

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

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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**



School-based Curriculum Development  
in Primary Schools



**About Us**

**Our Services**  
On-site School Support    Learning Communities

**Learning in Action Seminar**

**Contact Us**

<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](http://www.edb.gov.hk/sbss/sbcdp)



A screenshot of the Education Bureau's website for the School-based Curriculum Development (Primary) Section. The page features a navigation menu on the left with links like Home, Latest News, and About EDB. The main content area has a large header with the title 'School-based Curriculum Development in Primary Schools' and a central image of children in a classroom. A rainbow graphic arches over the image with text: 'Generating knowledge in authentic school context', 'Establishing teacher networks for professional growth strategies', 'Developing student-centered learning and teaching practice', 'Building learning and teaching practice', and 'Collaborating with teachers'. Below the image are four buttons: 'About Us', 'Our Services', 'Learning in Action Seminar', and 'Contact Us'. The 'Our Services' button is highlighted. The top of the page shows the Education Bureau logo and navigation options like 'Mobile / Accessible Version' and 'My Colour'.



## 2. Objectives of SBCDP English KLA Support Services

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- 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

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- 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

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- 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

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- 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

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- 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

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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)

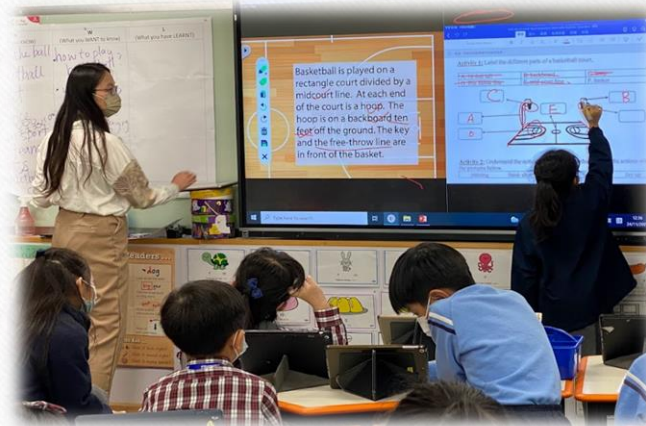


# Intensive On-site Professional Support

Conduct collaborative lesson preparation meetings

Work out strategies to meet students' needs and interests

Formulate development plans & professional development programmes



Identify focuses and design action plans

Review and develop school-based curriculum

Evaluate students' performance and implement follow-up actions



# Lesson observation

Learn more about students' learning difficulties

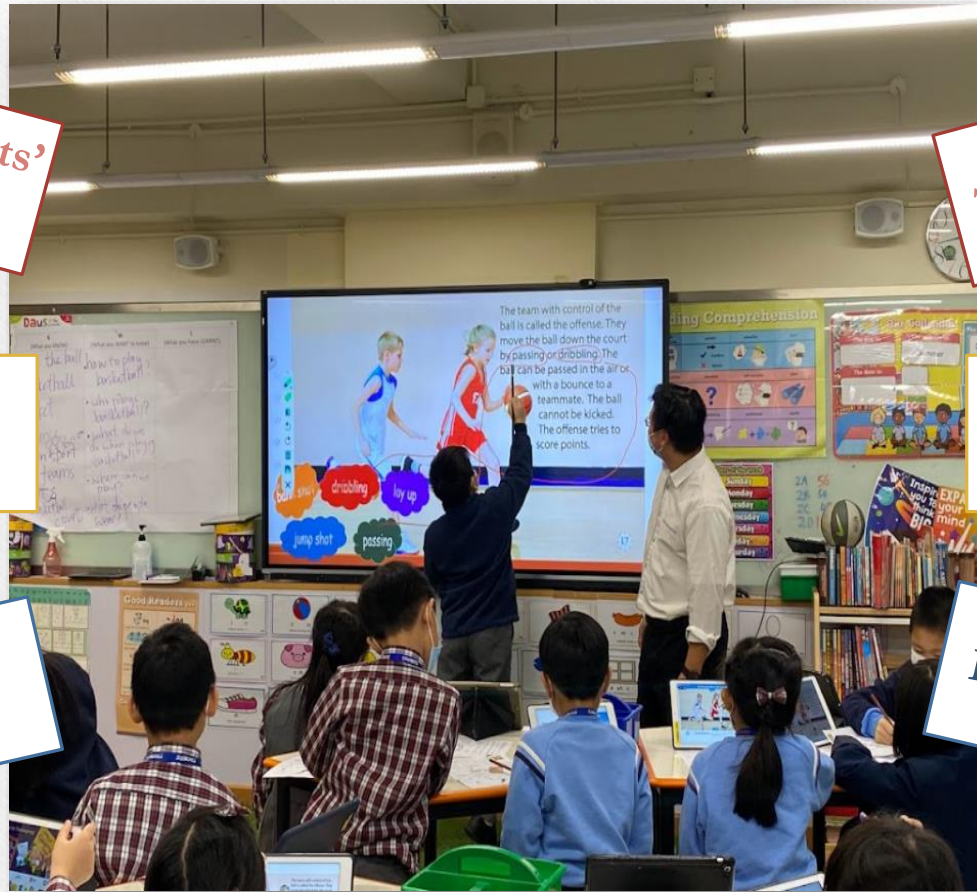
Try out innovative strategies

Improve learning and teaching

Promote peer learning

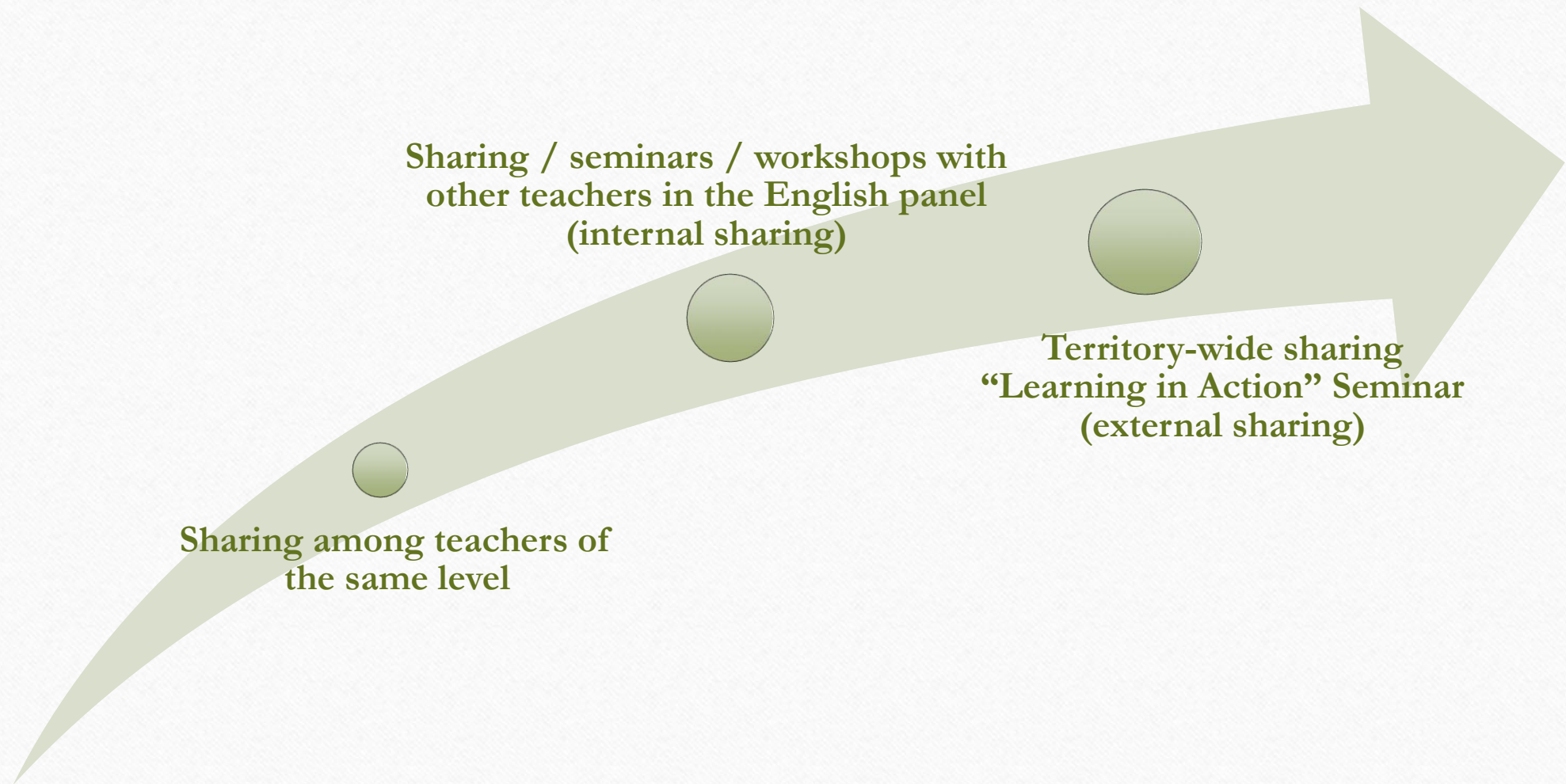
Evaluate learning effectiveness

Build teachers' capacities





# Professional Development Programs

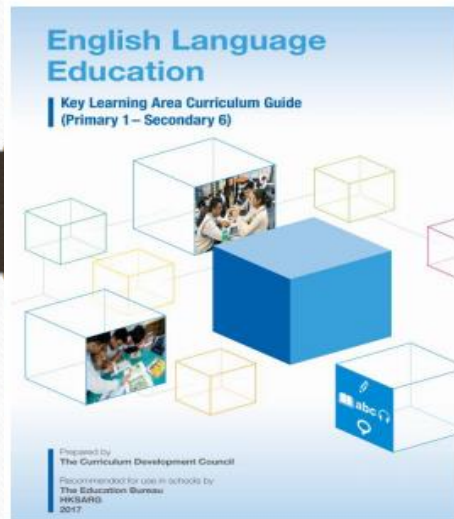


Sharing / seminars / workshops with  
other teachers in the English panel  
(internal sharing)

