

# Briefing Session on the Ongoing Renewal of the School Curriculum: Updating of the Secondary Education Curriculum Guide (SECG)

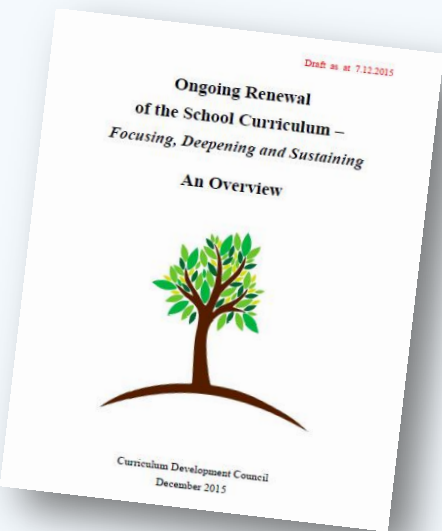
January 2017

Curriculum Development Council

# Content



- **Background of the ongoing renewal of the school curriculum**
- **Celebrating student achievements in the “Learning to Learn” curriculum reform**
- **Recommendations on whole-school curriculum for schools**
  - The central school curriculum framework
  - Updated seven learning goals (shaping qualities expected of secondary graduates)
  - Integrative use of generic skills, values and attitudes across the curriculum
  - Renewed Four Key Tasks
  - Ongoing / future direction of curriculum development
  - Major renewed emphases (MRE) at the junior secondary level and beyond
- **Planning tools for whole-school curriculum planning**
- **Way Forward**



# **Background of the ongoing renewal of the school curriculum**

# Ongoing Renewal of the School Curriculum

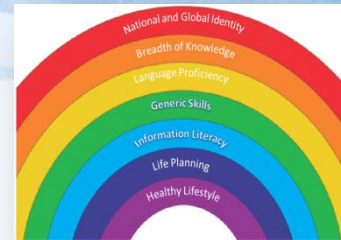


**Respond to  
local,  
regional and  
global  
contextual  
changes**

**Build on  
existing  
strengths and  
practices of  
schools**

**Curriculum  
enhancement  
to benefit  
student  
learning**

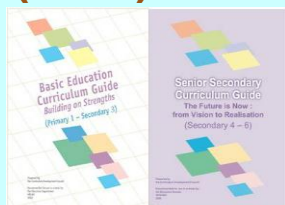
# Ongoing Renewal of the School Curriculum



Learning to Learn Report (2001)



BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides



Various Subject Curriculum Guides

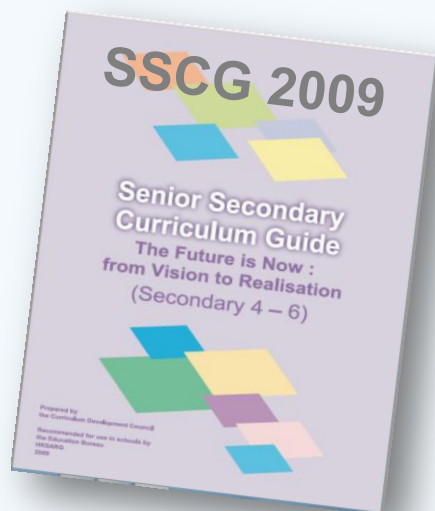
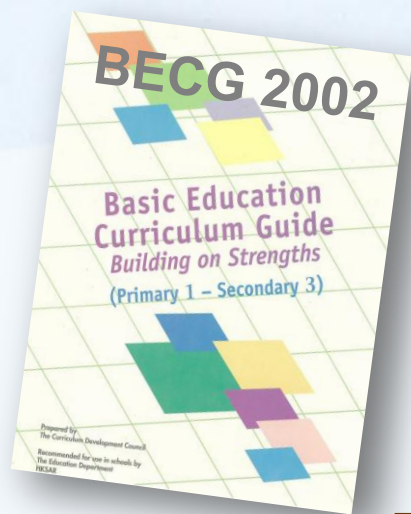


BECG 2014  
基礎教育課程指引  
(小一至小六)

SECG 2017  
中學教育課程指引

(2017 onwards)  
KLA Curriculum Guides  
學習領域課程指引  
&  
Subject curriculum guides/  
supplements 科目課程指引  
／補充文件

