Education Bureau
School-based Support Services (2022/23)
Briefing

On-site Professional Support Services

School-based Curriculum Development (Primary) Section (SBCDP)

English Language Education

Unit/Section providing the Support Service

School-based Curriculum Development (Primary) Section
Curriculum Support Division
Education Bureau

Target of Support

Primary schools

Area of Support

English Language Education in Primary School

http://www.edb.gov.hk/sbss/sbcdp

Our Presentation

1. SBCDP team and our website
2. Objectives of SBCDP English KLA support services
3. Modes of Support
4. Identifying the entry points of support services
5. Our school support experiences
6. Sharing of experiences and practices through ‘Learning in Action’ seminars
7. Getting ready to work with the SBCDP team
8. Frequently asked questions
9. Contact us
10. Points to note on application

1. School-based Curriculum Development (Primary) Section (SBCDP)

The School-based Curriculum Development (Primary) Section (SBCDP) was established in 1998.

We render on-site professional support services to primary schools yearly to enhance the quality of learning and teaching in various Key Learning Areas including Chinese Language Education, English Language Education, Mathematic Education and General Studies.

Our website: www.edb.gov.hk/sbss/sbcdp

2. Objectives of SBCDP English KLA Support Services

- To support the ongoing renewal and enhancement of a balanced and coherent school-based curriculum by employing diversified materials, incorporating meaningful learning experiences, nurturing positive values and developing effective pedagogy, with a view to meeting the diverse interests, needs and abilities of students
- To promote Reading across the Curriculum (RaC) to strengthen students' literacy development, nurture their interests in reading and equip them with effective reading strategies in reading a wide range of materials on different subject contents, including STEM education, and text types

2. Objectives of SBCDP English KLA Support Services

- To develop students' generic skills, knowledge, positive values and attitudes that are conducive to whole-person development and self-directed learning by

  - engaging them in learning and using English in meaningful and purposeful ways outside and inside classrooms
  - helping them master both language forms and functions
  - facilitating their participation in national security education, life-wide learning, project learning, e-learning and language arts appreciation activities
  - strengthening the interface between different key stages of learning

2. Objectives of SBCDP
English KLA Support Services

- To embrace learner diversity with effective curriculum planning and appropriate learning, teaching and assessment strategies by

  - supporting teachers to appropriately adapt the curriculum
  - making use of learning evidence to understand students' learning difficulties, abilities and needs
  - providing students with appropriate guidance, quality feedback, timely support and suitable enrichment

2. Objectives of SBCDP
English KLA Support Services

- To enhance assessment literacy by supporting teachers' effective use of lesson observation, homework design, student work analysis, internal and external assessment data to feedback on learning and teaching

- To nurture a professional and collaborative culture among teachers by encouraging professional dialogues and sharing of learning and teaching resources, pedagogy and principles in collaborative lesson preparation meetings, lesson visits, internal and external school sharing

2. Objectives of SBCDP
English KLA Support Services

- To promote the building of a professional team by

  - developing a collaborative culture and teachers' leadership through supporting teachers to plan their lessons, implement strategies and evaluate effectiveness

  - promoting professional sharing and collaboration through collaborative lesson preparation meetings, peer lesson observations, internal and external sharing and workshops for teachers

3. Modes of Support

Our support team will collaborate with English teachers on different aspects of English Language learning and teaching. The modes of support include:

Intensive on-site and online professional support

(Collaborative Lesson Preparation meetings)

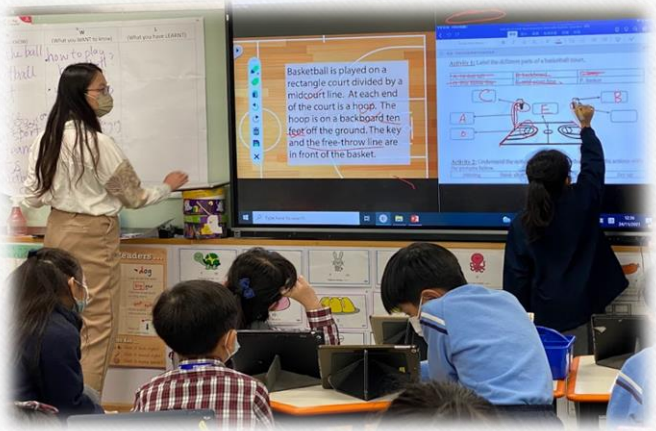
Lesson observation

Professional development programmes

(e.g. seminars, workshops & sharing sessions)