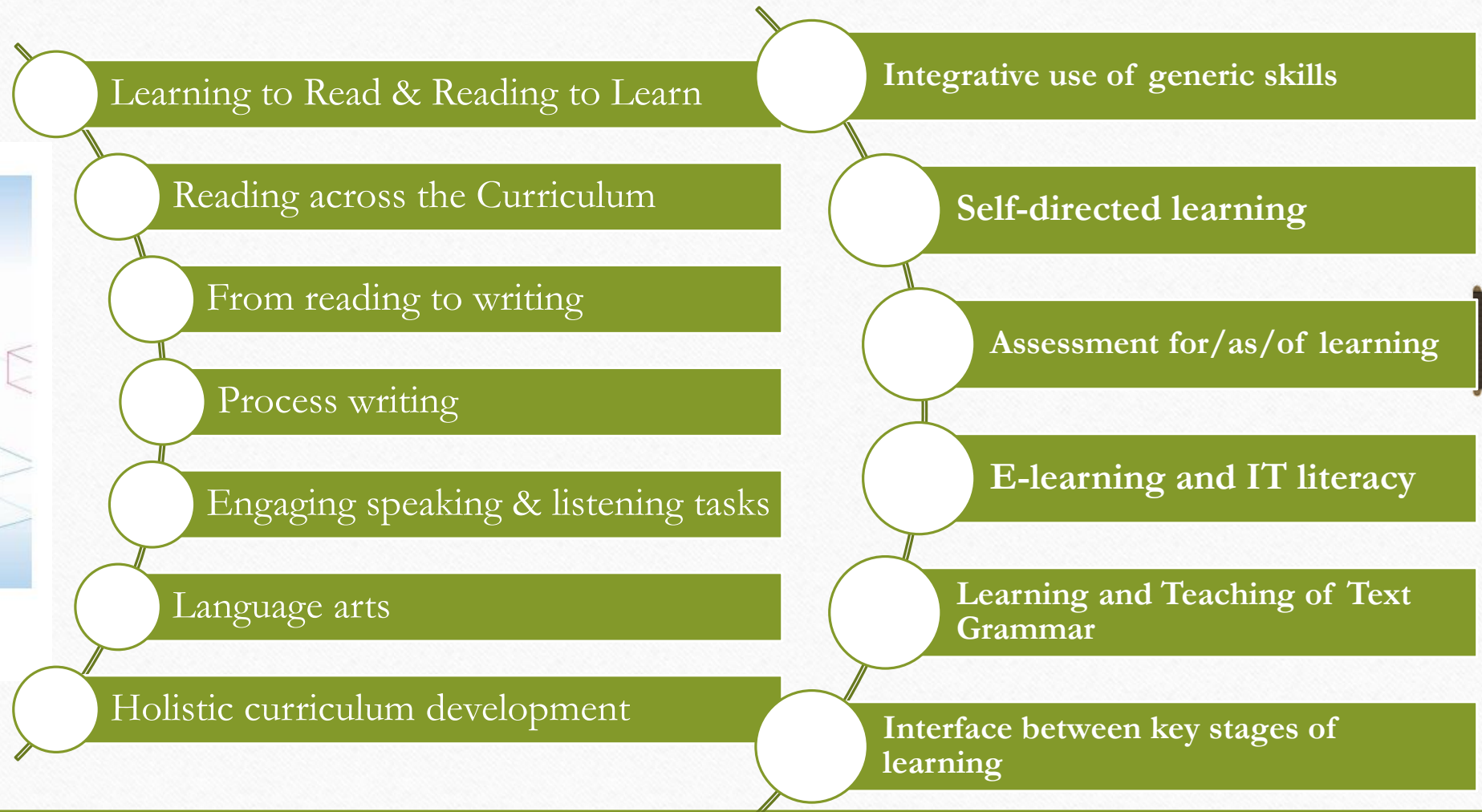
Sharing among teachers of  
the same level

Territory-wide sharing  
"Learning in Action" Seminar  
(external sharing)

## 4. Identifying the entry points of support services



ELE KLACG (P1-S6) (2017)





# 4. Identifying the entry points of support services

## Directional Recommendations of the Task Force on Review of School Curriculum

Optimise the curriculum for the future  
Foster whole-person development and diverse talents



