Guides for the Chinese and the English Language Education Key Learning Areas (Primary 1 – Secondary 6) issued in 2017, we have selected 53 school practices in this issue to illustrate how some of the Major Renewed Emphases of the two KLAs can be implemented in different school contexts. 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) and thematic DVD/CD-ROMs which compile school-based learning and teaching resources and document the learning and teaching process.

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