# Secondary Education Curriculum Guide (SECG) (2017)



	Booklet Title
<b>Part I</b>	<b>Ongoing Curriculum Renewal – Focusing, Deepening and Sustaining</b>
<b>Booklet 1</b>	<u>Ongoing Renewal of the School Curriculum</u>
<b>Part II</b>	<b>Curriculum Planning, Pedagogy and Assessment Cycle</b>
<b>Booklet 2</b>	<u>Learning Goals, School Curriculum Framework and Planning</u>
<b>Booklet 3</b>	<u>Effective Learning and Teaching: Developing Lifelong and Self-directed Learners</u>
<b>Booklet 4</b>	<u>Assessment Literacy and School Assessment Policy</u>
<b>Booklet 5</b>	<u>Embracing Learner Diversity</u>
<b>Booklet 6</b>	<u>Four Key Tasks (Overview)</u>
<b>Booklet 6A</b>	• <u>Moral and Civic Education</u>
<b>Booklet 6B</b>	• <u>Reading to Learn: towards Reading across the Curriculum</u>
<b>Booklet 6C</b>	• <u>Project Learning</u>
<b>Booklet 6D</b>	• <u>IT for Self-directed Learning</u>
<b>Booklet 7</b>	<u>Experiential Learning: Life-wide Learning</u>
<b>Part III</b>	<b>Smooth Transitions</b>
<b>Booklet 8</b>	<u>Interfaces between KS2/KS3 and KS3/KS4</u>
<b>Booklet 9</b>	<u>Career and Life Planning - Multiple Pathways for All Students to Excel</u>
<b>Part IV</b>	<b>Enabling Environments</b>
<b>Booklet 10</b>	<u>Quality Learning and Teaching Resources</u>
<b>Booklet 11</b>	<u>Professional Development and Schools as Learning Organisations</u>

**Recommendations on  
whole-school  
curriculum  
for schools**

# The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

## Multiple pathways

Nurturing lifelong & self-directed learning capabilities

Fostering whole-person development

### Seven learning goals

### FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education

Intellectual Development

Community Service

Physical and Aesthetic Development

Career-related Experiences

Generic skills

Values & attitudes

Knowledge

#### Seven priority values

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

#### Generic skills

- Basic Skills**
- Communication Skills
  - Mathematical Skills
  - IT Skills
- Thinking Skills**
- Critical Thinking Skills
  - Creativity
  - Problem Solving Skills
- Personal & Social Skills**
- Self-management Skills
  - Self-learning Skills
  - Collaboration Skills

Values & attitudes

Basic skills

<b>Level</b>
Secondary 4-6
Secondary 1-3
Primary 1-6
Kindergarten*

#### 4 core subjects:

Chinese Language, English Language, Mathematics & Liberal Studies

#### 2 or 3 electives :

a) 20 elective subjects;  
b) Applied Learning; &  
c) Other Languages

#### Other Learning Experiences

(incl. MCE, CS, CRE, AD & PD)

#### Major renewed emphases (MRE):

*STEM education & ITE, Values education (incl. MCE & Basic Law education), etc*

Chinese Language Education

English Language Education

Mathematics Education

Personal, Social & Humanities Education

Science Education

Technology Education

Arts Education

Physical Education

Generic skills

Values & attitudes

General Studies

Language

Early Childhood Mathematics

Self & Society

Nature & Living

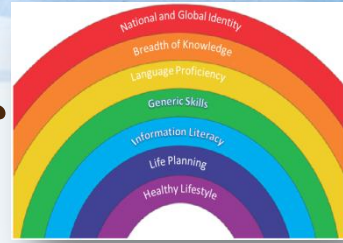
Arts & Creativity

Physical Fitness & Health

\* Based on the soon-to-be-released "Kindergarten Education Curriculum Guide "(2017)



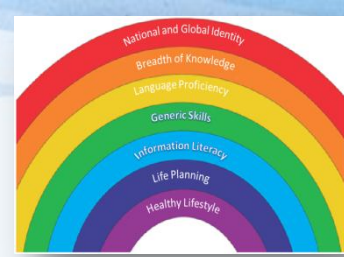
# Revised Seven Learning Goals of Secondary Curriculum



To enable students to

1. become an informed and responsible citizen with a sense of **national and global identity**, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society
2. acquire and construct a **broad and solid knowledge base**, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
3. become proficient in **biliterate and trilingual communication** for better study and life
4. develop and apply **generic skills** in an integrative manner, and to become an **independent and self-directed learner** for future study and work
5. use information and **information technology** ethically, flexibly and effectively
6. **understand one's own interests, aptitudes and abilities**, and to develop and reflect upon personal goals with aspirations for further studies and future career
7. lead a **healthy lifestyle** with active participation in physical and aesthetic activities, and to appreciate sports and the arts