Intensive On-site Professional Support

Conduct collaborative lesson preparation meetings

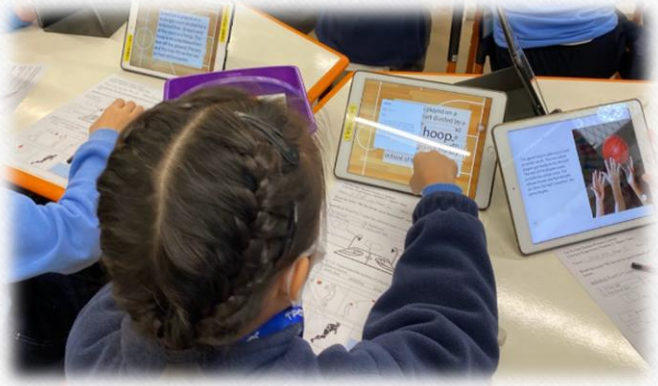


Identify focuses and design action plans

Work out strategies to meet students' needs and interests

Review and develop school-based curriculum

Formulate development plans & professional development programmes

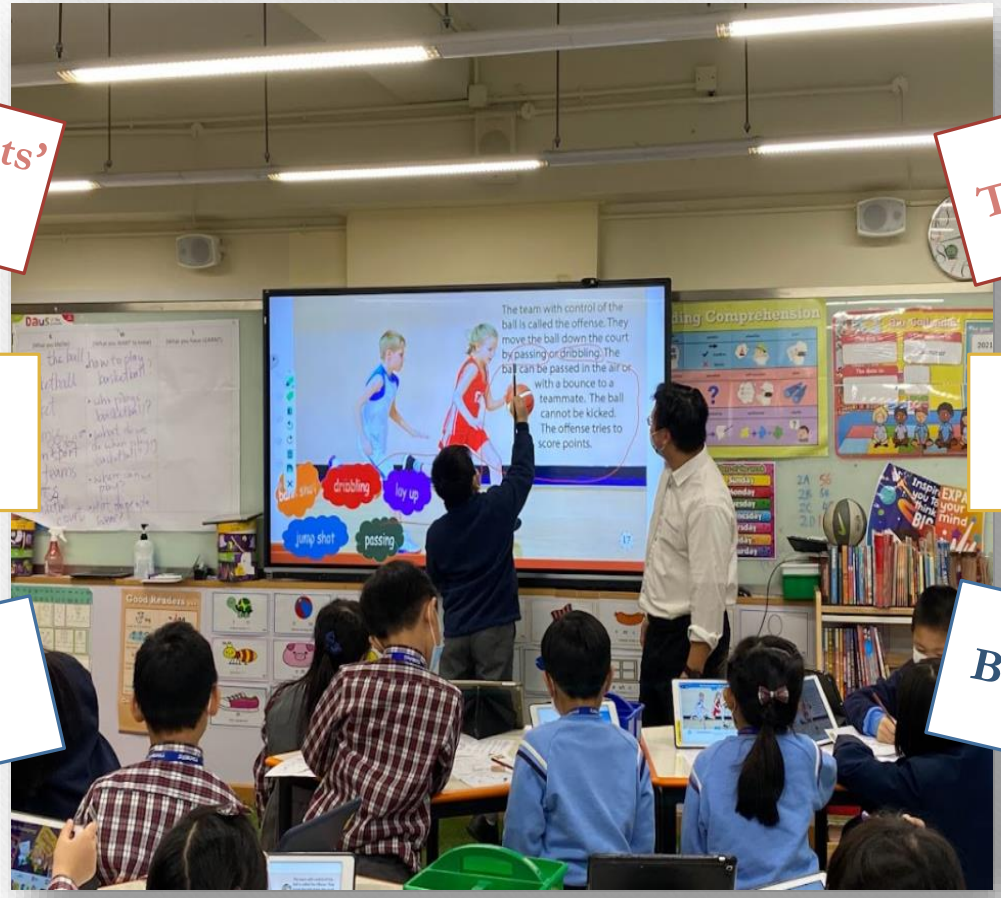


Evaluate students' performance and implement follow-up actions

Lesson observation

Learn more about students' learning difficulties

Try out innovative strategies



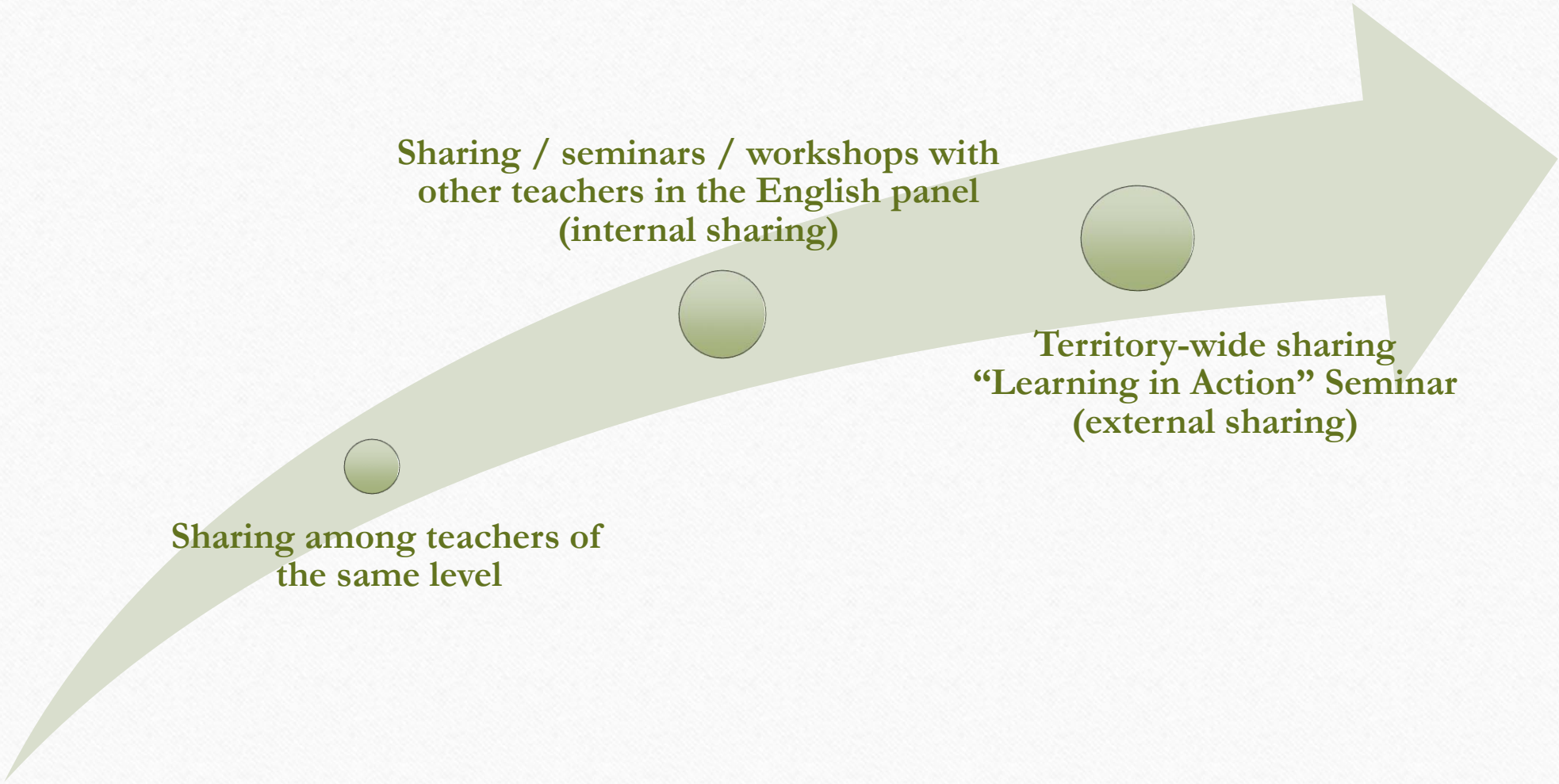
Improve learning and teaching

Promote peer learning

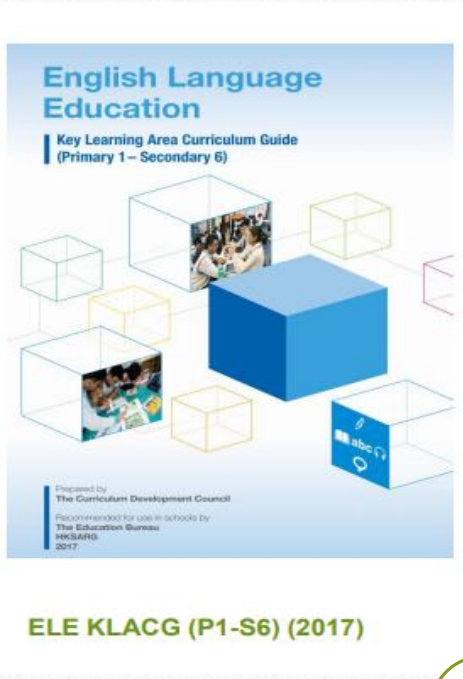
Evaluate learning effectiveness

Build teachers' capacities

Professional Development Programs



4. Identifying the entry points of support services

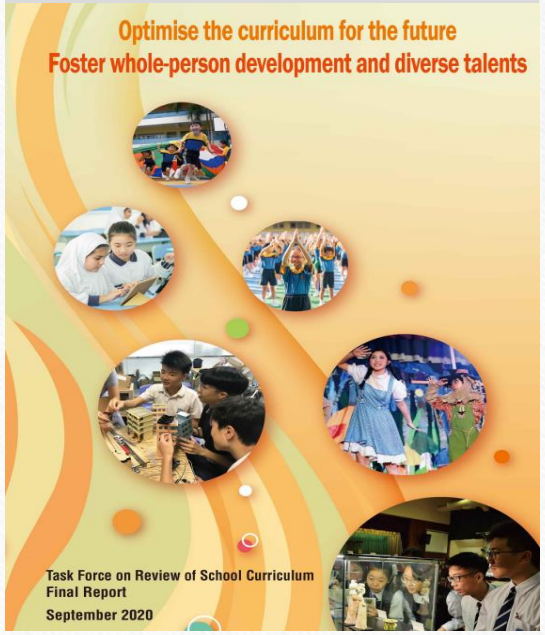


ELE KLACG (P1-S6) (2017)