Task Force on Review of School Curriculum  
Final Report  
September 2020

### 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

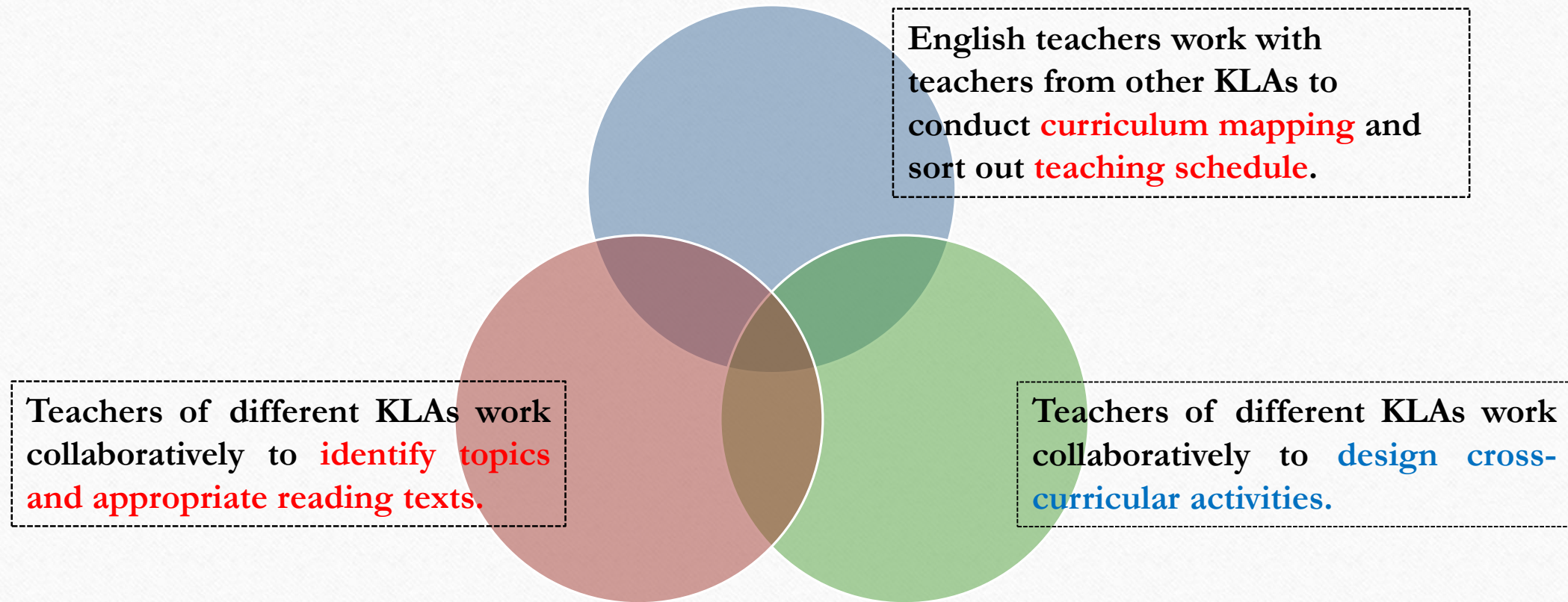
Self-directed  
learning

Vertical and  
horizontal  
curriculum  
development



# Reading across the Curriculum

(We support cross-curricular collaboration )



# 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
- ...

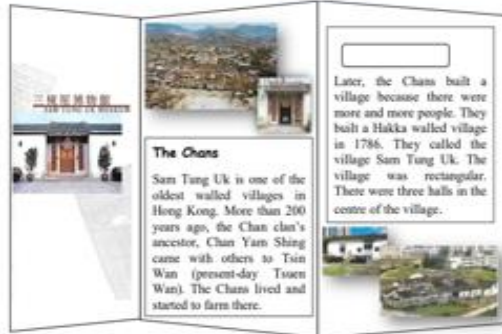
# Reading across the Curriculum (General Studies and English Language)

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.

## Old Buildings & Modern Buildings

### P.4 Reading Week

**Old Buildings:**  
Sam Tung Uk Museum leaflet

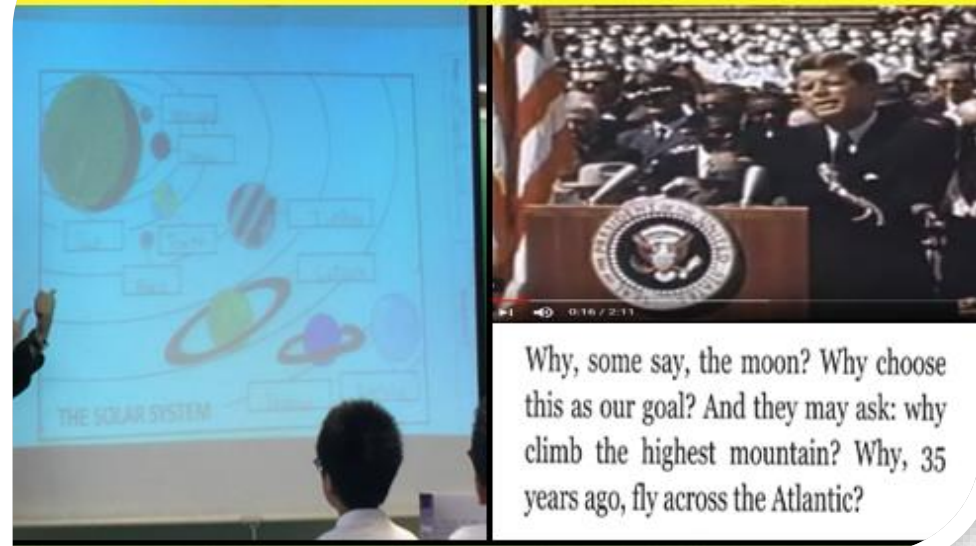


**Modern Buildings:**  
Green Buildings



### Green Buildings

## Space and human's mission to the Moon



Why, some say, the moon? Why choose this as our goal? And they may ask: why climb the highest mountain? Why, 35 years ago, fly across the Atlantic?



# 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 <u>Holland</u>
1869-1876	Worked as an <u>art dealer</u>
1880	Began to <u>draw</u>
1883	Drew the picture <u>about his eyes</u>
1886	Moved to <u>Paris</u> and met <u>impressionist</u> artists
1889	Stayed in a hospital for <u>treating mental illness</u>
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	<input checked="" type="checkbox"/>	Preacher	<input checked="" type="checkbox"/>	Driver	<input type="checkbox"/>
Planist	<input type="checkbox"/>	Teacher	<input checked="" type="checkbox"/>	Artist	<input checked="" type="checkbox"/>
Working in a bookstore	<input checked="" type="checkbox"/>	Lawyer	<input type="checkbox"/>		<input checked="" type="checkbox"/>



# 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.

## The diagnostic task (Formative assessment)

student work A  
(above average)

Myself I am a boy.  
My name is Eugene. I am tall and fat. I am seven years old. I am in class 2A. My class teacher is Miss Chid. My English teacher is Miss Teacher.  
I have short black hair. My eyes are big. My nose and mouth are big too. I have two big ears. My arms and legs are long. My hands and feet are big. I like black. I like all animals.