# Integrative Use of Generic Skills



Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

# Junior secondary education – suggested time allocation

**Students' entitlement:  
A broad and balanced  
curriculum**

Component of the JS Curriculum		% of Time Allocation	No. of Hours
<b>Key Learning Area</b>	Chinese Language Education	17-21%	468-578
	English Language Education	17-21%	468-578
	Mathematics Education	12-15%	331-413
	Science Education	10-15%	276-413
	Personal, Social and Humanities Education	15-20%	413-551
	Technology Education	8-15%	220-413
	Arts Education	8-10%	220-276
	Physical Education	5-8%	138-220
<b>Sub-total of the lower range of lesson hours over 3 years</b>		92%	2 534
<b>Across Key Learning Areas</b>	Flexibility is provided for values education, additional common reading time, other life-wide learning experiences, etc	8%	About 220 hours over 3 years

**Flexible time for enhancing whole-person development across KLAs**

# Senior secondary education – suggested time allocation

Component of the SS Student Programme		% of Time Allocation	No. of Hours
<b>Four Core Subjects</b>	<ul style="list-style-type: none"> <li>• Chinese Language</li> <li>• English Language</li> <li>• Mathematics</li> <li>• Liberal Studies</li> </ul>	45-55%	1 125 – 1 375
<b>Two to Three Elective Subjects</b>	<ul style="list-style-type: none"> <li>• 20 Subjects from KLAs</li> <li>• Over 30 Applied Learning courses</li> <li>• 6 Other Languages</li> </ul>	20-30%	500 – 750
<b>Other Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Moral and Civic Education</li> <li>• Community Service</li> <li>• Aesthetic Development</li> <li>• Physical Development</li> <li>• Career-related Experiences</li> </ul>	10-15%	250 – 375

**OLE is a core component of SS curriculum for whole-person development**

# Renewed Four Key Tasks since 2001



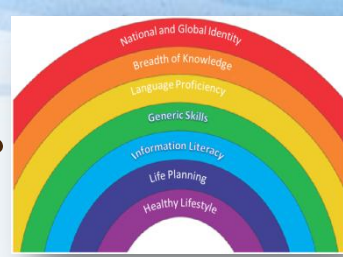
Reading to Learn:  
Towards Reading  
across the Curriculum

Moral  
&  
Civic Education

Project Learning

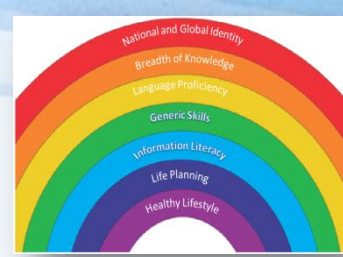
IT for Self-  
directed Learning

# Ongoing/Future direction for curriculum development

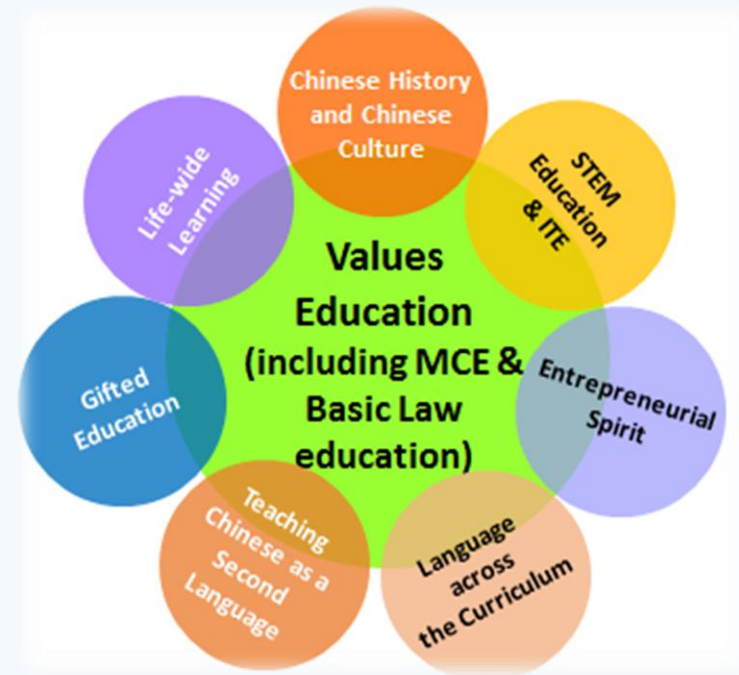


- **STEM education**
- **Information Technology in Education (ITE)**
- **Vocational and Professional Education and Training (VPET)**
- **Language across the Curriculum (LaC)**
- **Values education (including Moral and Civic education, Basic Law education, life education)**
- **Entrepreneurial spirit ( 開拓與創新精神 )**

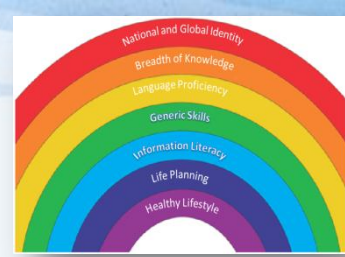
# Major renewed emphases (MRE) at JS level and beyond