- Learning to Read & Reading to Learn
- Reading across the Curriculum
- From reading to writing
- Process writing
- Engaging speaking & listening tasks
- Language arts
- Holistic curriculum development
- **Integrative use of generic skills**
- **Self-directed learning**
- **Assessment for/as/of learning**
- **E-learning and IT literacy**
- **Learning and Teaching of Text Grammar**
- **Interface between key stages of learning**

4. Identifying the entry points of support services

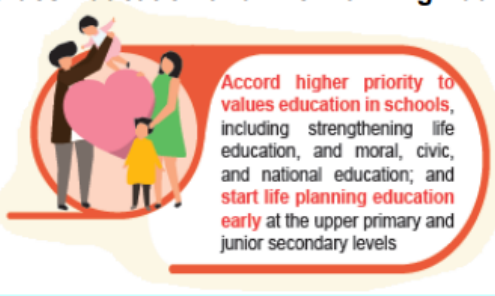
Directional Recommendations of the Task Force on Review of School Curriculum



I. Whole-person Development

Reinforce the importance of whole-person development and create space for students' balanced development

II. Values Education and Life Planning Education



Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary and junior secondary levels

III. Creating Space and Catering for Learner Diversity

Cater for students' diverse interests, abilities and career aspirations through curriculum and assessment differentiation at the senior secondary level in our school system, as well as provide guidance for students to pursue multiple pathways of their choices

VI. STEM Education

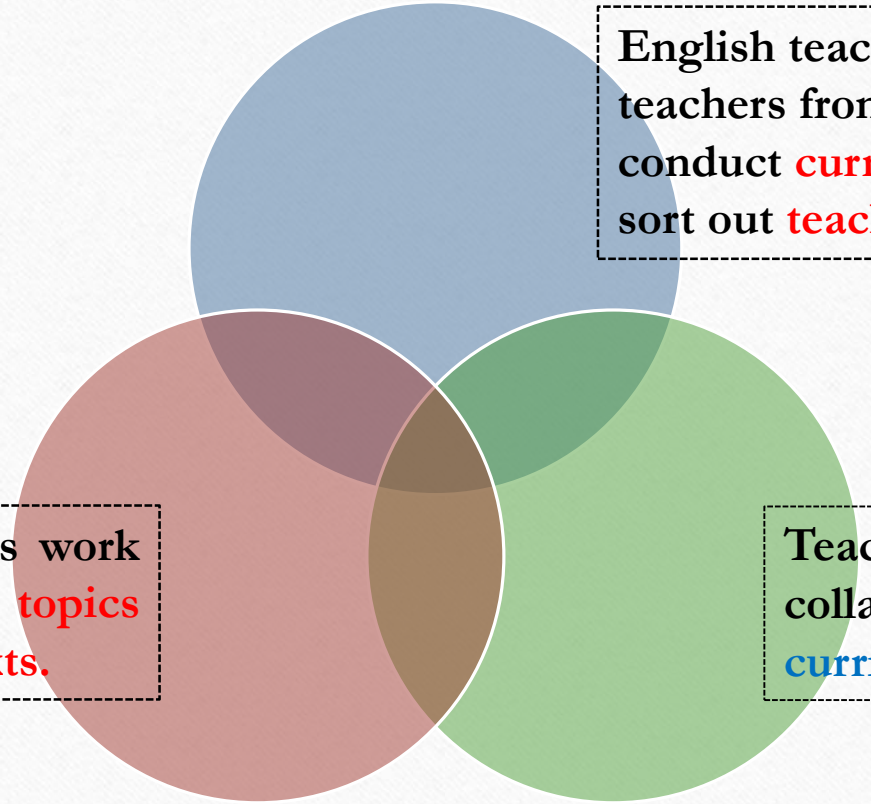
Strengthen STEM education in primary and secondary schools so as to develop students' capacity to apply knowledge and skills acquired in different STEM-related subjects in an integrated and creative manner to solve daily problems

5. Our school support experiences

Reading across the Curriculum	Developing the writing curriculum	Building students' speaking competence
English language learning to support STEM education	Values education	E-learning and blended learning
Life-wide learning	Self-directed learning	Vertical and horizontal curriculum development

Reading across the Curriculum
(We support cross-curricular collaboration)

English teachers work with teachers from other KLAs to conduct curriculum mapping and sort out teaching schedule.



Teachers of different KLAs work collaboratively to identify topics and appropriate reading texts.

Teachers of different KLAs work collaboratively to design cross-curricular activities.

Reading across the Curriculum
(We support cross-curricular collaboration)

We conduct curriculum mapping and planning

	Happy days	Relationship	Food and drink	Changes
English subject	5A Unit 1 Chinese culture day	5A Unit 3 People we admire	5A Unit 6 Healthy eating	5B Unit 3 I have changed
Reader	China (non-fiction)	Helen Keller (non-fiction)	Healthy eating: Help yourself to health (non-fiction)	Carla Crocodile tries something new (fiction)
Matching with	常識科 1.祖國的地理 2.中國的氣候和農業 3.中華兒女	中文科 名人小時候	常識科 1.青春期的飲食	Values education: how to face changes and failures in life
Library	Books related to China and Chinese culture	Books related to famous people	Books related leading a healthy lifestyle	Books related to changes and growth in life
Task	Design game booths on Chinese Cultural Day about China A. Riddles B. Fun facts C. Photo captions	Library lesson: Vote for the most influential famous person English lesson: Write an article about a person they admire	English lesson: A. Design healthy diets B. Design a poster to promote healthy living	English lesson: Share a failure experience and how they overcame the problem in writing

Reading across the Curriculum

We work on different text types, rhetorical functions and text features.

Text Types

- Expository text
- Biography
- Information report
- ...

Rhetorical Functions & Language Items

- Using the simple present tense to present facts
- Using sequence markers to illustrate steps
- Using 'both' & 'neither' to make comparisons
- ...

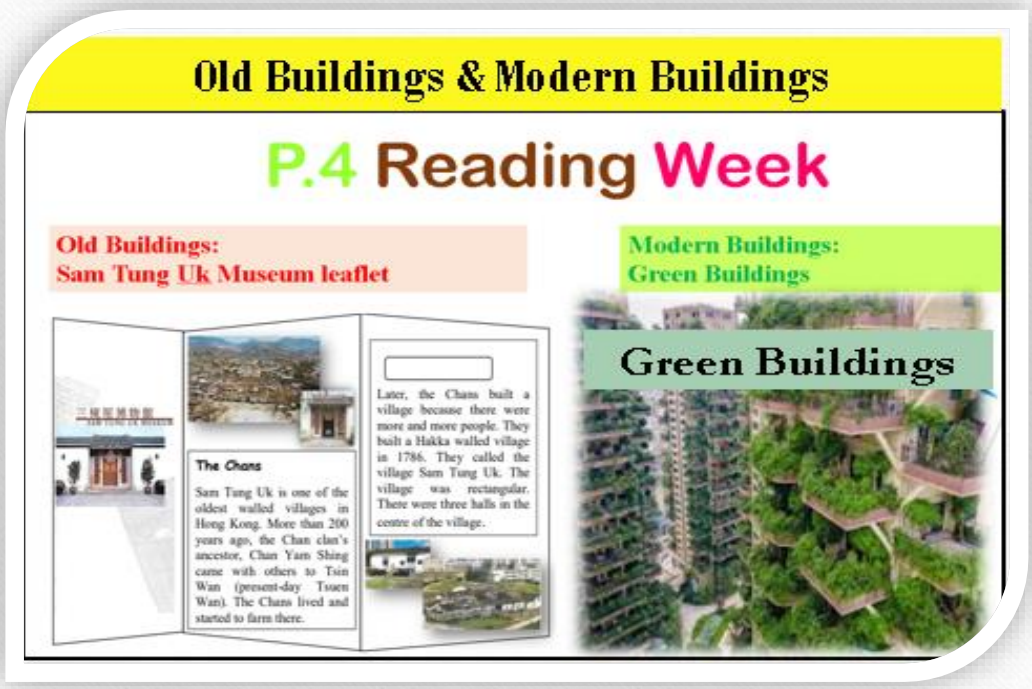
Text Features

- Using graphs to illustrate trends
- Using headings and subheadings to organise information and ideas
- Using bullet points to provide more details
- ...

