

Title of School-based Support Service (Learning Communities) (2025/26):
Learning Community for Secondary English Language Teachers:
Integrating Curriculum Initiatives into the Secondary English Language
Curriculum

<p>Online Application Code L16</p>
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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; 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 integrate various curriculum initiatives (e.g. Language/Reading across the Curriculum (including in the context of supporting STEM/STEAM education), values education/national security education, self-directed learning, Life Planning Education) into the school English Language curriculum
- To enhance teachers' capacity to cater for students' diverse learning needs and foster their whole-person development through equipping their self-directed learning capabilities

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

Contact person:

Ms FUNG Ling, Brenda

Support service coordinating unit:

Language Learning Support Section,
Curriculum Support Division, Education Bureau

Telephone number:

3698 4067

E-mail:

brendafung@edb.gov.hk