

# Education Bureau

## School-based Support Services (SBSS) (2024/25)

Secondary Level

English Language

English Language Education in Secondary Schools:  
Renewing and Optimising the Secondary English  
Language Curriculum through Holistic Curriculum  
Planning

*#Values Education*

*#Language across the Curriculum*

*#Catering for Learning Diversity*

Language Learning Support Section

L9

# About the service



## Area of Support

Curriculum development, learning and teaching of English Language

## Objectives of the Support Service

- To empower teachers to **strengthen holistic curriculum planning** to optimise English language learning and teaching
- To nurture curriculum leadership in teachers

## Target of Support

- **Curriculum leaders** (e.g. English Panel Heads) and **English teachers** (e.g. in developing language foci and implementing curriculum initiatives)
- **Content subject teachers** (e.g. in implementing cross-curricular projects)

## Foci of support

**One or a combination** of the following:

- To develop a **coherent** and **balanced curriculum** for students' **well-rounded** and **progressive development** of knowledge, language skills, generic and enabling skills, and values and attitudes
- To **connect** the school English Language curriculum with the **major renewed emphases** to foster students' **whole-person development**
- To **diversify** learning, teaching and assessment strategies, and English learning experiences to **cater for learner diversity**

# Mode of support



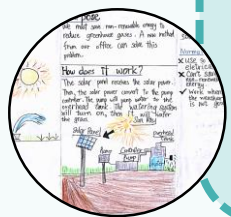
## Diversified Modes of Support

Support schools in implementing the above foci of support through diversified support activities, which include the following in general:

Regular on-site meetings (e.g. collaborative lesson planning, reviewing and optimising the school English Language curriculum)

School-based/inter-school professional development activities (PDAs) (e.g. workshops, sharing sessions, lesson observation)

Lesson study/lesson observation and post-lesson discussion



Scan the QR code to learn more about our expectations on participating schools:



<https://cd1.edb.hkedcity.net/cd/language-support/services.html>

# Examples of support foci



## 1. Developing a **coherent** and **balanced** curriculum for students' well-rounded and progressive development of knowledge, language skills, generic and enabling skills, and values and attitudes e.g.

- Ensuring **vertical** and **lateral** coherence
- Smoothing the **interface** between the junior and senior secondary curricula
- **Optimising** the senior secondary curriculum (e.g. integrate the Elective Part into the Compulsory Part, offer differentiation programmes) to **create space** for coherent and diversified learning experiences
- Developing the **integrative use** of language and generic skills

### School-based experience on the support foci

To take a look at the related school-based practices:

S4	S5	S6
Blog entry Letter of advice Newspaper Report <b>Magazine article</b> One-sided argumentative essay <b>Speech writing</b>	<b>Letter to the Editor</b> Proposal Narrative writing Formal letter Report Two-sided argumentative essay	Self-recommendation letter <b>Letter to the Editor</b> <b>Magazine article</b> <b>Speech writing</b>
Poems & Songs	Short Stories Social Issues	Workplace Communication
<b>Progression along KS4</b> →		

Level and term	Textbook themes	SDL project topics	Values and attitudes
S1 Term 1	We care	Green living	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Care for others</li> </ul>
S1 Term 2	Amazing people, amazing deeds	Role models	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Diligence</li> </ul>
S2 Term 1	Growing up	Growth mindset	<ul style="list-style-type: none"> <li>Empathy</li> <li>Commitment</li> </ul>
S2 Term 2	All about Science	Science for better living	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Care for others</li> </ul>
S3 Term 1	Performance	Musicals/Films with positive messages	<ul style="list-style-type: none"> <li>Respect for others</li> <li>Integrity</li> </ul>
S3 Term 2	Well-being	Healthy living	<ul style="list-style-type: none"> <li>Law-abidingness</li> <li>National identity</li> </ul>

Holistic Curriculum Planning



[https://cd1.edb.hkcity.net/cd1/anguagesupport/sbcp\\_1.html](https://cd1.edb.hkcity.net/cd1/anguagesupport/sbcp_1.html)

Language Skills Development



[https://cd1.edb.hkcity.net/cd1/anguagesupport/sbcp\\_2.html](https://cd1.edb.hkcity.net/cd1/anguagesupport/sbcp_2.html)

Excerpts of two school-based curriculum plans

# Examples of support foci



## 2. **Connecting the school English Language curriculum with the major renewed emphases to foster students' whole-person development e.g.**

- Organic integration of different domains of **values education** (e.g. **national education**, **life education**, **media and information literacy education**) to cultivate students' sense of national identity and foster their positive values and attitudes
- Promoting **Language/Reading across the Curriculum (LaC/RaC)** (including in the context of supporting STEM/STEAM education) inside and/or outside the classroom to provide integrated learning experiences for broadening students' knowledge base and application of literacy skills

### School-based experience on the support foci

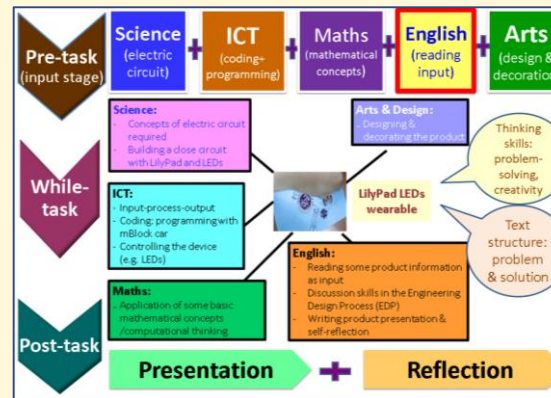


#### Calligraphy workshop

Promote the core Chinese values to our friends around the world by creating calligraphy artwork of them with the help of Miss Wong and the EAs. Get two stamps after finishing your work.