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/RaC%20Pri/Leaflet_RaC_Pri.pdf

Reading across the Curriculum (General Studies and English Language)

We broaden students' knowledge base, help them connect their learning experiences and provide them with opportunities to integrate and apply knowledge and skills in different KLAs/subjects.



Reading across the Curriculum
(Visual Arts and English Language)

Visual Arts

單元：梵高的世界
課題：1. 梵高螺旋筆觸的延伸
學習類別：繪畫
教節：六教節

English Language

Read the biography of Vincent Van Gogh

- **Vocabulary:** Themes/Color/Skills of painting
- **Reading skills:** Use of time-line; Use of scanning
- **Speaking Skills:** Presentation; Discussion
- **Values Education**
- How to deal with problems in life?

Read the biography of Vincent Van Gogh by using a time-line

Task 3

Below is a time line showing Vincent Van Gogh's life. Please fill in the missing blanks.

Year	Events
1853	Born in Holland
1869-1876	Worked as an art dealer
1880	Began to draw
1883	Drew the picture about Weavers
1886	Moved to Paris and met impressionist artists
1889	Stayed in a hospital for treating mental illness
1890	Died

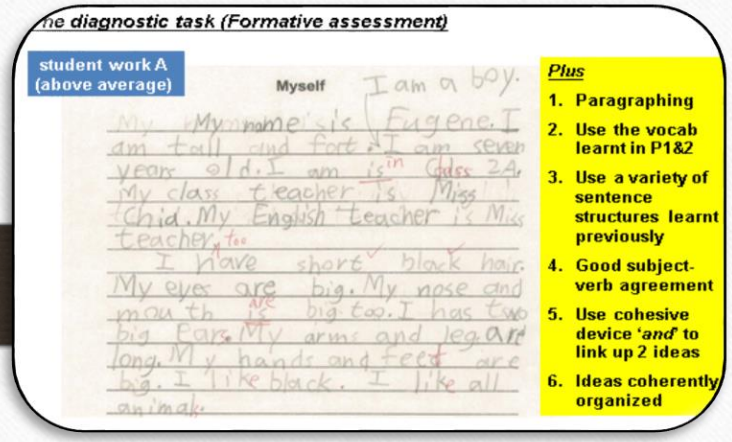
Use of 'scanning' skill to locate information

Task 1: Use your reading skill of scanning to find the jobs that Vincent Van Gogh tried on P.8. Please tick ✓ the right boxes.

Art dealer ✓	Preacher ✓	Driver
Pianist	Teacher	Artist ✓
Working in a bookstore ✓	Lawyer	

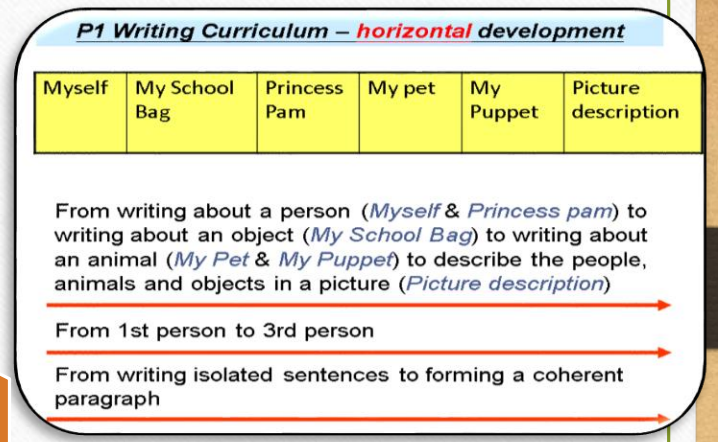
Developing the writing curriculum

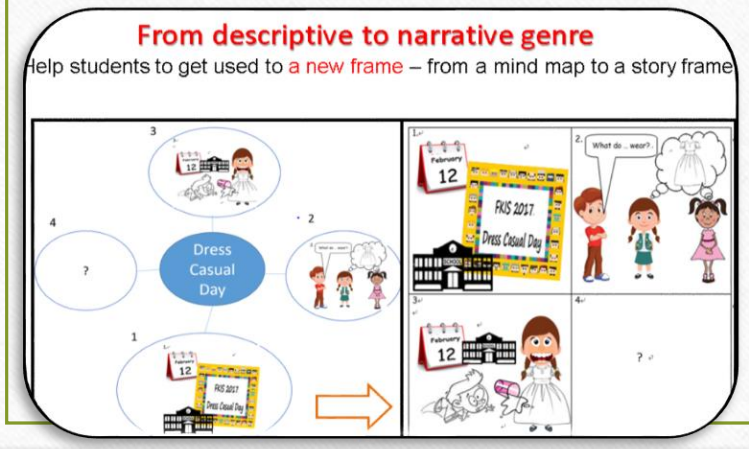
We facilitate students to use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types.



Diagnosing writing problems

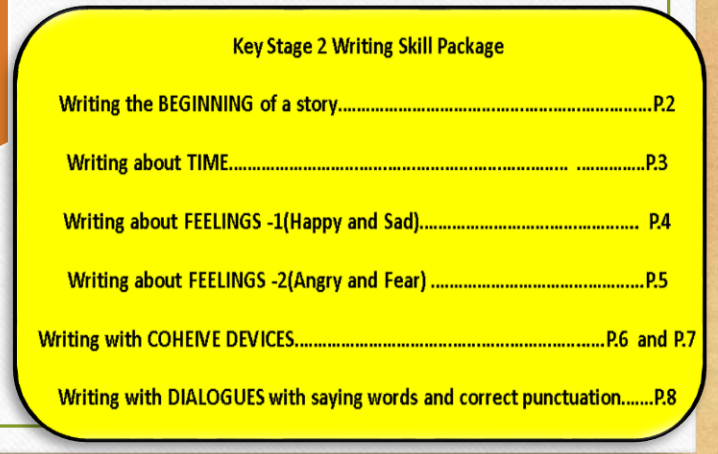
Horizontal and vertical curriculum





Different genres

Writing skills



Process writing

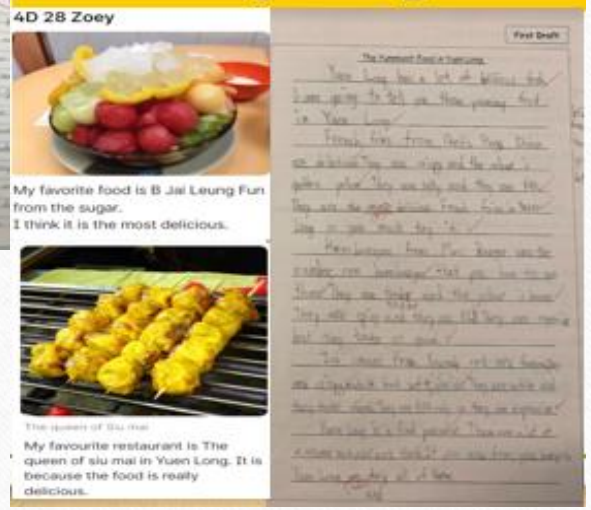
Timely feedback

Meaningful and authentic writing experience

We provide students with meaningful and engaging writing experiences.