### Plus

1. Paragraphing
2. Use the vocab learnt in P1&2
3. Use a variety of sentence structures learnt previously
4. Good subject-verb agreement
5. Use cohesive device 'and' to link up 2 ideas
6. Ideas coherently organized

Diagnosing writing problems

Horizontal and vertical curriculum

## P1 Writing Curriculum – horizontal development

Myself	My School Bag	Princess Pam	My pet	My Puppet	Picture description
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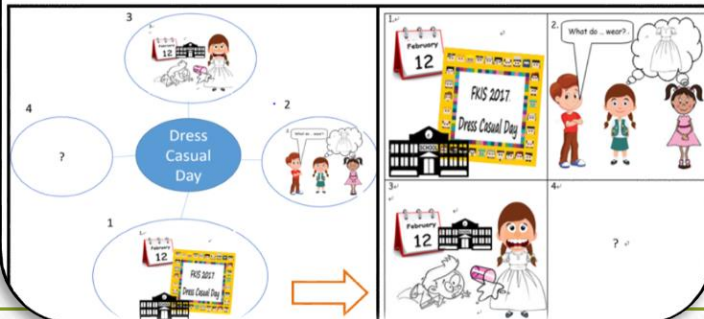
From writing about a person (*Myself & Princess pam*) to writing about an object (*My School Bag*) to writing about an animal (*My Pet & My Puppet*) to describe the people, animals and objects in a picture (*Picture description*)

From 1st person to 3rd person

From writing isolated sentences to forming a coherent paragraph

## From descriptive to narrative genre

Help students to get used to a new frame – from a mind map to a story frame



Different genres

Writing skills

Process writing

Timely feedback

## Key Stage 2 Writing Skill Package

Writing the BEGINNING of a story.....	P.2
Writing about TIME.....	P.3
Writing about FEELINGS -1(Happy and Sad).....	P.4
Writing about FEELINGS -2(Angry and Fear).....	P.5
Writing with COHEIVE DEVICES.....	P.6 and P.7
Writing with DIALOGUES with saying words and correct punctuation.....	P.8



# Meaningful and authentic writing experience

We provide students with meaningful and engaging writing experiences.

## Gratitude Journals: People and things I am grateful for

I am **blessed** that I can cook for my family. Although I am very busy, I can still spare some time in learning to make some new dishes. I am **thankful** for all the YouTubers who teach me how to make all these scrumptious food.



Journal 1- Gratitude Journal (1)

Tony

## Food Guide: Yuen Long food guide

4D 2B Zoey



My favorite food is B Jai Leung Fun from the sugar. I think it is the most delicious.



The queen of siu mai My favourite restaurant is The Queen of siu mai in Yuen Long. It is because the food is really delicious.

*Handwritten notes and recipes in Chinese and English, including a section for 'The Queen of siu mai'.*

## Posters: Transports in Hong Kong



The MTR is the safe, reliable, convenient and efficient transportation to get around Hong Kong and it has been providing services since 1979.



Bus is one of public transport and they are cheap and comfortable.

*Handwritten notes and diagrams about public transport in Hong Kong, including a section for 'Bus' and 'MTR'.*

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



Duration: 4 hours  
Time to meet: 8:00a.m.  
Start time: 9:00 a.m.  
Meeting place: At school

- Stop 1: Hong Kong Museum of Art
- Stop 2: Central mural Painting (Graham Street)
- Stop 3: Central mural painting (Shing Hong Street)
- Stop 4: Back to school



**Location**  
You can take Light Rail MTR to the Bus Stop Station. Then, take West Rail Line to East Tsim Shaan. Get out of East Tsim Shaan. Walk straight ahead. Turn left. Walk across the road. Hong Kong Museum of Art is opposite the Hong Kong Sports Museum.



**Stop 1: Hong Kong Museum of Art**  
Hong Kong Museum of Art is a fine arts museum. It promotes local and international artists in Hong Kong through its exhibitions.  
It is a museum of modern and traditional Chinese art and is a major cultural institution in Hong Kong.  
It is a museum of modern and traditional Chinese art and is a major cultural institution in Hong Kong.



**Stop 2: Central mural painting (Graham Street)**  
Graham Street and 100 is at 100 Graham Street, on the corner of Graham Street. It is a typical urban style housing.



**Stop 3: Central mural painting (Shing Hong Street)**  
It is a typical urban style housing.



# 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 phonic 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. stork	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 <b>body language to convey meaning</b>	<b>Show communicative strategies</b> 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
<b>Pronunciation</b>	<b>Pronunciation</b>	<b>Pronunciation</b>
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=Ysy4MSc\\_7hY](https://www.youtube.com/watch?v=Ysy4MSc_7hY)



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



A fan



A switch



A cutter



Batteries



Empty plastic bottle

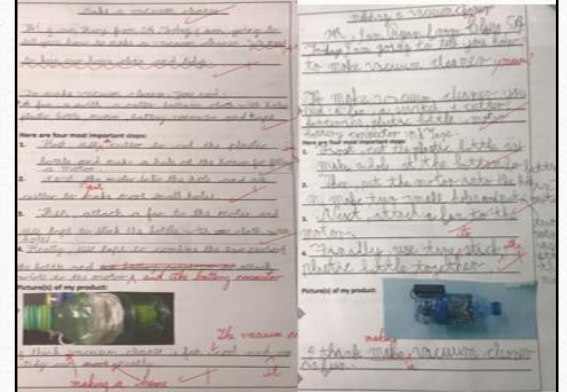


motor



Battery connector

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



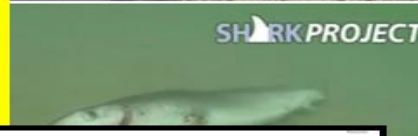


# Values education

## Understand the cruelty of shark finning



Do you know where shark fins come from?



Why can't a shark swim without fins?



What is this? Do you like it?

### The Reality of Shark Finning

Sharks that are caught and their fins cut off are not always dead when their bodies are thrown back into the sea. Without its fins the shark simply sinks to the bottom of the ocean where it dies. It is horrible! How awful it must be for these animals... to think that when their body hits the water again that they will be safe, only to realize that they can no longer swim, and end up dying in an ocean.



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

longer swim, and end up dying in an ocean.



