Embracing learner diversity:
Celebrating differences

3.11 Catering for students' diverse needs through fostering proper values and strengthening cultural knowledge in a Language across the Curriculum project

Background

In order to improve students' English standards and use through cross-curricular collaboration, as well as promote positive education in the school, which are the two major concerns of SKH Li Ping Secondary School in the 2022/23 school year, cross-curricular projects were conducted among English Language subject and other non-language subjects. Under the fine-tuned Medium of Instruction (MOI) arrangements, this school adopts Chinese as the MOI (CMI) for non-language subjects. In order to improve the school's English learning environment and provide students with more exposure to English and opportunities to use the language, the school dedicated up to 25% of the total lesson time (excluding the lesson time for the English Language subject) to conducting extended learning activities (ELA) in English in non-language subjects. Thus, collaborating with the English Language subject, some parts in Geography and History were taught in English. In addition to catering for students' diverse needs, it was hoped that a culture of positivity in the school campus could be created, and that the hands-on and authentic learning activities designed could serve as an added incentive for students to learn.

Level
S1

Strategies used
1. **Catering for students' diverse learning needs**

In order to increase students' learning motivation and accommodate their learning needs, a series of learning activities was designed based on the "Five Dimensions of Differentiation" (Reis & Renzulli, 2018) (see Figure 1).

	Dimensions	Details	Learning activities designed
1	Content	Differentiating teaching content	Two versions of worksheets and learning booklets were designed.
2	Instructional strategies	Using different instructional strategies	Individual work, group work, discussion, small group activities, and whole class activities were included.
3	The classroom	Differentiating the learning environment	Various learning environments were included, such as the English classroom, the cookery room for learning English and cooking skills, and The Mills as the site of a field trip.
4	Products	Giving students options	Students could choose between conducting a face-to-face presentation or video-taping their presentation and uploading it to Flip.

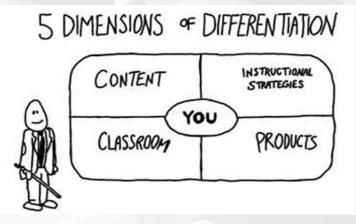| 5	The teacher	Catering for learner diversity in dimensions 1 to 4 by considering students' interests, abilities and learning styles	Examples are shown in dimensions 1 to 4.

Figure 1. The "Five Dimensions of Differentiation" (Reis & Renzulli, 2018)

2. **Adopting an activity-based learning approach to increase students' learning interests**

According to Mustapha et al. (2021), learners would have a better performance when they are engaged in hands-on activities as students seem to be more motivated and participate more actively in hands-on activities than in ordinary lectures. Thus, to increase students' interest in learning different topics, an activity-based learning approach was adopted. A series of activities was designed to diversify their learning tasks inside and outside the classrooms to make lessons relevant to students' lives. Students were engaged in life-wide learning (LWL) and cross-curricular activities, putting learning into contexts and thus making the experiences more meaningful. Through these learning activities, students' intrinsic motivation was increased and was evident in their responses and participation in learning activities.

3. **Cultivating proper values and strengthening cultural knowledge in students**

The school curriculum is intended to be guided by values, which are considered fundamental to the overall culture of a school community (Rowley & Cooper, 2009). Thus, some proper values were infused into the projects. While the curriculum provided ample opportunities for students to learn about values in the lessons, they were also engaged in hands-on and authentic learning activities that allowed them to develop these values in the cognitive, affect and action domains. Opportunities were provided for students to practise and demonstrate appropriate and good behaviour on the school campus.

4. **Fostering cross-curricular collaboration among different non-language subjects**

Incorporating a cross-curricular approach to learning facilitates the exploration of a wider range of topics and scope, which is usually not seen in subject-based lessons (Rowley & Cooper, 2009). Thus, to increase students' learning opportunities and to facilitate collaboration among English Language, History, Geography and Chinese Language, cross-curricular links were established, and curriculum mapping was conducted in various topics among different subjects in the planning stage.