- Strengthening **values education** (including Moral and Civic education and Basic Law education)
- Reinforcing the learning of **Chinese history and Chinese culture**
- Extending “Reading to Learn” to “**Language across the Curriculum**”
- Promoting **STEM** education and **ITE**
- Fostering an **entrepreneurial spirit** (開拓與創新精神)
- Diversifying **life-wide learning** experiences
- Stepping up **gifted education**
- Enhancing the **teaching of Chinese as a second language**



# Values Education



**Perseverance**

**Basic Law  
education**

**Respect for Others**

**Life  
education**

**Responsibility**

**Environmental  
education**

**National Identity**

**Human Rights  
education**

**Commitment**

**Road Safety  
education**

**Integrity**

**Media  
education**

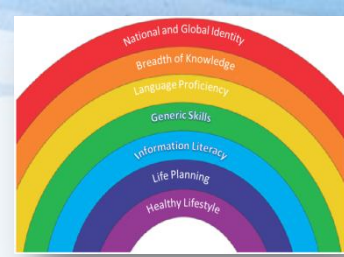
**Care for Others**

**Health &  
Anti-drug  
education**

**Sex  
education**



# Strengthening Values Education (including moral & civic education and Basic Law education)



## ➤ **Basic Law education (BLE):**

- To strengthen students' thinking skills and nurture positive values and attitudes including the following:

**Rule of law**

**Justice**

**Democracy**

**Freedom**

**Human  
rights**

**Equality**

**Rationality**

- To enable students to understand its importance and the principle of “one country, two systems”

# Lesson time

## Topics/themes related to the Basic Law

- Life and Society (L&S)  
(or an independent module for schools not offering L&S)

15 hours

## Topics/themes relevant to Basic Law education

Examples:

- Chinese History\*
- History\*
- Geography

24 hours

10 hours

2 hours

School Year: \_\_\_\_\_

I. Learning Hours Allocated to Basic Law Education

Level	Total learning hours of BLE <sup>(1)</sup>	(A) Curriculum/Subject Learning (Classroom) <sup>(2)</sup>			(B) Student Learning Experiences/Activities <sup>(3)</sup>			(C) Non-loc...		
		Name	Theme/Key Content	Related Article(s)/Chapter in the Basic Law	Name	Theme/Key Content	Related Article(s)/Chapter in the Basic Law	Name	Theme/Key Content	
S1										
S2										
S3										
S4										
S5										
S6										

\* Based on the proposed revised curriculum under consultation. As curriculum revision is an ongoing process, schools should implement the most recent curriculum guides prepared by the CDC with regard to the contents and time allocated to KLA/subjects/topics related to Basic Law education.

# 初中《憲法與基本法》的核心課程／單元

核心內容	憲法的相關條文	課時
1. 「一國兩制」的歷史背景、《基本法》的憲制地位、制定和公佈過程	<ul style="list-style-type: none"><li>● 第31條【國家設立特別行政區；特區的制度由全國人大以法律規定】</li><li>● 第62條（13）【全國人大決定特別行政區的設立及其制度】</li><li>● 第80條【國家主席根據全國人大的決定公佈法律】</li></ul>	1
2. 中央與香港特別行政區的關係	<ul style="list-style-type: none"><li>● 第59條【全國人大由省、自治區、直轄市、特別行政區和軍隊選出的代表組成】</li></ul>	1
3. 《基本法》的解釋和修改	<ul style="list-style-type: none"><li>● 第67條（4）【全國人大常委會解釋法律】</li><li>● 第62條（13）【全國人大決定特別行政區的設立及其制度】</li></ul>	1
4. 香港居民的基本權利和義務		2.5
5. 香港特區政治體制的特點		3
6. 《基本法》與公共財政		0.5
7. 《基本法》如何保障香港的金融和貿易發展		2
8. 《基本法》與日常生活		2
9. 對外事務		2

總課時： 15

# 推行初中《憲法與基本法》單元課程

網上發佈	<ul style="list-style-type: none"><li>• 形式為電腦簡報，讓教師下載在課堂使用</li></ul>
學校試行	<ul style="list-style-type: none"><li>• <b>【中文版】</b> (計劃2017年3月-4月供三間學校試教；2017年6月供網上下載使用)</li></ul>
推行模式	<ul style="list-style-type: none"><li>• 為初中沒有開設生活與社會科相關單元的學校，提供15小時的獨立《憲法與基本法》單元課程。學校可同時運用其他現成教學資源，<ul style="list-style-type: none"><li>◇ 將《憲法與基本法》單元融入初中德育及公民教育課程內教授；</li><li>◇ 以獨立單元模式教授；及／或</li><li>◇ 在施教時，將《憲法與基本法》單元的內容與相關的個人、社會及人文教育學習領域科目結合</li></ul></li></ul>
支援配套	<ul style="list-style-type: none"><li>• 《基本法》中學教師知識增益網上課程【中文版，預計需15小時】 (計劃2017年4月-5試用；2017年6月開辦第一期)</li><li>• 《基本法》中學生網上自學課程【中、英文版，預計需15小時】 (計劃2017年7月試用；2017年10月啟用)</li></ul>