Gratitude Journals: People and things I am grateful for

Food Guide: Yuen Long food guide



Posters: Transports in Hong Kong

Multi-modal text (ppt slides) : Itinerary of going to various attractions in Hong Kong

Building students' speaking competence

Understand students' standard

Introduce speaking skills

Provide meaningful speaking opportunities

Share success criteria

Pre-test (running record)

2018-2019 P4 Phonics Screening Test

Use phonics skill (Finger talk) to read the words.

1. bat	9. came	17. yalk	25. cloy	33. drove	41. wrete
2. gip	10. kettle	18. wair	26. crawl	34. trapped	42. buck
3. sung	11. heel	19. zeggy	27. spy	35. slork	43. sharp
4. mud	12. lake	20. quit	28. fridge	36. skatter	44. awhile
5. mude	13. horse	21. slox	29. glue	37. tide	45. marker
6. nun	14. row	22. cunk	30. knew	38. ream	46. flirt
7. path	15. jay	23. blouse	31. plumb	39. hie	47. grabbed
8. chin	16. vaid	24. broom	32. proud	40. graph	48. nodded

Word – phonic sounds, blending, stress, rhymes ...

↓

Sentence – stress, intonation, linking, elision ...

↓

Discourse – storytelling, presentation, conversational strategies

Key Stage 2		
Presentations	**Discussions**	**Debate**
Loudness of voice and clarity of speech	Clear expression of relevant and adequate **content**	Information organization, adequacy and relevancy
Speak with variation in pause, pace, intonation and body language to convey meaning	Show communicative strategies such as explaining, disagreeing, agreeing, turn-taking, suggesting, making conclusion etc	Speak with variation in pause, pace and intonation to convey meaning
Speak with eye contact	Speak with eye contact	Use of facial expressions, gestures and eye contact
Pronunciation	Pronunciation	Pronunciation
Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)

Engaging and meaningful speaking activities

We design school-based curriculum with multifarious learning experiences to equip students to be confident speakers.

Show-and-tell

Group Discussion

Readers' theatre

Student Presentations

Interviews

Drama

Games

Story-telling

English Language Learning to support STEM education

We draw on ample resources of STEM education (books, e-books and videos) to support students to accomplish their STEM projects and apply language to demonstrate and elaborate their work.

GS

STEM Project

Making a simple vacuum cleaner

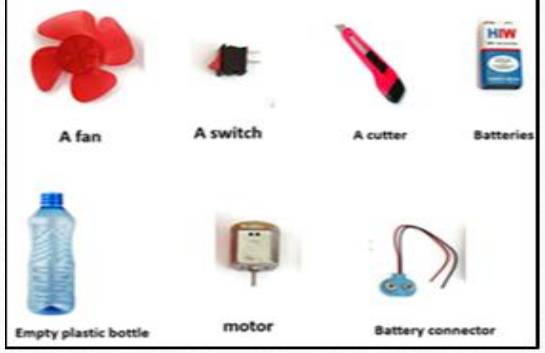
Input from General Studies

Input from English

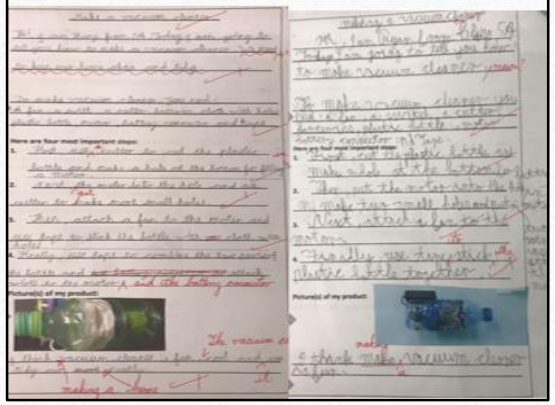
Watch the English video to learn how to talk about the process of making a vacuum cleaner.

https://www.youtube.com/watch?v=Ysy4M5c_7hY

Learn the English words/phrases we use for our STEM project.



Writing a presentation script for your STEM vacuum cleaner



Values education

Understand Chinese culture and values

We make use of everyday life events, such as life in our neighbourhood, to cultivate positive values and attitudes.

Virtual life-wide learning in Ping Shan Heritage Trail

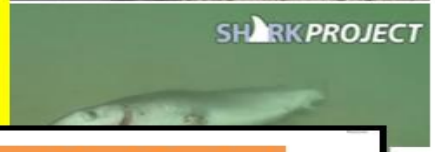
Understand neighbourhood in Yuen Long	Learn the culture of the Tang clan: Sharing of good food to show love	Values education: Love your family

Values education

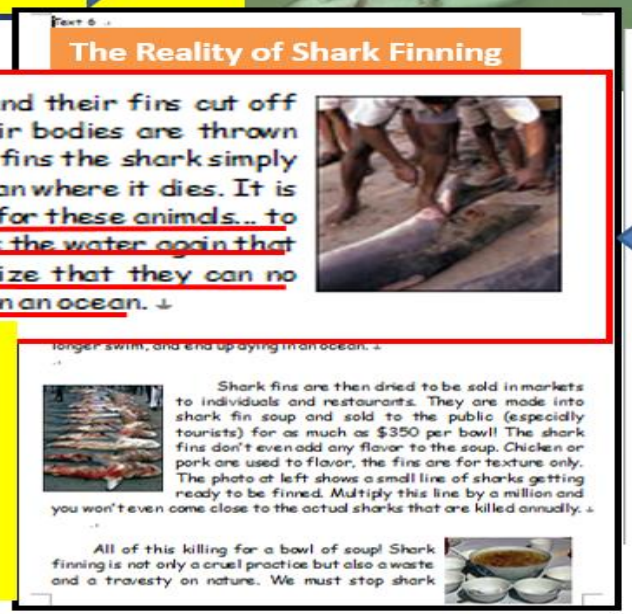
Understand the cruelty of shark finning

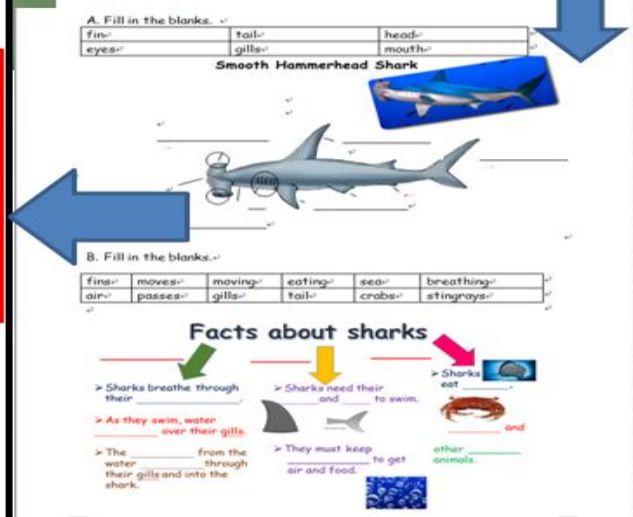
What is this? Do you like it?

Do you know where shark fins come from?



Why can't a shark swim without fins?





Unfold the cruelty of shark finning and enable students to reflect and re-think the issue

E-learning and Blended Learning

We facilitate the use of various IT tools to arouse learning interests and cater for different learning styles.