What happened

Three projects were implemented progressively, allowing both teachers and students to gradually adjust to the new approach to learning and teaching. Below is a brief summary of the three projects:

Project One	Strategies on catering for learner diversity were employed in reading and writing tasks in English. Teachers were given the opportunity to develop and apply the skills that were crucial in facilitating subsequent Language across the Curriculum (LaC) projects.
Project Two	An LaC project was conducted between English Language (Unit 7 of the English textbook "Exploring My City") and Geography (Module: "Urban Planning"). In order to enrich students' learning experiences and increase their learning motivation, a visit to The Mills was organised for all S1 students.
Project Three	The second LaC project was conducted between English Language (Unit 5 of the English textbook "Time to Celebrate") and History (Module: "Cultural Heritage"). To raise students' awareness of cultural heritage and traditions, the English Language, History and Chinese Language teachers worked together and organised some cross-curricular activities, e.g. a cooking workshop.

The "Five Dimensions of Differentiation" manifested themselves in the following ways across all three projects.

Dimension 1: Differentiating teaching content

Two versions of worksheets and learning booklets were designed in order to cater for students' learning needs.

|	For more able students	For less able students
Tasks	**Catering for learner diversity by varying the …**	
Reading text	**1. syntactic complexity**	
	"With the juicy lobster, avocado salsa, and creamy scrambled eggs on top of the bread, it is wonderfully flavoured."	"With the lobster, avocado salsa, and scrambled eggs on top of the bread, it has a wonderful flavour."
	2. semantic complexity	
	"Dessert always marks the end of a meal. This banana split crepe is composed of …"	"I ended this meal with a dessert – this banana split crepe contains …"
Comprehension questions	**1. number of distractors**	
	MC questions with 4 options	MC questions with 3 options
	2. level of guidance	
	With no guiding words	With some guiding words
	3. expected output (answers)	
	Long or short answers	Circling the correct answer
Writing input	**1. vocabulary and phrases provided**	
	More advanced	More commonly used
	2. length of paragraph	
	Longer	Shorter
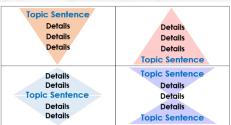
Dimension 2: Using different instructional strategies

a. Individual work	Speaking activities, e.g. students shared their learning in an LWL activity
b. Group activities	**Group discussion:** While-reading tasks, e.g. students discussed and identified the main ideas and supporting details of a paragraph in Projects Two and Three **Hands-on activities:** About 15 students participated in the cooking workshop and three students were engaged in an interview in Project Three.
c. Whole class activities	Learning activities in the lessons under teachers' guidance, e.g. students learnt the skills in reading, writing and speaking in the classroom; students participated in the LWL activity in Project Two

Dimension 3: Differentiating the learning environment

a. Classroom	Students learnt the target knowledge and language skills in the classrooms. In Project Two, students were taught reading skills, such as identifying main ideas and locating supporting details in English lessons. Students learnt that topic sentences could appear at the beginning (most of the time), and/or at the end, and in the middle of a paragraph (see Figure 2).

Figure 2. Topic sentences

Students then practised the target reading skills in Geography lessons using an article about Hong Kong's future development (see Figure 3).

K11 Atelier, located in North Point, Hong Kong Island, has a wonderful green building design. There is a big part of **greenery** in the building. The building also adopts **green technologies**, like low e-glazing – a coating that reflect heats, and a solar panels on the rooftop which generates electricity for the building's lift lobby lighting.

Figure 3. Practising the target reading skills in Geography lessons

Students were asked to identify the main idea(s) of a paragraph and look for supporting details (see Figure 4):

2. What is the main idea of paragraph C?

K11 Atelier is an example of green building design.

3. What are the green features of K11 Atelier?

It has a big part of greenery in the building and it uses green technologies,

like e-glazing and solar panels to save electricity.