Shark fins are then dried to be sold in markets to individuals and restaurants. They are made into shark fin soup and sold to the public (especially tourists) for as much as \$350 per bowl! The shark fins don't even add any flavor to the soup. Chicken or pork are used to flavor, the fins are for texture only. The photo at left shows a small line of sharks getting ready to be finned. Multiply this line by a million and you won't even come close to the actual sharks that are killed annually.

All of this killing for a bowl of soup! Shark finning is not only a cruel practice but also a waste and a travesty on nature. We must stop shark



A. Fill in the blanks.

fin	tail	head
eye	gills	mouth

Smooth Hammerhead Shark



B. Fill in the blanks.

fin	moves	moving	eating	sea	breathing
air	passes	gills	tail	crabs	atingrays

### Facts about sharks





# 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

Where will you go for your holiday?

Share your plan with Miss Ho

Miss Ho's plan

There will be a holiday next month. I think it is the Easter holiday. I will go to Lamma Island with my friends. We will go there by ferry. We will visit the beach and eat seafood there.



I will have a holiday next month. I will go to Ocean Park. I will play roller coaster.

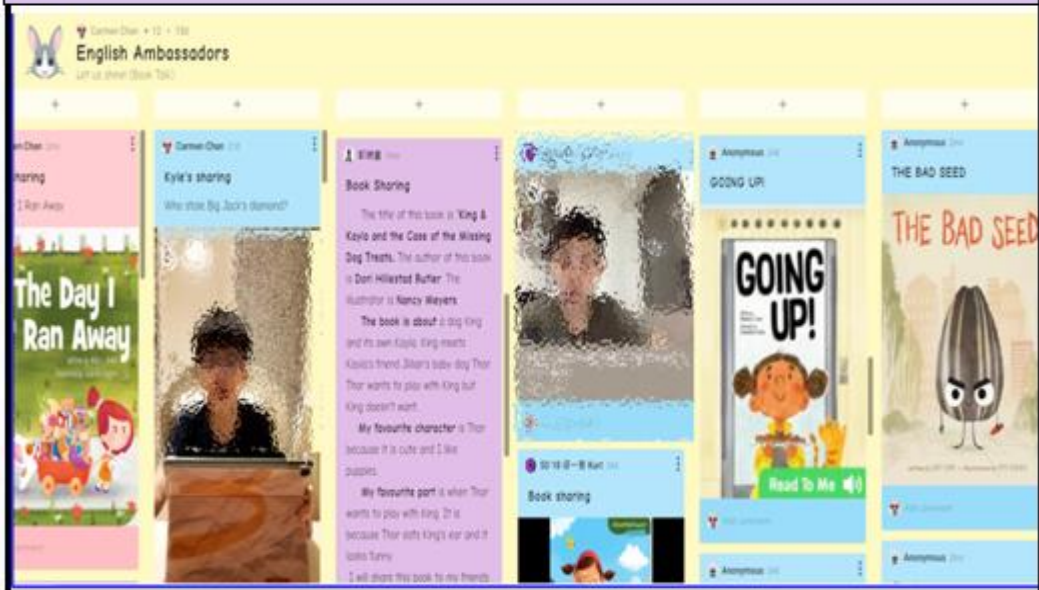


Bowie's plan

I will have a holiday next month. I will go to Sai Kung Sharp Peak with my family. We will go hiking.



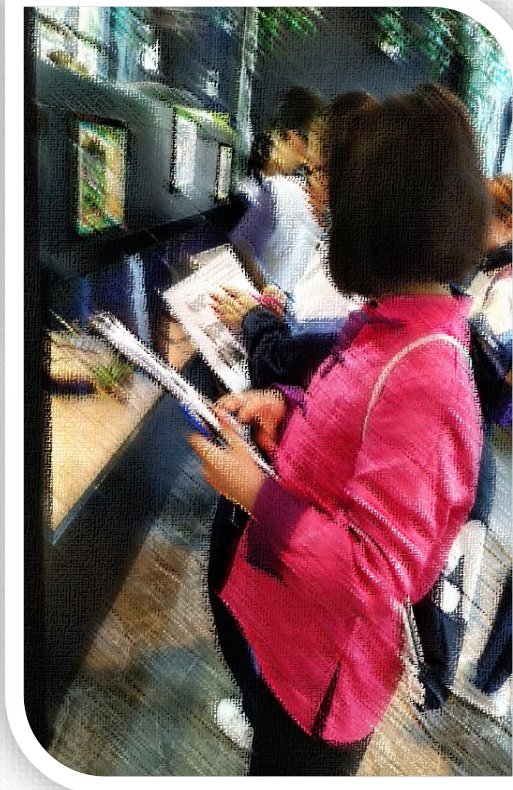
Students sharing books they read among themselves





# 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.

	<p><b>Success of Reptiles</b> Circle the correct answer below:</p> <ul style="list-style-type: none"> <li>There are over <u>5000/6000/7000</u> reptiles in the world.</li> <li>Tokay Gecko: The Gecko can shed its tail             <ul style="list-style-type: none"> <li>A. <u>to grow bigger.</u></li> <li>B. <u>to escape predators.</u></li> <li>C. <u>to attract another gecko.</u></li> </ul> </li> </ul>
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Task 2: Read the **Life of a Snake** board and try to understand more about snakes.