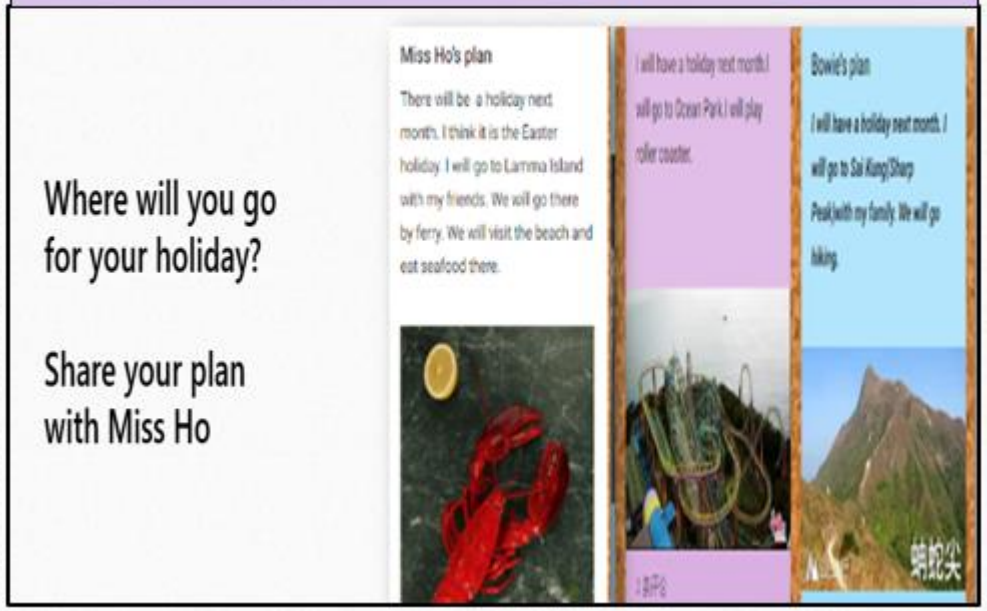
Dear Mum,
Last weekend you took me to the country park. We flew a kite. Thank you for taking care of me.

Dear Dad,
Last week you took me to Ocean park and we saw some fish. I thank you from the bottom of my heart.

E-learning and Blended Learning

We make use of e-platforms to foster interactions between students before, during and after lessons with a view to motivating students, consolidating learning and facilitating application of learning.

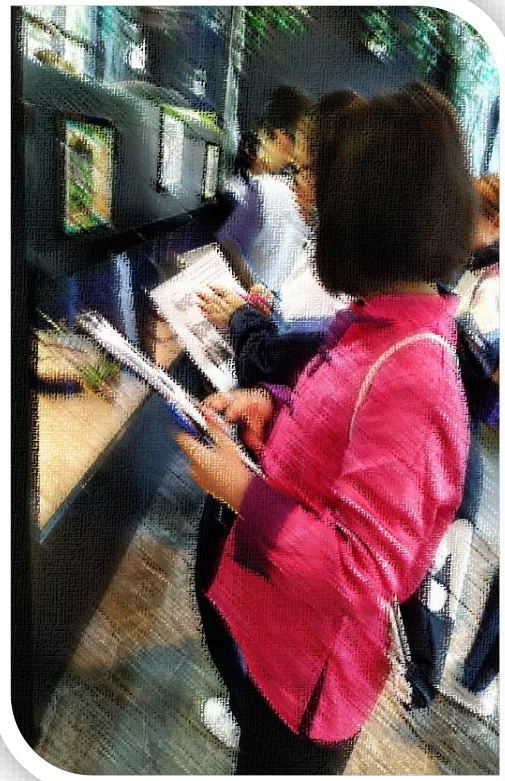
Using e-platforms to engage students to learn before, during and after lessons



Students sharing books they read among themselves

Life-wide learning
(Visit to the Reptile House)

We support students to learn in real contexts and authentic settings.



The Visit to the Reptile House!

The Visit

Task 1: Read the **Success of Reptiles** board and try to understand why reptiles can live on earth.

Success of Reptiles

Circle the correct answer below:

- There are over 5000/6000/7000 reptiles in the world.
- Tokay Gecko: The Gecko can shed its tail
  - A. to grow bigger.
  - B. to escape predators.
  - C. to attract another gecko.

Task 2: Read the **Life of a Snake** board and try to understand more about snakes.

Life of a Snake

Smell of Snakes:
All snakes have a _____tongue.

Feeding:
All snakes are
- ☐ Carnivorous (they eat meat)
- ☐ Herbivorous (they eat plants)

Sighting:
- ☐ Snakes don't have eyelids.
- ☐ Snakes have eyelids.

3: Find the tortoises

Distribution: South Madagascar

Habitat (places they live): Low thorn bush and scrubby grassland

Food (Diet): mainly feed on grasses, plants

Name of the turtle: _____

Leopard Tortoise

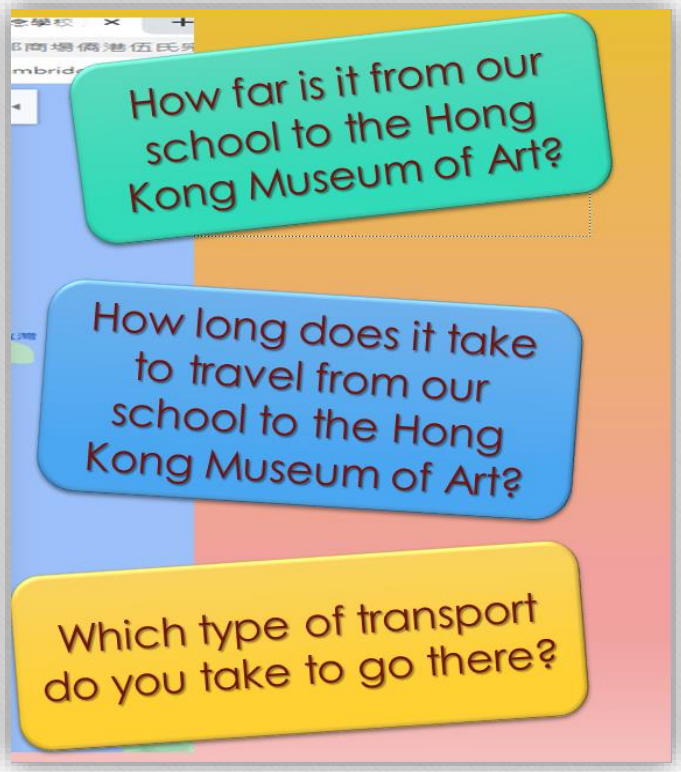
Distribution: Central and South Africa

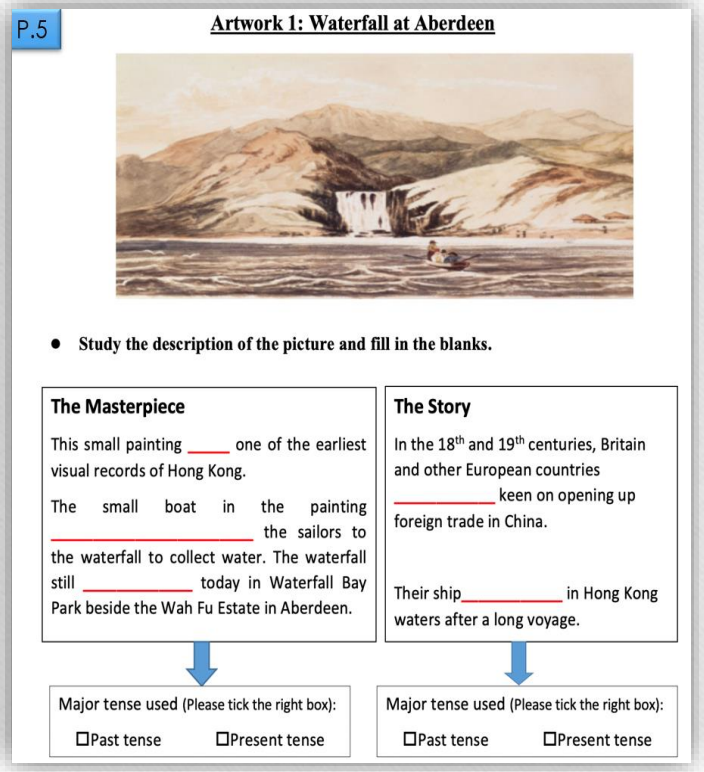
Habitat: Dry Region
Diet (Food): mainly feed on _____ and plants