Figure 4. Identifying the main ideas and looking for supporting details

	In Project Three, as a continuation and consolidation of their learning in Project Two, the target reading skills (identifying main idea and locating supporting details) were revisited in English lessons. Students then identified the main idea(s) of each paragraph of a text about the Cheung Chau Bun Festival in History lessons (see Figure 5). Figure 5. Identifying the main ideas
b. Home	In Project Two, before the LWL activity, students had a virtual tour of The Mills and completed a pre-trip task at home by answering some questions related to its history and land uses (see Figure 6). Figure 6. Google Forms (Pre-trip task)
c. Outside school – The Mills	In the LWL activity, students went to The Mills to explore its land uses, development and its role in sustainable development. The bilingual guided tour increased students' exposure to English usage and strengthened their knowledge of The Mills (see Figure 7). Figure 7. The curator of the tour explained the development of The Mills.
d. School campus	In Project Three, students were asked to make some wishes on paper Ping On buns (see Figure 8). Figure 8. An example of the wishes written by a student

	To promote intangible Chinese cultural heritage, the paper Ping On buns were then decorated as a paper Ping On tower on a movable board to promote Chinese culture in the school campus (see Figure 9). Figure 9. A movable board for Cheung Chau Bun Festival
e. Cookery Room at school	In Project Three, a Ping On bun cooking class was organised. Students completed a recipe for Ping On buns with the cohesive devices they had learnt. The English Language teacher reinforced students' vocabulary learning during the cooking workshop (see Figure 10). The workshop started with a brief explanation of the history and value of Ping On buns by a Chinese Language teacher who demonstrated how to make the steamed buns from scratch (see Figure 11). Students successfully made the Ping On buns under teachers' guidance (see Figure 12). The hands-on activity acted as an authentic learning experience in which students put their learning into practice. Figure 10. The English Language teacher revisited the cooking steps and cohesive devices, and enriched students' vocabulary by teaching them the ingredients and cooking utensils needed. Figure 11. The Chinese Language teacher explained the origins of Cheung Chau Bun Festival and the steps involved in making the buns from scratch. Figure 12. Students put the Ping On stamps on the finished buns by themselves.

	Students shared some Ping On buns with the janitors as a token of thanks for their contribution to the school (see Figure 13). Students learnt to show respect and care for them. An interview was conducted before and after the activities. Students shared what they had learnt and how they felt (see Figure 14).
	Figure 13. The janitors received the Ping On buns from students. Figure 14. Students shared what they had learnt and how they felt during the process.

Dimension 4: Giving students options

Students shared what they had learnt in the field trip in a speaking activity by practising the use of topic sentences and giving supporting details. To cater for students' diverse abilities, they could also choose to talk about another field trip experience. Students' confidence in speaking English was also taken into account. Students could choose their own modes of expressions to demonstrate what they have learnt by doing a face-to-face sharing or pre-recording their presentation and uploading it to Flip (see Figure 15).

Figure 15. Some students uploaded their presentations to Flip.

Dimension 5: Considering students' interests, abilities and learning styles

Teachers differentiated students' learning tasks based on their learning styles, interests, abilities and expression styles. As a result, a wide range of learning activities was seen in dimensions 1 to 4.

Impact

Student level

1. **Students' diverse needs were addressed and language skills were developed.**

   The projects provided ample opportunities for students to learn and use English. During the process, students were given learning materials tailored to their diverse language abilities. They utilised the acquired language skills in reading and speaking tasks, thereby solidifying their learning outcomes.

2. **Students' intrinsic motivation was nurtured and a growing interest in Chinese culture was found.**

   Before and after the Project Three activities, two student representatives were interviewed. One of them expressed their enjoyment of the Ping On bun-making activity and expressed a desire to participate in lantern-making in the future. This showed that the student found the learning activities meaningful and his curiosity about different Chinese cultural traditions was translated into intrinsic motivation for further learning.