A school-based Chinese Culture Fun Fair



An example of a school-based STEAM Project design

To take a look at the related school-based practices:

Values education



[https://cd1.edb.hkedcity.net/cd/language-support/sbcp\\_9.html](https://cd1.edb.hkedcity.net/cd/language-support/sbcp_9.html)

LaC/RaC



[https://cd1.edb.hkedcity.net/cd/language-support/sbcp\\_4.html](https://cd1.edb.hkedcity.net/cd/language-support/sbcp_4.html)

# Examples of support foci



## 3. Diversifying learning, teaching and assessment strategies, and English learning experiences to cater for learner diversity e.g.

- Promoting self-directed learning (including e-learning) and assessment literacy to nurture lifelong and independent learners
- Exploring effective strategies/approaches such as Universal Design for Learning and differentiation to promote a more inclusive and engaging learning environment
- Infusing creative and academic use of language to cater to students' diverse interests, needs, language abilities and academic aspirations
- Implementing experiential learning, life-wide learning and/or Life Planning Education to create a language-rich environment

### School-based experience on the support foci

Self-directed Listening & Speaking Practice Portfolio

Date	Self-Practiced	Titles	Materials Used	Time Spent
25/2/14	Listening	The Two Cities of London	Download of the Listening Lab	30 minutes
25/2/14	Listening	Holiday Traditions	Download of the Listening Lab	30 mins
8/3/14	Listening	A Japanese Belt	Download of the Listening Lab	30mins
8/3/14	Listening	Where are you from?	Download of the Listening Lab	5 mins
8/4/14	Listening	Happy Birthday!	Download of the Listening Lab	5 mins
8/4/14	Listening	Dinner Time	Download of the Listening Lab	5 mins
8/4/14	Listening	Airline Safety	Download of the Listening Lab	5 mins
8/4/14	Listening	Sweet Phrases	Download of the Listening Lab	5 mins

Name: \_\_\_\_\_ Class: 2A(10)

Entry Number: No. 6

Date of Practice: 8/4/2014 Time Spent: 5 mins

1. Where did this practice come from? (Please tick the appropriate box)

Download of the Listening Lab  EASLO

3-mp3.com  British Council Learning English Teens - Listening

Englishsource  Learningenglishhelp.com - movie clips

Other: (please specify) \_\_\_\_\_

2. What is your title of this listening practice?

The title of this listening practice is "Airline Safety".

3. What is it about?

It is about a man is going to get on an airplane but before getting on, he walk through the body scanner and has dialogue with the staff.

4. Phrases you have learnt (more than 3)

ciigarette, illegal, check

5. Satisfied with your performance in this practice? Why?

Yes because I get full mark this time!

6. Do you have any next practice?

I will have more focus on oral and aural during the next listening.

Students recording and reflecting on their learning process



Career-related life-wide learning activities

To take a look at the related school-based practices:

Self-directed Learning    Learner Diversity



[https://cd1.edb.hkcity.net/cd/languagesupport/sbcp\\_7.html](https://cd1.edb.hkcity.net/cd/languagesupport/sbcp_7.html)



[https://cd1.edb.hkcity.net/cd/languagesupport/sbcp\\_6.html](https://cd1.edb.hkcity.net/cd/languagesupport/sbcp_6.html)

Life Planning Education    Assessment



[https://cd1.edb.hkcity.net/cd/languagesupport/sbcp\\_10.html](https://cd1.edb.hkcity.net/cd/languagesupport/sbcp_10.html)



[https://cd1.edb.hkcity.net/cd/languagesupport/sbcp\\_5.html](https://cd1.edb.hkcity.net/cd/languagesupport/sbcp_5.html)

Scan the QR code for an overview of all the support services provided by Language Learning Support Section (LLSS).



<https://cd1.edb.hkedcity.net/cd/languagesupport/services.html>

If you would like to know more about LLSS, please visit our website or contact us.

#### Bi-monthly Highlight

Nurturing students' 21st century skills through integrating English into STEM education

The magic of STEM: Where innovation sparks inspiration!



<http://www.edb.gov.hk/languagesupport/>

## How to apply

**School-based support services (2024/25)**  
**Online application:** <https://clo.edb.gov.hk>

For technical support on the Online Application System, please contact the School-based Professional Support Section at 2152 3604.

**Application period:**

**22 March – 30 April 2024**

**Announcement of the allocation results:**  
**21 June 2024**

## CONTACT US

For enquiries, please contact  
**Language Learning Support Section**  
**Education Bureau**

Ms Amy Poon

Tel: 3698-4093

Email: [aypoon@edb.gov.hk](mailto:aypoon@edb.gov.hk)