	<p><b>Life of a Snake</b></p> <p><b>Smell of Snakes:</b> All snakes have a _____ tongue.</p> <p><b>Feeding:</b> All snakes are  <input type="checkbox"/> Carnivorous (they eat meat)  <input type="checkbox"/> Herbivorous (they eat plants)</p> <p><b>Sighting:</b>  <input type="checkbox"/> Snakes don't have eyelids.  <input type="checkbox"/> Snakes have eyelids.</p>
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Task 3: Find the tortoises

<p><b>Distribution:</b> South Madagascar</p> <p><b>Habitat</b> (places they live): Low thorn bush and scrubby grassland</p> <p><b>Food</b> (Diet): mainly feed on grasses, plants</p>	<p>Name of the turtle:</p> <hr/>
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<p><b>Leopard Tortoise</b></p> <p><b>Distribution:</b> Central and South Africa</p> <p><b>Habitat:</b> Dry Region</p> <p><b>Diet</b> (Food): mainly feed on _____ and plants</p>	<p>Circle the Leopard Tortoise</p>
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# 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.

**A VIRTUAL DAY OUT TO THE HONG KONG MUSEUM OF ART**



1. Where is the Hong Kong Museum of Art?

No. 10 Salisbury Road, Tsimshatsui, Kowloon, Hong Kong.

2. How do you go there? If you go there by MTR, which exit should you take?

Exit of Tsim Sha Tsui MTR Station  
Exit of East Tsim Sha Tsui MTR Station

3. What are the opening hours of the Museum?

Monday to Wednesday, Friday  
10:00am -

Saturday, Sunday and public holiday  
10:00am -

Christmas Eve and Chinese New Year's Eve  
10:00am -

Closed on  (except public holiday) and the first two days of the

4. History of the HKMoA  
The Museum was established in . HKMoA is the first public art museum in the city. It has now an art collection of over  items.

尖沙咀  
Tsim Sha Tsui

Ordinary to Extraordinary: Stories of the Museum

About the Museum

Take Bus, Walking (But routes are subject to change with

Wheelchair Use

Service Desk & Helpline

Indigenous Visitor Special Arrangements

Ferry  
Star Ferry Pier at Tsim Sha Tsui

OPEN

How far is it from our school to the Hong Kong Museum of Art?

How long does it take to travel from our school to the Hong Kong Museum of Art?

Which type of transport do you take to go there?

P.5

## Artwork 1: Waterfall at Aberdeen



- Study the description of the picture and fill in the blanks.

### The Masterpiece

This small painting        one of the earliest visual records of Hong Kong.

The        small boat in the painting        the sailors to the waterfall to collect water. The waterfall still        today in Waterfall Bay Park beside the Wah Fu Estate in Aberdeen.

Major tense used (Please tick the right box):

Past tense       Present tense

### The Story

In the 18<sup>th</sup> and 19<sup>th</sup> centuries, Britain and other European countries        keen on opening up foreign trade in China.

Their ship        in Hong Kong waters after a long voyage.

Major tense used (Please tick the right box):

Past tense       Present tense



# 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

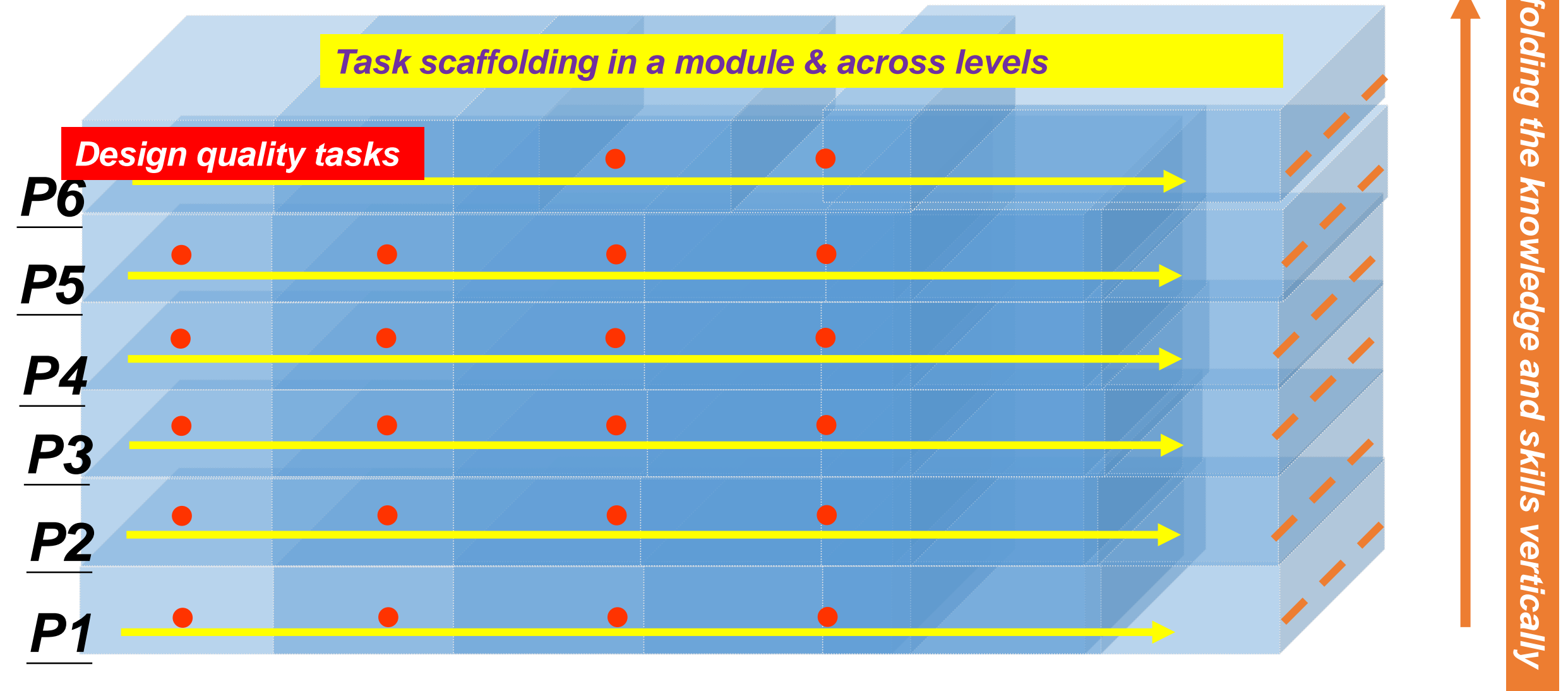
- **Dictionary** skills
- **Note-taking** skills
- **Research** skills
- **Learning from others**