3. **Proper values and attitudes were cultivated.**

   Following their visit to The Mills, students learnt to appreciate the historical values of old buildings in Hong Kong. They also learnt the importance of sustainable development in Project Two. Subsequently, in Project Three, through making steamed buns, students learnt about proper values and the significance of festive foods to Chinese culture. Moreover, they seized the opportunity to express gratitude and respect to the janitors by sharing Ping On buns as a gesture of appreciation and care.

Teacher level

1. **LWL and values education were infused into the school English Language curriculum.**

   To enrich students' learning experiences and make stronger connections between their learning and daily life, a series of learning activities was organised outside the classroom. These projects helped teachers better understand how LWL and values education could be integrated into the school English Language curriculum.

2. **Teachers' skills in catering for learner diversity were enhanced.**

   In Project One, the English Language teachers dedicated their time to honing their abilities to accommodate diverse learners' needs in reading and writing assignments. This facilitated the development of the learning and teaching materials in the subsequent LaC projects.

Curriculum level

The LaC projects provided a platform for cross-curricular collaboration among teachers of English Language, History, Chinese Language and Geography. The English Language teachers gained insights into enhancing students' language learning by integrating English Language elements into the LaC projects. Other non-language subject teachers also gained a better understanding of the importance of inter-departmental collaboration. More communication was found among the teachers of different subjects through curriculum mapping, learning materials development and joint learning activities. Thus, a solid foundation of LaC was established.

School level

By sharing Ping On buns with janitors, students fostered a culture of positivity within the school campus, with the hopeful expectation that students will extend their gratitude and respect towards others within the school and the wider community.

Conclusion

The following facilitating factors were found to be essential for the planning and implementation of the LaC projects.

1. **Clear school development goals**

    The major concerns of this school were explicitly defined, serving as a driving force for teachers to undertake the LaC projects. With a clear goal, teachers collaborated to create different learning opportunities that facilitated students' acquisition and application of the English language. With the help of non-language subject teachers, cross-curricular projects were conducted successfully, enabling students to not only learn English during designated English lessons but also engage with language-focused tasks within History and Geography lessons, and cross-curricular activities.

2. **A cohesive team of teachers**

    The teachers involved possessed a collaborative mindset and displayed positive attitudes. They actively participated in the planning stage, and eagerly shared and exchanged their innovative ideas. All of them played a vital role in the implementation stage by shouldering various responsibilities in teaching, and conducting activities outside the classroom and the school. It was their collective effort and dedication that facilitated the successful execution of the project.

Students' use of English in non-language subjects increased and their cultural knowledge was broadened as a result of the LaC projects. To sustain the positive changes, the school continued the LaC projects in the following school year (i.e. 2023/24) and it was hoped that the LaC projects could be extended to S2-3 in the coming years, with more language skills being incorporated into the learning tasks.

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3.12 Catering for learner diversity through assessment literacy and multimodal input

Background

The teachers in Fung Kai No. 1 Secondary School expressed genuine concerns regarding students' proficiency in reading and writing. With a clear objective to improve students' reading skills and cultivate their proficiency in writing, the teachers were committed to trying out various learning, teaching, and assessment strategies, as well as instructional approaches. Furthermore, they observed a remarkable spectrum of learner diversity in S4 students, and hence they were committed to accommodating students' diverse learning needs using different means, such as multimodal input. In addition to all this, the school's overarching mission of fostering positive character development was addressed by integrating values education into the curriculum design.

Level

S4

Strategies used

Term 1 (Reading skills)

1. **Implementation of differentiated instruction**

   According to Tomlinson (1999), teachers should adjust their teaching content and instructional strategies so as to accommodate the diverse needs of learners. An extensive analysis of the Hong Kong Diploma of Secondary Education Examination (HKDSE) reading skills was conducted, and the following strategies were employed to cater for students' needs:

   i.   A two-stage teaching approach was adopted so that the needs of different students were addressed, ensuring a gradual progression in learning. Less able classes focused on Stage 1 learning, while teachers of more able classes covered both stages comprehensively. In less able classes, teachers only briefly introduced Stage 2 content to align with students' needs and abilities. Conversely, teachers of the more able classes covered both Stage 1 and Stage 2, addressing both the basic and advanced skills in tackling summary cloze comprehensively.

   ii. Additionally, the use of colour-coded texts was employed to link related words, synonyms or antonyms in the reading texts and questions. This approach aimed to enhance students' comprehension and facilitate students' learning, particularly benefitting the less able students.