# Strengthening Professional Development

1. **Principals** (including courses for newly appointed and aspiring principals)
2. **Teachers** (including courses for pre-service, in-service and newly appointed teachers )
3. **School Sponsoring Bodies**
4. **Values Education Learning Circle** (lesson demonstration and school-based professional development)
5. **Regular seminars / workshops** (in collaboration with subjects / key tasks )
  - General Studies at the primary level
  - Life and Society
  - Liberal Studies
  - Chinese History
  - Moral and Civic Education...

# Reinforcing the learning of Chinese history and Chinese culture

## ➤ The study of Chinese history and Chinese culture

Reinforcing **foundation knowledge and developing values** on which students understand their own country and progress towards developing their sense of national identity

### All KLAs

- Chinese history and Chinese culture are covered in all KLAs, e.g. Chinese culture is one of the nine strands of Chinese Language Education KLA

## ➤ The study of Chinese History (compulsory)

Reinforcing **foundation knowledge and developing values** on which students understand their own country and progress towards developing a sense of national identity

### PSHE KLA (JS)

**5% of total lesson time** should be devoted to the teaching of **Chinese History**:

- **Independent subject mode:** Chinese History is taught as an independent subject (currently adopted by most schools)
- **Integrated curriculum mode:** Chinese history should be a core topic
- **One-history mode:** the study of Chinese history and world history through one single subject

# Extending “Reading to Learn” to “Language across the Curriculum” (LaC)

## Reading across the Curriculum

- Effective use of a variety of texts to encourage deep reading, connect students’ learning experience and broaden their knowledge base
- Leveraging on e-reading resources with multimodal features to facilitate understanding and enjoyment
- Devising a holistic plan to mobilise different stakeholders and arrange time for cross-curricular reading

## Language across the Curriculum

- Setting up an LaC Committee to set direction and oversee the implementation
- Enhancing collaboration between KLAs
- Making use of the 8% of the flexible lesson time at JS level for LaC activities

**Reading to Learn**

**Literacy skills development**





# Vocational and Professional Education and Training (VPET)

- Rebranding of Vocational Education and Training in HK
- Playing a key role in providing students of different intelligences with multiple pathways

## VPET in Secondary Education

- Life-wide Learning (LWL) and Other Learning Experiences (OLE)
- Applied Learning (ApL)
  - deepens vocational and professional education
  - six areas of studies with practical learning linked to broad professional and vocational fields
  - offers context for developing beginners' skill sets and career-related competencies
  - prepares students for further studies and future employment

# Promotion of STEM Education

## Six strategies

1. **Updating the curricula of the KLAs** concerned with the focus on nurturing students' creativity, collaboration, problem solving skills and innovativeness through **student-centred pedagogies**
2. Strengthening the provision of **quality learning experiences** to students through support to schools on **whole-school curriculum planning and collaboration with relevant organisations**
3. Offering KLA-based and **cross-KLA resource materials** to schools
4. Strengthening the **professional capacity, knowledge transfer** and cross-fertilisation among schools and teachers
5. Synchronising the contributions from different **community key players**
6. Adopting actions to review the development of STEM education, **consolidate the good practices** for dissemination and generate knowledge for transfer



## **6. On-going research and evaluation**

(ITE4 survey, case study)

## **1. Enhancing schools' IT infrastructure**

(WiFi infrastructure and acquire mobile computing devices)

## **5. Collaboration with stakeholders**

(parent education, e-safety and health education/counselling)

**The Fourth Strategy on IT in Education (ITE4):  
Unleashing students' learning power**

## **2. Enhancing quality of e-learning resources**

(e-textbooks, EDB One-stop Portal, resource@HKEdCity, etc)

## **4. Capacity building**

(PDPs, conferences, CoE school-based support, community of practice)

## **3. Renewing curriculum and transforming pedagogies**

(adoption of innovative pedagogies and Information Literacy (IL) framework in schools)

## 6. On-going research and evaluation

(ITE4 survey, case study)

## 1. Enhancing schools' IT infrastructure

(WiFi infrastructure and acquisition of mobile computing devices)