Circle the Leopard Tortoise

Life-wide learning
(Virtual visit to The Hong Kong Museum of Art)

We use IT creatively to support learning and teaching such as making virtual visits to museums when on-site visits to museums are not possible.





Self-directed Learning

We get students ready to learn by explicitly teaching them learning strategies, helping them set learning goals and guiding them to evaluate their learning.

SDL Mind-set

- Understand **WHY** you have to take actions and **set your goals**
- Nurture a positive **attitude** towards mistakes
- Conduct **positive self-talks** to encourage yourself
- Do **self-reflection** to check progress

SDL Skill-set

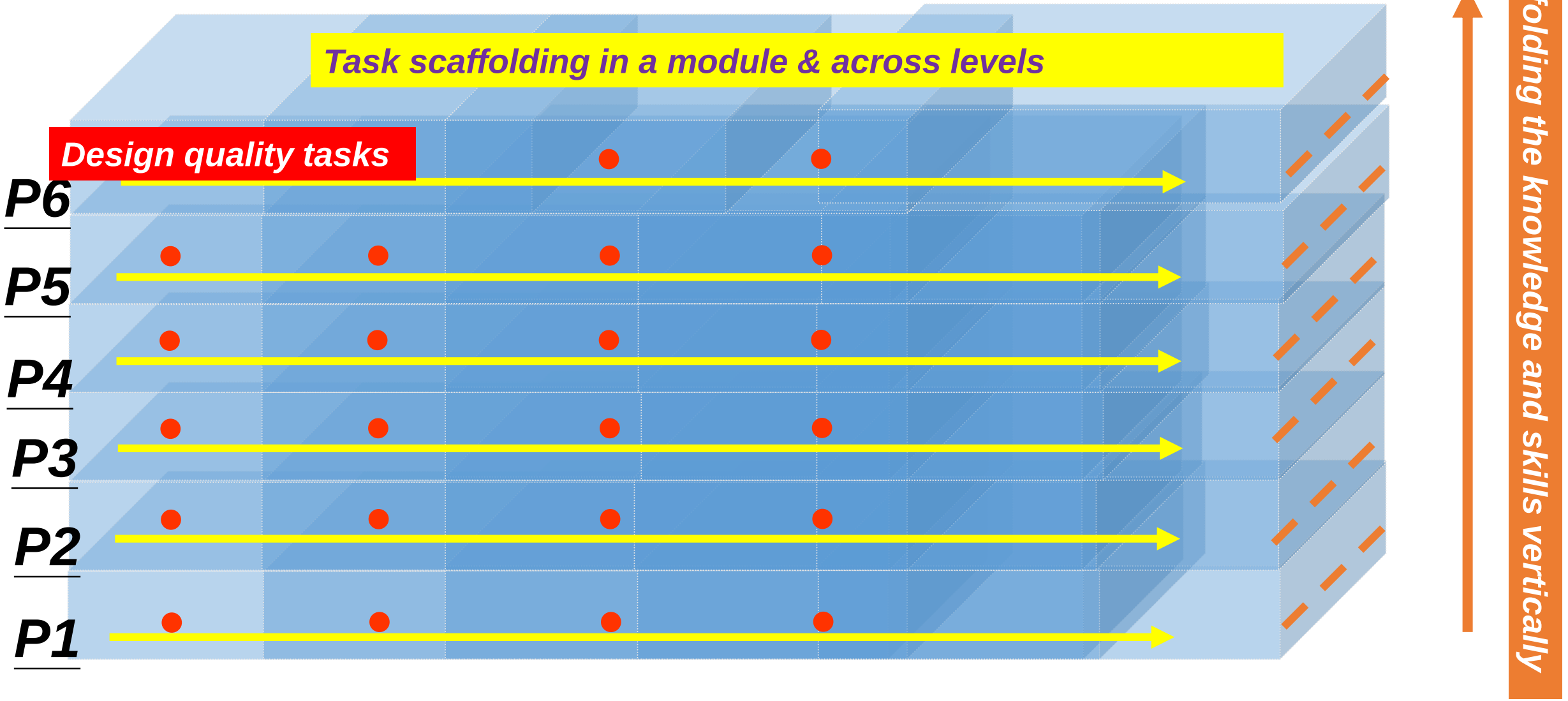
- **Dictionary** skills
- **Note-taking** skills
- **Research** skills
- **Learning from others**

Writing-specific Skills

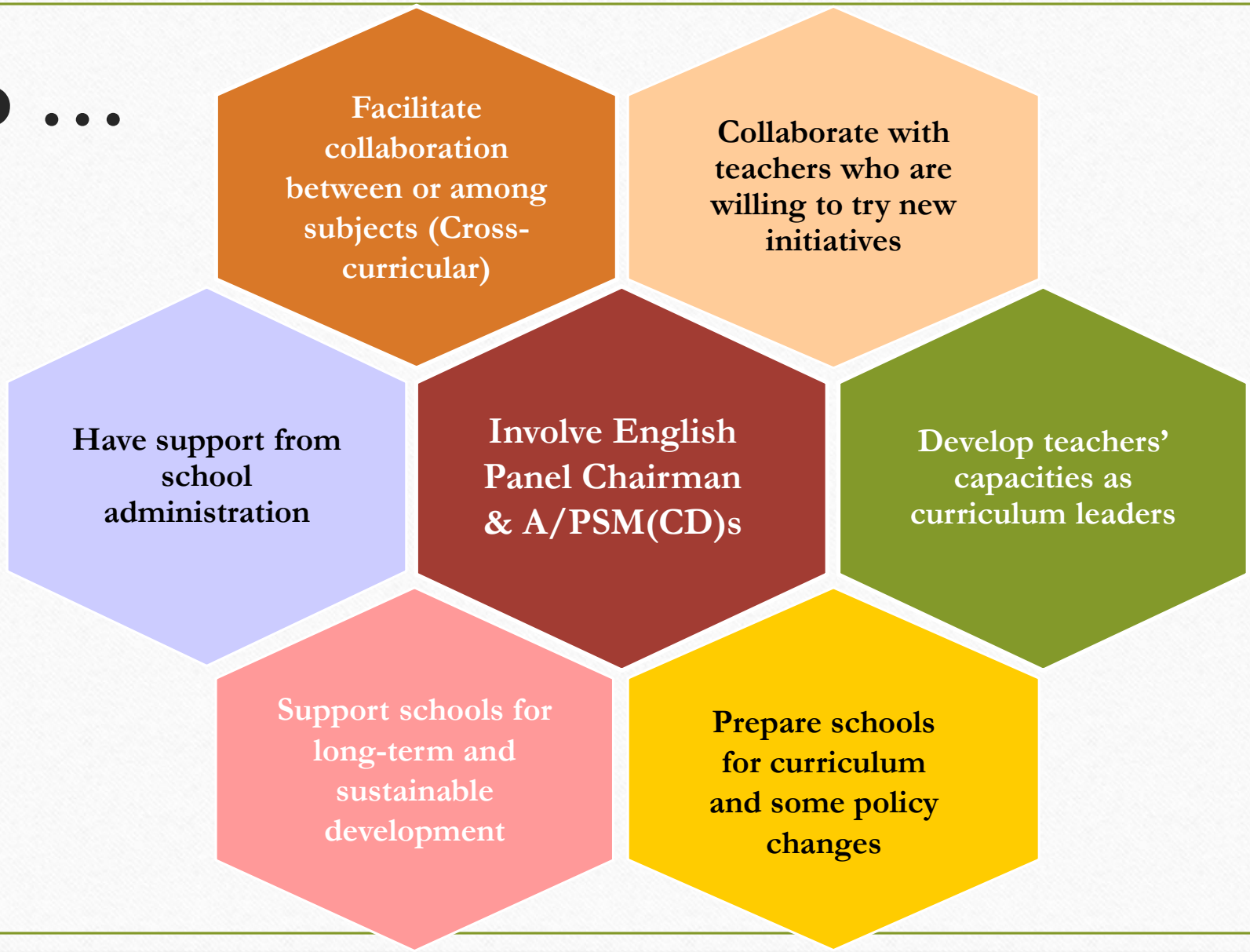
- **SCAMPER** skills
- Drafting, revising and editing skills
- Use of mind-maps, WH questions and graphic organisors
- Use of different writing skills e.g. **dialogues, similes, interjections etc**