2. **Analysis of the HKDSE summary cloze questions (Years 2017-2021)**

   The analysis focused on investigating assessment of reading skills through the use of summary cloze tasks in the HKDSE Reading Paper (i.e. Paper 1). In order to thoroughly understand the design of the summary cloze tasks, the teachers carried out an extensive examination of the main questions in public assessments. It was found that some questions did not require students to change the word form (see Figure 1), while in some questions, a single change in word form was sufficient. At a more advanced level, students were challenged to modify the word form two or even three times in the same item (see Figure 2).

This analysis has important implications for identifying suitable learning and teaching approaches. Specifically, it emphasises the significance of developing skills related to modifying the desired word form and effectively paraphrasing the target sentences.

Methods	Skills applied on the target word	Qs	Skills applied on the target sentences
Discrete-point testing	No change	11 (ii)	**Answer:** locally **Passage:** The wraps had plenty of zing and slap from **fresh** line, and were topped with hot chilli and **fresh** greens all locally grown ↓ **Cloze:** … and make our own delicious homemade alternatives using **fresh** ingredients that are sourced locally.

Figure 1. An example of a cloze question taught in Stage 1, in which students only needed to look for the right word (i.e. "locally") from the passage.

Methods	Skills applied on the target word	Qs	Skills applied on the target sentences
Integrative testing	Inference Part of speech Plurality	11 (iv)	**Answer:** teenagers **Passage:** … I took *some friends and their two* teenage *daughters* to the Food Garage. … at the end of our meal **we** all reported feeling fabulous and guilt-free. ↓ **Cloze:** Best of all, **adults** love our food, and so do teenagers.

Figure 2. An example of a cloze question taught in Stage 2, in which students had to change the word form more than once (i.e. "teenagers") using various skills and knowledge in order to arrive at the correct answer.

3. Enhancing teachers' assessment literacy

In order to enhance students' reading skills, teachers should enhance their assessment literacy as it reflects their proficiency in designing, implementing and using assessment strategies (Mellati & Khademi, 2018). Assessment for learning also involves how teachers improve their teaching using the analysed student data. Therefore, the following actions were taken to enhance teachers' assessment literacy:

i. Pre- and post-tests in the format of summary cloze were conducted to evaluate students' strengths and weaknesses, as well as to monitor their progress.

ii. Teachers' abilities to analyse and create skill-focused summary cloze questions were strengthened through developing learning and teaching materials.

Term 2 (Writing skills)

1. Using multimodal input to accommodate students' multiple intelligences

According to Gardner's Theory of Multiple Intelligences (1999), everybody possesses multiple intelligences, namely verbal-linguistic, visual-spatial, musical rhythmic, logical-mathematical,

bodily kinesthetic, naturalistic, intrapersonal, interpersonal and existential intelligence. Based on this theory, a variety of activities with multimodal input were designed to enhance students' diverse intellectual abilities:

Intelligences	Learning activities
i. Verbal-linguistic	a. Reading core and supplementary reading materials b. Using scaffolding writing activities
ii. Musical rhythmic	Using music and songs as pedagogical tools in teaching
iii. Visual-spatial	a. Using concept maps for students to visualise their understanding of a text – "Peel the fruit" visible thinking routine b. Using colour-coded texts
iv. Interpersonal	Group discussion

2. **Enriching the variety of learning content to cater for students' diverse interests**

According to Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2021), curriculum optimisation measures should be taken to create space and facilitate flexible use of time. One of the measures adopted by the school was to fully integrate the previous elective module "Learning English through Poems and Songs" into the Compulsory Part. This integration purposefully included a wide variety of language arts elements in the Compulsory Part to accommodate the diverse interests of students.