### Infrastructure

- WiFi infrastructure
- Mobile computing devices

### Promotion of e-Learning

- Use of e-learning resources / tools and e-textbooks
- Innovative Pedagogies

### Personalised Learning

- Learning Management System
- 1:1 Computing / BYOD

## 4. Capacity building

(PDPs, conferences, CoE school-based support, community of practice)

## 3. Reviewing curriculum and transforming pedagogies

(adoption of innovative pedagogies and Information Literacy (IL) framework in schools)

# Fostering Entrepreneurial Spirit

To develop positive values and attitudes, knowledge and skills which will benefit students in their personal development and future endeavours

## Essential qualities

-  **Possessing Creativity and Innovativeness**
-  **Taking Initiative and Responsibilities**
-  **Taking Calculated Risks**
-  **Upholding Perseverance**
-  **Seizing Opportunities**

## Implementation

### Junior Secondary

- Cross-curricular collaboration
- Life-wide learning, etc

### Senior Secondary

- Economics
- Applied Learning
- OLE, etc

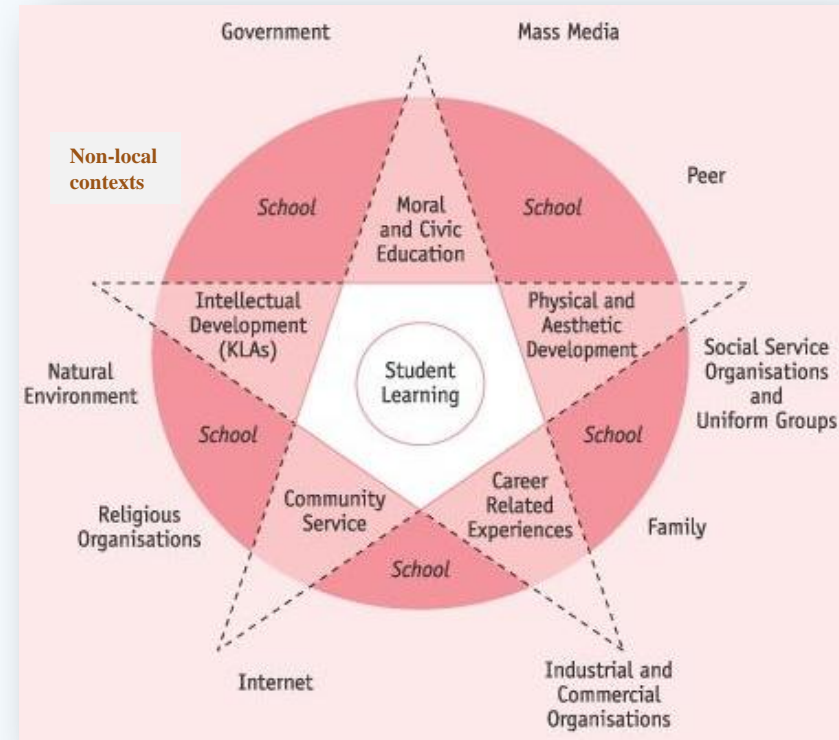
# Diversifying Life-wide Learning (LWL) Experiences

## LWL:

- student learning in authentic settings to achieve targets that are harder to attain in ordinary classroom settings
- strategies to help students acquire the 5 essential learning experiences for enhancing their whole-person development
- supporting student learning in core and elective subjects at the SS level, and carried out through Other Learning Experiences (OLE)

## Emphases:

- promoting quality reflection on learning experiences for deep learning
- supporting exploration of opportunities for quality physical and aesthetic education to nurture students' confidence, perseverance and aesthetic appreciation
- making use of the Mainland exchange opportunities to strengthen students' understanding of our country's development through personal experience

