

3.0 Optimising the school curriculum through diversified learning and teaching strategies

Introduction

To prepare our students for the challenges of the 21st century, the ongoing renewal of the school curriculum is crucial for fostering their well-rounded growth and equipping them for a dynamic, ever-evolving world. Over the last two years, our collaborating schools have embraced diversified strategies to implement curriculum initiatives, leading to positive changes in learning and teaching. Within our extensive network, some schools have established language learning as a foundation that transcends subject boundaries, enabling students to gain a comprehensive understanding of non-language subjects while enhancing their language knowledge and skills. Others have integrated STEAM education with English learning, enriching students' language proficiency and cultivating critical thinking and problem solving skills – essential competencies for the 21st century.

However, knowledge and skills alone cannot fully develop well-rounded individuals. We are delighted to observe schools placing greater emphasis on values education and Life Planning Education to foster students' whole-person development. Recognising that “no two flowers bloom in the same way”, schools have also created inclusive environments that celebrate diversity and boost learning motivation, ensuring that every student can thrive. The effective practices of these schools, testimony to teachers' commitment to implementing curriculum initiatives while keeping abreast of the latest educational trends under the guidance of the officers from our Section, are conceptualised under the following four themes:

1. Promoting Language/Reading across the Curriculum: Unlocking learning across subjects

An essential goal of education is to prepare students for a future, defined by inter-connected knowledge and skills, volatility and uncertainty. To nurture future-ready learners, some of our collaborating schools accord high priority to promoting Language/Reading across the Curriculum (LaC/RaC). By breaking down subject boundaries, students are encouraged to read a variety of texts, broadening their knowledge base while developing skills to analyse, evaluate, and synthesise information across subjects. This approach enhances their ability to transfer and apply knowledge in different contexts, equipping them to adapt to a rapidly changing world and preparing them for future studies and work in an interconnected world.

The three cases reported under this theme demonstrate how teachers can effectively help students connect English Language with non-language subjects through LaC/RaC. [Case 3.1](#) illustrates how English teachers and non-language subject teachers collaborated on an RaC project focused on the familiar topic of “healthy eating”. This project deepened students' understanding of the topic while cultivating proper values and attitudes, alongside enhancing their comprehension, vocabulary



development, and critical thinking skills. [Case 3.2](#) highlights an RaC programme which not only enhanced students' reading skills but also broadened their local and global perspectives. [Case 3.3](#) demonstrates whole-school participation, where LaC/RaC was progressively implemented across various levels and subjects. By incorporating a range of cross-curricular reading and language-related activities, both inside and outside the classroom, students' language exposure was broadened and their learning experiences were enriched.

2. Integrating STEAM education with English learning: Enhancing communicative proficiency

How can STEAM education enrich language learning? The experiences of our collaborating schools show that integrating STEAM education with English learning creates a dynamic environment that enhances communicative proficiency while fostering critical thinking and problem solving skills.

In [Case 3.4](#), English teachers implemented a STEAM project titled “My Green Thumb STEAM Adventure” where English teachers facilitated language development through hands-on scientific exploration. This project enabled students to deepen their subject knowledge, acquire essential 21st century skills, including observational and analytical thinking, and foster a genuine appreciation for nature. In [Case 3.5](#), students participated in STEAM-infused projects that employed the “Predict, Observe, Explain” strategy alongside the design thinking principles to explore knowledge and experiment with innovative ideas. Through hands-on and minds-on STEAM activities, they were engaged in authentic learning experiences that encouraged both critical thinking and creative problem solving. Additionally, they applied vocabulary, grammar and language skills, effectively enhancing their ability to communicate and express ideas.



3. Nurturing values and life planning: Shaping students' bright future

To secure a promising future for students, it is essential to incorporate values education (including national education and national security education) and Life Planning Education into the school curriculum. This integration can create meaningful experiences that nurture proper values, foster national identity, enhance self-awareness, and encourage personal planning and goal setting for whole-person development. Our collection of five cases demonstrate various effective approaches:


Case 3.6 emphasises the importance of acknowledging students' ethnic and cultural diversity in creating an inclusive learning environment. By integrating values education into English language learning, P1 students gained language skills while also learning to respect and embrace various cultures. **Case 3.7** highlights the benefits of integrating Life Planning Education into Reading across the Curriculum projects, enabling P4 students to reflect on their aspirations and values, enhancing self-awareness while cultivating proper values and attitudes. **Case 3.8** demonstrates the thoughtful integration of Life Planning Education into unit planning, enhancing learning experiences beyond traditional boundaries. This approach connects classroom learning with real-world applications, providing S4 students with experiential career-related activities that enrich their language learning. **Case 3.9** focuses on enhancing students' critical thinking and promoting media and information literacy. It emphasises investigating issues from multiple perspectives, deepening understanding through visual texts, and nurturing critical literacy through structured thinking routines to foster analytical and reflective abilities. **Case 3.10** demonstrates how self-directed learning and co-curricular activities enriched English language learning at S5 by offering students opportunities to cultivate values while facilitating life planning across diverse contexts. This approach empowered students to shape their futures with purpose and determination.



4. Embracing learner diversity: Celebrating differences

Embracing learner diversity effectively requires three key elements: acknowledging and accommodating the unique needs of each student, inspiring their motivation to learn, and nurturing their potential. Two cases demonstrate successful approaches to catering for learner diversity. **Case 3.11** illustrates how learning activities designed around the “Five Dimensions of Differentiation” addressed learner diversity. Integrated with Language across the Curriculum and values education, these activities boosted S1 students' motivation, cultural awareness, and interest in Chinese culture. Additionally, students effectively utilised their acquired language skills in both reading and speaking tasks. **Case 3.12** focuses on accommodating learner diversity by differentiation, varied assessment data, multimodal



The background image is a grayscale photograph of a library or school setting. In the foreground, a group of students and teachers are gathered around a table, looking at and discussing various books and documents. One student is holding a book titled 'Amazing Animals'. In the background, other students are visible, some standing and some sitting, in a well-lit room with bookshelves and educational displays.

resources, and a wide range of learning content. This approach not only boosted engagement among S4 students but also ensured that every student had ample opportunities to demonstrate their learning and progress, particularly in key areas of reading and writing.

Conclusion

Many of the schools we collaborate with have enhanced and optimised their school curricula by incorporating curriculum initiatives to equip students for future challenges. Their efforts have yielded substantial benefits in curriculum development, teacher professional growth, and student learning outcomes. These achievements are the results of meticulous curriculum design, effective inter-departmental collaboration, strong leadership in steering curriculum enhancements, and dedicated support from the Language Learning Support Section officers who provided valuable guidance throughout the process. Through these articles, we aim to offer teachers further perspectives to enhance their school English Language curriculum, fostering a more enriching educational journey and cultivating a culture of knowledge sharing within the teaching community.