What happened
Term 1 (Reading skills)

Unit	Unit 2 "Successful People and Amazing Deeds"
Target skill	Summary cloze
Pre-test overview	To align with the topic of this unit, teachers created a summary cloze based on an authentic text adapted from a celebrity interview featuring Ms Olivia Cheng, an alumna of this school who is considered to have a successful career.
Pre-test design	Various methods and skills were employed in order to design a cloze exercise catering for the needs of most students. A part of the test design is shown below (see Figure 3 to Figure 6): In 1982, Cheng made her film debut in Cinema City's *Till Death Do We Scare*, where she took the lead role. From then onwards, she frequently appeared in Cinema City's titles, including *Play Catch* (1983), *A Family Affair* (1984), *Why Me?* (1985) and *A Killer's Blues* (1990). She also collaborated with different film studios, playing the lead in films like *Dragon Force* (1982), *Mr Virgin* (1984), *The Company* (1984), *Mr. Coconut* (1989) and *How to be a Millionaire* (1989). All these marked the success of her acting career. Figure 3. Paragraph 2 of the passage Cheng took a hiatus from the film industry after *Blue Lightning* (1991). In her close to ten-year acting career, apart from starring in comedies, Cheng also had opportunities to portray a wide range of characters. For example, she played a track and field coach in the inspiring film *United We Stand* (1986) and a social worker in the teenage movie *The Wild Ones* (1989). She also Figure 4. Paragraph 3 of the passage

> Being the record-holding high jump champion in her secondary school, Olivia Cheng was 1.awarded the Champion of Miss Hong Kong Pageant and "Miss Photogenic". Since then, she had the chance to 2.collaborate with various film studios. In many well-known films like *Dragon Force* (1982), *The Company* (1984) and *How to be a Millionaire* (1989), she was the 3.main/leading character and her 4.frequent appearances in Cinema City's titles made her increasingly popular.

Figure 5. Paragraph 1 of the cloze

> Being fully engaged in acting career for ten years, Cheng was given the opportunities to play various characters, from a track and field coach in *United We Stand* (1986) to a social worker in *The Wild Ones* (1989) – a film made for 5.teenagers. Of course, she also acted in many other

Figure 6. Paragraph 2 of the cloze

The table below shows the skills and knowledge required to tackle each question.

	Testing methods	Skills and knowledge needed	Target words from the text	Cloze (Answer)
1	Discrete-point	No change	awarded	awarded
2		Form/synonym	collaborated	collaborate/work (past form to base form)
3		Part of speech	lead (n)	lead/leading (adj)
4		Part of speech	frequently (adv)	frequent (adj)
5	Integrative	a. Part of speech b. Plurality	teenage (adj)	teenagers (n) (pl)

Pre-test analysis	Based on the pre-test results, the strengths and weaknesses of each class were identified, which allowed teachers to tailor their teaching materials to address the specific needs of their students. For instance, the more able classes could handle integrative testing questions, but required improvement in parts of speech awareness; while the less able classes could mostly handle discrete-point testing questions, but struggled with areas such as parts of speech, tenses and spelling.
While teaching	To better cater for learner diversity, a two-stage teaching approach was implemented. In Stage 1, students only needed to tackle discrete-point testing questions where they made a single grammatical change in each response, e.g. tenses, parts of speech, synonym, plurality, inferences. In Stage 2, more able students, who had mastered the skills targeted in Stage 1, were challenged with integrative testing questions that required making multiple changes to arrive at the correct answer, for example, parts of speech, plurals and inferencing. The less able students would only be briefly introduced to Stage 2 to align with their needs and abilities. The teaching of relevant values such as perseverance and diligence was embedded in the lessons and learning tasks. For example, students identified how the character in the article persevered in her career despite various challenges faced.

