



Foreword

In line with the direction of the ongoing curriculum renewal, schools collaborating closely with the Task Force over the last two years have been implementing different curriculum initiatives to foster students' learning to learn capabilities for lifelong learning and whole-person development. The myriad school-based curriculum development projects implemented demonstrate how schools have attempted to revitalise language learning and teaching to meet the diverse needs of students in face of the changing local, regional and global contexts. What has been revitalised?

Reading has always been a most wanted area for support. While recognising the importance of enhancing students' interest and abilities in reading through reading schemes and explicit teaching of reading skills and strategies, more schools are using multimodal texts and Reading across the Curriculum projects to cater for the diverse needs and interests of students and to help them acquire and apply different areas of knowledge. Schools have also used appropriate discretion over the selection of reading materials which provide rich contexts for developing positive values and attitudes, and learning elements of STEM and life planning education. In the learning and teaching process, teachers have put greater emphasis on designing pre-, while- and post-reading activities that help students deepen their understanding of the texts and integrate reading with other aspects of language learning.

Assessment is another common concern of schools. Despite the need for preparing students for different summative assessments, there has been increasing use of diversified modes of assessment which enable teachers to understand students' learning process and their performance in those aspects of learning that cannot be assessed in a testing environment. Examples include the use of e-learning tools/platforms to help students evaluate their own learning against the expected learning outcomes and set improvement goals; and the design of learning and assessment tasks such as product promotion and workplace visits that enable students to display different language and generic skills and reflect on the values and attitudes needed in real-life situations.

Catering for learner diversity is of perennial interest to most teachers. Yet, we have noticed some changes in teachers' discourse and practices. Apart from merely focusing on bridging the learning gaps (usually targeting the less proficient learners), teachers are now talking about how to stretch the potential of every student by setting reasonable expectations. Besides looking at learner diversity in terms of ability and motivation, schools have adopted a broader view by looking into the characteristics and needs of different groups of students such as non-Chinese speaking students, boys, girls, cross-border students, newly arrived children and students with special educational needs, and attempted to develop a wider variety of school-based language curricula that meet students' unique needs.

These positive changes do not happen by chance. Through participation in our Curriculum Leadership Development Programmes and the Learning Communities, language curriculum leaders from the supported schools are equipped with a range of leadership capabilities that enable them to plan and implement



different curriculum innovations progressively; and the inter-school sharing and collaboration has fostered the development of a community of practice.

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 79 practices in the Chinese and English Key Learning Areas. 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.

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