## Writing-specific Skills

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

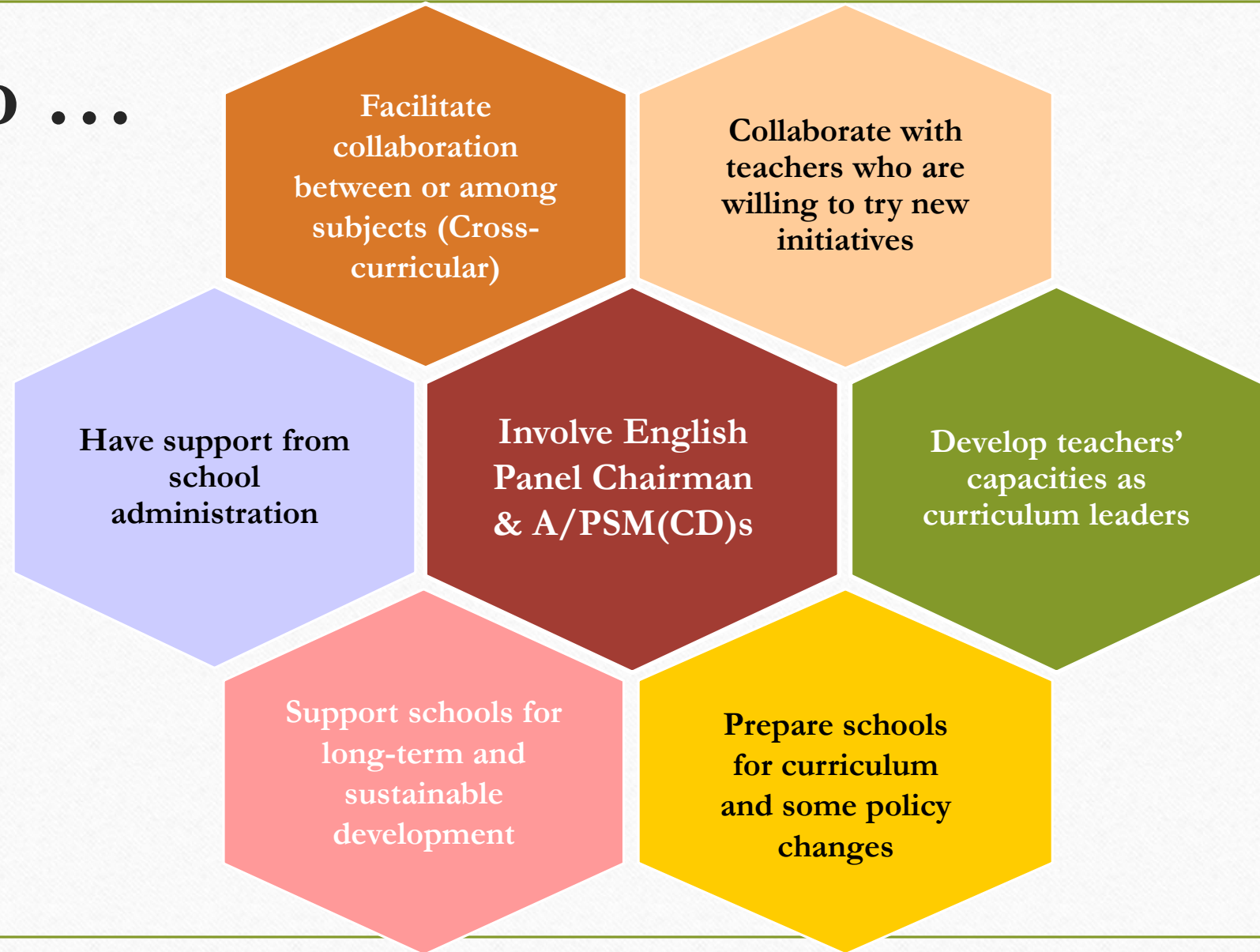
# Horizontal & vertical curriculum planning

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





# We hope to ...



# 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 SBICDP 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 SBCCDP 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

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**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

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## Further Enquiries

Ms Eve Chan

Tel: 21584920

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

## Our website

[www.edb.gov.hk/sbss/sbcdp](http://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	School-based Professional Support Section
Contact person	Helpdesk	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 SBCCDP Section** provides the following support services:

- |     |   |      |   |
|-----|---|------|---|
| F7  | Chinese Language  | F12* | Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language |
| F8* | Enhancing support for teaching Chinese to Non-Chinese Speaking (NCS) students | F13  | Learning Community for Primary School English Language Teacher Leaders                              |
| F9  | English Language  | F14  | Learning Community for Primary School Mathematics Teacher Leaders                                   |
| F10 | Mathematics   | F15  | Learning Community for Primary School General Studies Teacher Leaders                               |
| F11 | General Studies   |      |   |
| J1* | Learning Community for Curriculum 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 -**