

Title of School-based Support Service (Learning Communities) (2025/26):
Learning Community for English Language Teachers: Building a Smoother Interface between the Upper Primary and Junior Secondary Levels

<p>Online Application Code L15</p>

1. Objectives

The support service aims to:

- enhance curriculum leadership and professional capacity of the teacher team in participating schools through the train-the-trainer approach;
- enable curriculum leaders to understand students' diverse learning needs at both Key Stages 2 and 3;
- empower curriculum leaders to optimise their school English Language curriculum to strengthen the interface between the two key stages; and
- provide a platform for curriculum leaders to inquire into topics of common interest, both collectively and individually, share school-based experiences and resources, and network with other like-minded professionals.

2. Foci of Support

- To ensure **curriculum continuity and progression** by identifying and bridging the gaps in knowledge and skills that students from both key stages need to acquire
- To adopt **diversified teaching and assessment strategies** to cater for students' diverse learning needs
- To enhance participants' capacity to help students develop **learning strategies and self-directed learning capabilities** to prepare for the transition between the two key stages
- To promote collaboration between curriculum leaders from both key stages

3. Support Activities

To provide a platform for participants to engage in professional exchanges regarding various curriculum initiatives, diversified support activities are conducted, including the following in general:

- theme-based workshops;
- inter-school networking activities (e.g. inter-school collaborative lesson planning, inter-school lesson observation, inter-school visits, experience sharing); and
- 1-2 face-to-face/online meetings with language support officers (e.g. consultation, collaborative lesson planning).

4. Points to note

- The support service normally lasts for one year.
- To effectively utilise the support service, participating schools should:
 - appoint a curriculum leader as the coordinator responsible for maintaining contact with the support officer;
 - allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion; and
 - share successful experiences in curriculum development and the learning and teaching resources co-developed. (The copyright of these materials will be jointly owned by the Education Bureau and the relevant schools. The Education Bureau reserves the right to compile and modify these materials for educational

and promotional purposes.)

- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance, in developing school-based learning and teaching materials.

5. Enquiries

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