Within-school peer lesson observation	A sequence of peer lesson observations was conducted in S4 classes. Teachers were given opportunities to create a summary cloze tailored to the specific needs and abilities of their students.
Inter-school lesson observation	An inter-school lesson observation was carried out in the Reading Network. Teachers from different schools gathered to observe the lessons and provided their feedback on the instructional strategies in those lessons.
Post-test design	The post-test was designed by one of the S4 English teachers. The target skills were tested.
Post-test analysis	A post-test analysis was conducted. It was found that: 1. students' awareness of changing the part of speech of target vocabulary was heightened; and 2. students' awareness of integrative testing was increased.

Term 2 (Writing skills)

Unit	Unit 5 "Sport"
Writing topic	Writing a letter to the Principal to explain the reasons why students are unhappy about the existing Physical Education (PE) lessons and suggest new activities to be introduced in the PE lessons.
Stages of writing	1. Song appreciation → 2. Pre-writing → 3. While-writing → 4. Post-writing

Stage 1 Song appreciation

Language arts elements from the previous elective module "Learning English through Poems and Songs" were incorporated into the Compulsory Part to cater for the diverse interests of students, as illustrated by the examples below:

	Songs	**Literary devices**	**Values**	**Messages**
More able students	Hand in hand *(1988 Seoul Olympic Theme Song)*	1. Rhymes 2. Metaphors 3. Imagery	1. Unity 2. Commitment	Teamwork is important. When everyone works as a team, it increases team performance in sports.
	Fireworks	1. Rhymes 2. Similes 3. Metaphors	1. Perseverance 2. Diligence 3. Living to your full potentials	Despite the hardships in our lives, one should never stop trying. We should not undermine ourselves and our abilities to shine.
Less able students	The cup of life	1. Rhymes 2. Metaphors	1. Diligence 2. Perseverance	Living life to the fullest and seizing the moment. We should pursue our dreams and enjoy every moment of life.

To increase students' understanding of the use of literary devices, a range of scaffolding writing activities was conducted:

a. Vocabulary matching activity (see Figure 7)	 Figure 7. Vocabulary matching activitity
b. Information gaps (see Figure 8)	 Figure 8. Information gaps
c. Understanding literary devices (see Figure 9)	 Figure 9. Understanding literary devices
d. Identifying literary devices (see Figure 10)	 Figure 10. Identifying literary devices

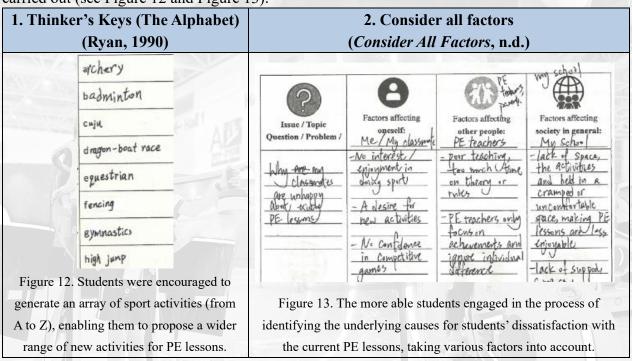## Stage 2 Pre-writing - Task 1 (Exploring ideas)

As writing input, students read two texts on Physical Education and used the thinking routine, "Peel the Fruit", to navigate the texts.

Core reading text for all students	"7 PE lessons ideas for teachers"			
Supplementary reading text for more able students	"How to improve Physical Education in schools"			
A tool to visualise students' understanding (see Figure 11)	Peel the Fruit (*Peel the Fruit*, n.d.) – a thinking routine that tracks and guides understanding.			
	Steps	The fruit	Actions	Guiding questions
	1	The skin	Describe what's there	What do you see/notice right away?
	2	Under the skin	Generate questions	What questions do you have?

3	**Substance**	Make connections	How does it relate to your life?
4	**Substance**	Build explanations	What's going on here?
5	**Substance**	Consider different viewpoints	How could we see this from another angle/perspective?
6	**Core**	Synthesise learning *(capture the heart & form conclusion)*	What is the central idea?

