

FAQs on Whole-school Curriculum Planning

Q1	Under the optimising measures, how should schools plan the use of the lesson time released?
	<p>Under the optimising measures, schools could release space to varying degrees with regard to students' needs and offer students more diversified options through reviewing and planning the whole-school curriculum in a holistic manner. For example, lesson time could be released for students to take an additional elective subject from Key Learning Areas (KLAs) / Applied Learning (ApL) / Other Languages (OL), engage in more in-depth study of subjects, study the Extended Part (Module 1 / Module 2) (M1 / M2) in parallel with the Compulsory Part of Mathematics, and/or participate in Other Learning Experiences (OLE), values education and life-wide learning activities. Such learning experiences enable students to explore their interests and develop proper values and positive attitudes towards life within and beyond the classroom, hence catering for the different needs, abilities and aspirations of students.</p> <p>As the approach for optimising the four senior secondary (SS) core subjects varies, the lesson time released in the light of the school context differs among schools. With the optimising measures in place, the four SS core subjects should not take up more than half of the total lesson time. In accordance with the principle that the optimising measures serve to create space for students and cater for learner diversity, schools should make proper use of the lesson time released to provide students with more diversified learning experiences instead of rigidly allocating the lesson time released to individual core subject(s).</p>
Q2	Is the arrangement for optimising the four SS core subjects applicable to the curriculum of special schools?
	<p>Based on the principle of “one curriculum framework for all”, special schools in general adopt the Hong Kong school curriculum framework and make reference to the Basic Education Curriculum Guide, Secondary Education Curriculum Guide and the curriculum documents of various subjects in the development of the school-based curriculum and learning and teaching resources that suit the learning abilities and specific needs of their students. In view of this, the arrangement for optimising the four SS core subjects is applicable to special schools.</p> <p>For schools implementing the adapted curriculum for students with intellectual disability (ID) (e.g. schools for children with ID) while not registering students to sit the Hong Kong Diploma of Secondary Education (HKDSE) Examination, they could adapt the curriculum according to the students' abilities and special learning needs.</p>
Q3	How does the EDB support schools to implement the optimising measures?
	<p>To support schools to effectively implement the optimising measures, the EDB has been adopting diversified and specific measures, including providing online and/or face-to-face teacher professional development programmes, experience-sharing sessions, professional networking activities and onsite professional support services, to assist schools in creating space for students and catering for learner diversity based on school contexts and student needs. These support measures cover SS curriculum planning and implementation, learning and teaching</p>

<p>strategies, knowledge enrichment, strengthening cross-curricular links and timetabling, and so forth, aiming at providing full support for schools to implement the optimising measures with due regard to the needs of different subjects and facilitating exchange among schools. Furthermore, the EDB has been developing learning and teaching resources, including curriculum documents, teaching materials, references and exemplars, to enable teachers to accurately understand the requirements and emphases of the optimising measures. Relevant resources have already been uploaded to the EDB websites, including the EDB Educational MultiMedia and designated webpages of different subjects for schools' reference and adoption.</p>