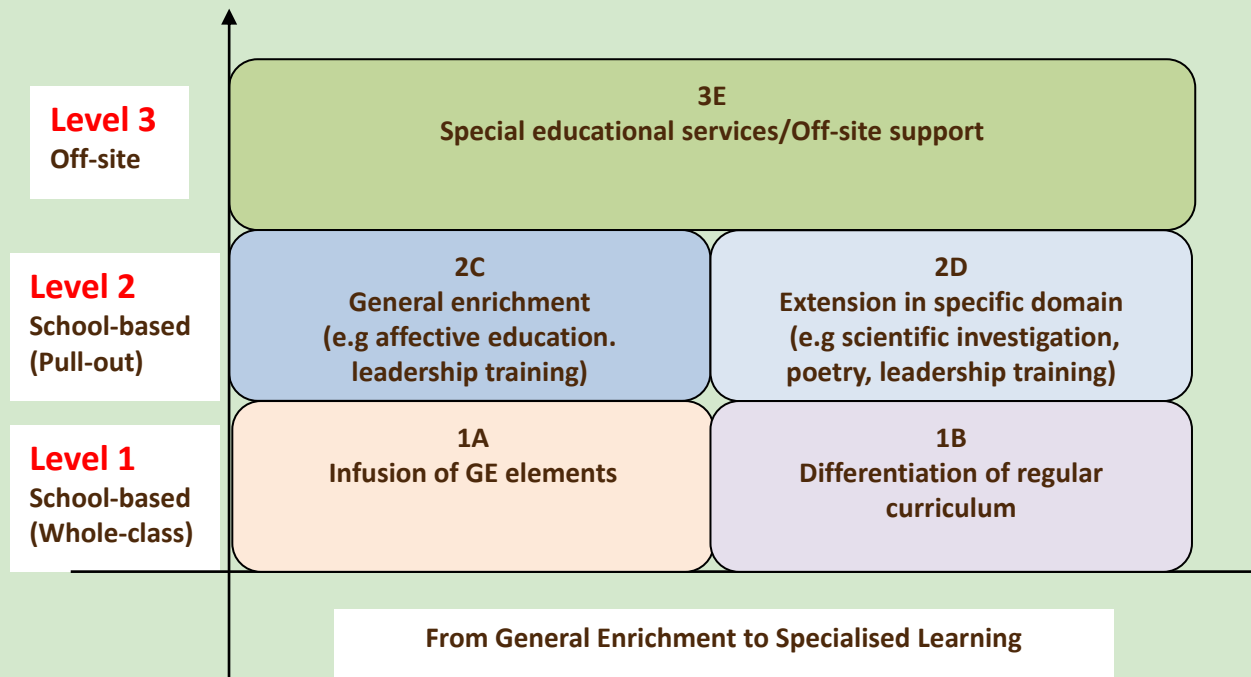


# Stepping up Gifted Education: A means to embrace learner diversity

- To serve the needs of all students to fully realise their potential and to nurture the gifted/ higher ability students strategically

## Gifted Education (JS)

An inclusive approach adopting three levels of engagement under the Three-tier operation mode of Gifted Education