Horizontal & vertical curriculum planning

We build vertical curriculum with scaffolding of knowledge and skills across levels and horizontal curriculum with fundamental and quality tasks.



We hope to …


Facilitate collaboration between or among subjects (Cross-curricular)
Collaborate with teachers who are willing to try new initiatives
Have support from school administration
Involve English Panel Chairman & A/PSM(CD)s
Develop teachers' capacities as curriculum leaders
Support schools for long-term and sustainable development
Prepare schools for curriculum and some policy changes

6. Sharing of experiences and practices through 'Learning in Action' seminars

We share school-based curriculum development experiences and practices through different seminars, sharing and workshops. The annual 'Learning in Action' seminar is one of the platforms.

QR code for 'Learning in Action' seminar details

Reading:
- ✓ Developing students' higher order thinking skills in reading
- ✓ Reading: From words to text
- ✓ The power of series books
- ✓ Towards a More Genre-specific and interactive reading lesson
- ✓ Marrying reading skills and pleasurable reading experience

Speaking & Listening:
- ✓ Talking to learn
- ✓ Nurturing our students to be competent speakers
- ✓ Developing primary students' listening skills
- ✓ Developing a school-based speaking curriculum
- ✓ From segregated to integrated language skills: weaving speaking and writing to improve productive output

Writing:
- ✓ Developing Reading and Writing Skills Across Different Content Areas in English Language Learning
- ✓ Revisiting a Vertical Framework for the Writing Curriculum: A Closer Look at What Makes or Breaks Its Implementation
- ✓ Incorporating social and global issues into the writing curriculum
- ✓ Optimizing the process writing approach to develop KS2 children into independent writers
- ✓ Infusing self-directed mindset and skillset into traditional writing contexts

E-learning/Interface/Cater for diversity:
- ✓ e-learning in the English Language KLA: From a Home Button to an e-portfolio
- ✓ Learning by doing : Getting some hands-on experience on realizing the principles of task-based learning in designing a learning module in English
- ✓ Using Age-appropriate Games and Activities to Facilitate Grammar Learning and Teaching
- ✓ Enhancing a smooth interface between Key Stage 2 and 3
- ✓ Helping cross-boundary students at the starting line of their English language learning journey

7. Getting ready to work with the SBCDP team

June – August 2022

Support Agents

- Initial meetings with the Principal, PSMCD, Vice-principal & English panel chairperson(s) to understand the practical school context

August 2022 – July 2023

Schools

- Prepare a meeting before the beginning of a new school year (usually in June or July) for the purposes of planning the direction of collaboration and communicating with teachers involved
- Appoint a curriculum leader to work with the EDB officer to collaborate, lead and co-ordinate the curriculum planning and development in your school

7. Getting ready to work with the SBCDP team

August 2022 – July 2023

Schools

Provide participating teachers (English Panel Head and core English Language teachers) with regular lesson preparation time (bi-weekly meetings, each lasting for 1.5-2 hours) and arrange peer lesson observation sessions

Support Agents & Schools

Reserve time and a venue for a sharing session at the end of a school year

8. Frequently Asked Questions

Q: What should school head and senior management do to facilitate the collaboration with SBCDP?

A: The school management needs to consider the issue of sustainability of the school-based curriculum when they assign teachers to collaborate with SBCDP officers. Key persons such as panel head/PSMCD(Eng) and/or vice- principal should be involved and be prepared to leverage their experience and knowledge to other levels or KLAs.

9. Contact us

Further Enquiries

Ms Eve Chan

Tel: 21584920

Email: evechan@edb.gov.hk

Our website

www.edb.gov.hk/sbss/sbcdp

Application for our services

If you would like to apply for our SBCDP English Language KLA support services, please select CODE F9 in the Online Application System.

10. Points to Note on Application

- ✓ Each school may apply for a maximum of two school-based support services based on its genuine needs. Schools may also apply for the **"Enhancing Support for Teaching Chinese to Non-Chinese Speaking (NCS) Students"**, **"Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language"** or **"Learning Community for Curriculum Leaders"** as additional services on top of the two preferred ones. For details, please refer to Education Bureau Circular Memorandum No. 19/2022.

- ✓ Interested schools may apply for the **"School-based Curriculum Development Support Services for Primary Schools (English Language)"** (Code Number for Online Application: **F9**) via the Online Application System for SBSS (revamped version), which can be accessed through the Common Log-on System (http://clo.edb.gov.hk/) **starting from 29 April to 27 May 2022.**

- ✓ Please refer to the procedures shown in the demonstration video on the online platform.

10. Points to Note on Application

- ✓ Schools may apply for the support services via the Online Application System (OAS) for SBSS (revamped version), which can be accessed through the Common Log-on System (CLO). For enquiry:

Enquiry	CLO	OAS for SBSS
Contact section/unit	CLO Helpdesk	School-based Professional Support Section
Contact person		Mr Sam LAI
Telephone No.	3464 0592	2152 3604

- ✓ Results of the allocation will be announced on **8 July 2022**.

10. Points to Note on Application

The SBCDP Section provides the following support services:

F7 Chinese Language

F8* Enhancing support for teaching Chinese to Non-Chinese Speaking (NCS) students

F9 English Language

F10 Mathematics

F11 General Studies

J1* Learning Community for Curriculum Leaders

F12* Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language

F13 Learning Community for Primary School English Language Teacher Leaders

F14 Learning Community for Primary School Mathematics Teacher Leaders

F15 Learning Community for Primary School General Studies Teacher Leaders

*** "Additional Choice" is applicable for the following:**

F8 Enhancing Support for Teaching Chinese to Non-Chinese Speaking (NCS) Students

F12 Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language

J1 Learning Community for Curriculum Leaders

- THE END -