Figure 11. Different layers of understanding of the issue were covered

Stage 2 Pre-writing - Task 2 (Generating ideas)

In order to help students generate more ideas for their writing, a series of learning activities was carried out (see Figure 12 and Figure 13):

1. Thinker's Keys (The Alphabet) (Ryan, 1990)	2. Consider all factors (*Consider All Factors*, n.d.)
Figure 12. Students were encouraged to generate an array of sport activities (from A to Z), enabling them to propose a wider range of new activities for PE lessons.	Figure 13. The more able students engaged in the process of identifying the underlying causes for students' dissatisfaction with the current PE lessons, taking various factors into account.

Stage 3 While-writing (Developing and organising ideas)

The paragraph writing strategy, TREES, was employed and students were taught to develop and elaborate their ideas by including the following: **T**opic sentence, **R**easons, **E**xamples/**E**vidence, **E**xplanation/**E**ffects, and **S**ummary/**S**uggestions (see Figure 14).	
	Figure 14. Students gave suggestions using TREES. Ideas were better developed and structured.

Stage 4 Post-writing (Polishing the language)

In the final stage, students were taught how to paraphrase their sentences by varying parts of speech, and using synonyms and figurative language.

Students first identified the synonyms of certain phrases from the reading text (see Figure 15).	
	Figure 15. Students' unedited work
Then they applied the paraphrasing skills in their writing by using: **a) synonyms:** "It is essential that", "It is crucial that", etc. **b) figurative language:** "as lazy as sloths" (**simile**) (see Figure 16)	
	Figure 16. Students' unedited work

Impact

Student level

Learner diversity was effectively accommodated and students' needs were addressed through the implementation of appropriate tasks aligned with their abilities. On top of the core learning elements in both reading and writing, students in higher proficiency classes were presented with

integrated testing questions to foster cognitive challenges in Term 1. They were also taught to identify more advanced literary devices and read a supplementary text in Term 2.

Teacher level

Teachers' assessment literacy was enhanced through the teaching preparation and activities of Term 1. They acquired the ability to identify students' needs through data analysis, thereby gaining insight into strategies for accommodating learner diversity.

Moreover, teachers' professional knowledge was enhanced through active participation in the preparation of teaching materials. They developed the skills to evaluate the appropriateness of a summary cloze provided in textbooks and independently formulate relevant questions that target specific skills to be assessed in their respective classes.

Additionally, the cultivation of a collaborative culture was fostered through the shared responsibility of tasks and the practice of peer lesson observation.

Curriculum level

The value of analysis of HKDSE assessment items was maximised, yielding valuable insights for the curriculum design in senior levels.

Furthermore, essential elements of the previous elective module "Learning English through Poems and Songs" were integrated into the Compulsory Part, enriching the curriculum with language arts elements.

School level

A sharing culture across schools was promoted. The teachers participated in the Reading Network organised by the Language Learning Support Section and conducted an inter-school lesson observation. A positive school image was built and a culture of collaboration and knowledge-sharing among schools was fostered.

Conclusion

The strategies employed in the project, including the implementation of differentiated instruction, analysis of the HKDSE summary cloze questions, enhancement of teachers' assessment literacy, use of multimodal input to accommodate students' multiple intelligences, and enrichment of the variety of learning content to cater for students' diverse interests, were found to be effective in catering for learner diversity and led to the positive impact at different levels mentioned in the previous section. In addition to these strategies, the following facilitating factors have been identified.

- Prioritising the needs of their students, S4 teachers displayed a willingness to explore and employ various pedagogical tools and methods in their teaching practices.
- S4 teachers' open-mindedness facilitated the successful implementation of a wide range of learning and teaching tasks, as well as professional development activities.

- The dedicated teachers in S4, including both the experienced former panel head, the existing panel head, and novice teachers, showed immense support for the curriculum development projects.

It is hoped that teachers will maintain a student-centered approach and differentiate their instructional practices to accommodate the diverse learning needs of their students. It is anticipated that the valuable learning experiences gained this year could be shared with the novice teachers in this school in subsequent school years.

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