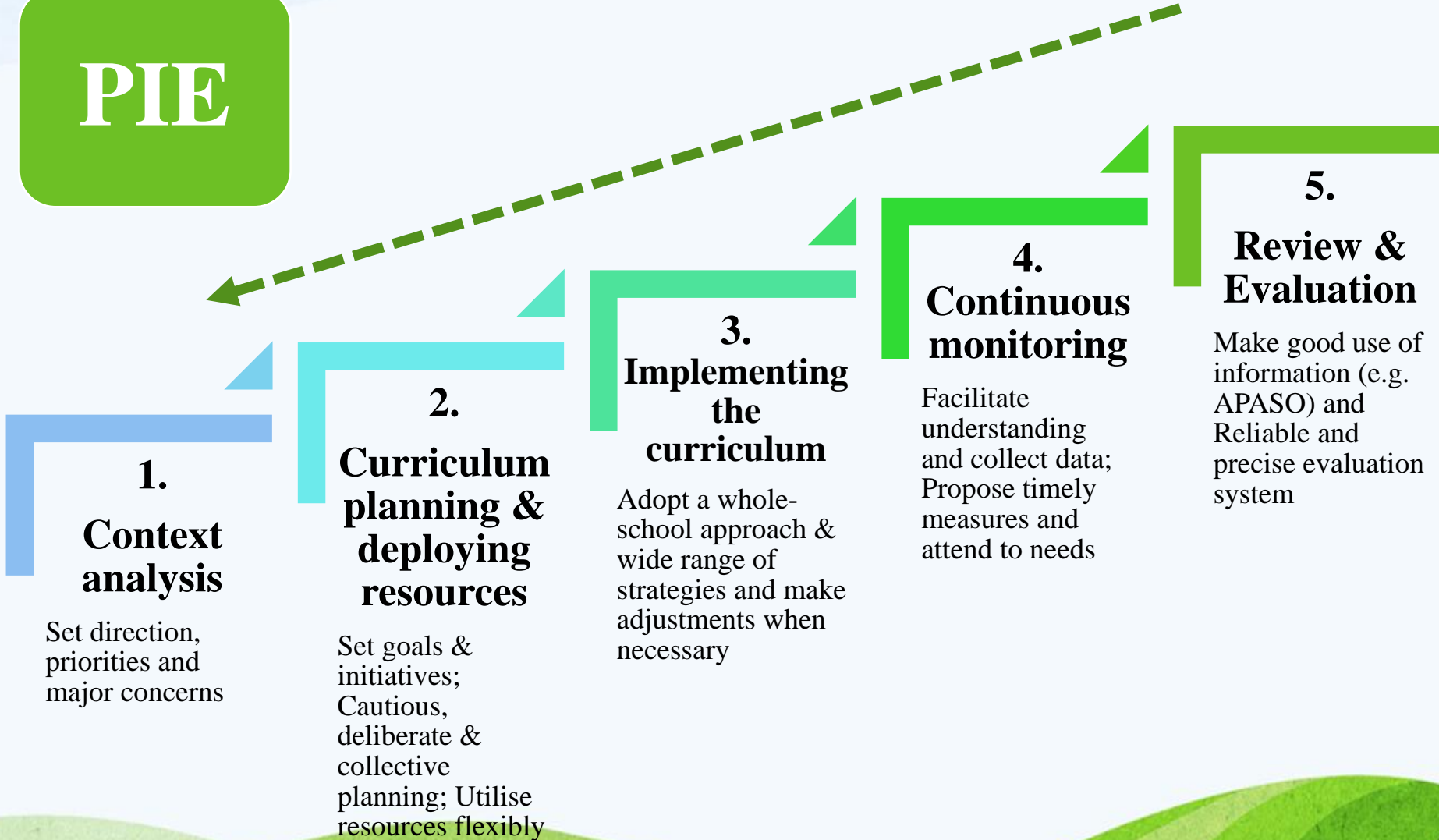


**Planning tools for  
whole-school  
curriculum planning**



# The 5-stage cycle in curriculum planning

**PIE**



# Planning tools for schools

## A checklist for review

A checklist for review

Figure 2.13

Item	Strength	Area for Imp
Curriculum		
Learning		
Teaching		
Assessment		
Learning and teaching resources		
School curriculum leadership at various levels		
Teacher collaboration		
Staff profiles and professional development needs		
Professional development of various levels of school curriculum leaders		

## A checklist for curriculum planning

### A Checklist for Curriculum Planning

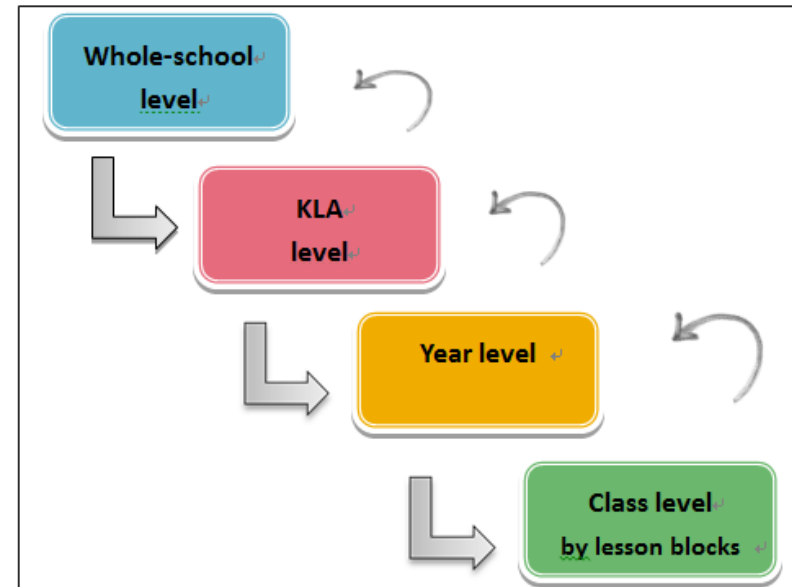
Schools may refer to the following checklist and determine strategies to implement in their contexts.

Figures 2.17

Checklist on the Implementation Strategies
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding students' learning needs and culture</li> <li><input type="checkbox"/> Understanding the latest development trends in education</li> <li><input type="checkbox"/> Strengthening leadership in whole-school curriculum development</li> <li><input type="checkbox"/> Fostering connection between the Four Key Tasks and the Major Renewed Emphases and Competencies at the JS Level</li> <li><input type="checkbox"/> Strengthening cross-curricular and interdisciplinary linkage</li> </ul>

## Four levels of curriculum planning

Figure 2.18: Four Levels of Curriculum Planning



**Way forward**

# Way forward

- ✿ To issue **SECG (Booklets 1-11)** and upload it to the EDB website for schools' reference in April / May 2017
- ✿ To issue **publicity materials**, e.g. whole-school curriculum framework
- ✿ To conduct a **pilot workshop** for school leaders on the practical use of the SECG and collect feedback from schools, and to conduct **workshops for school leaders** of all secondary schools on the practical use of the SECG and continue to collect feedback from schools
- ✿ To run **KLA-based PDPs to** illustrate how the ongoing / future direction of curriculum development could be implemented in KLA/subject level
- ✿ To **collect examples** of secondary schools on different facets of curriculum planning and implementation for sharing of good practices
- ✿ To continue to use feedback to **improve** supporting strategies and **renew** the whole school, KLA and subject curricula as appropriate



*Thank You*