

3 December 2019



Curriculum Leadership Series – Ongoing Renewal of the School Curriculum (English Panel Chairpersons)

**English Language Education Section
Curriculum Development Institute
Education Bureau**



Objectives

- To introduce the major updates of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (2017)
- To explore the roles of an EPC as a curriculum leader in planning and implementing the school English Language curriculum under the major updates
- To share good practices on planning and implementing the school English Language curriculum

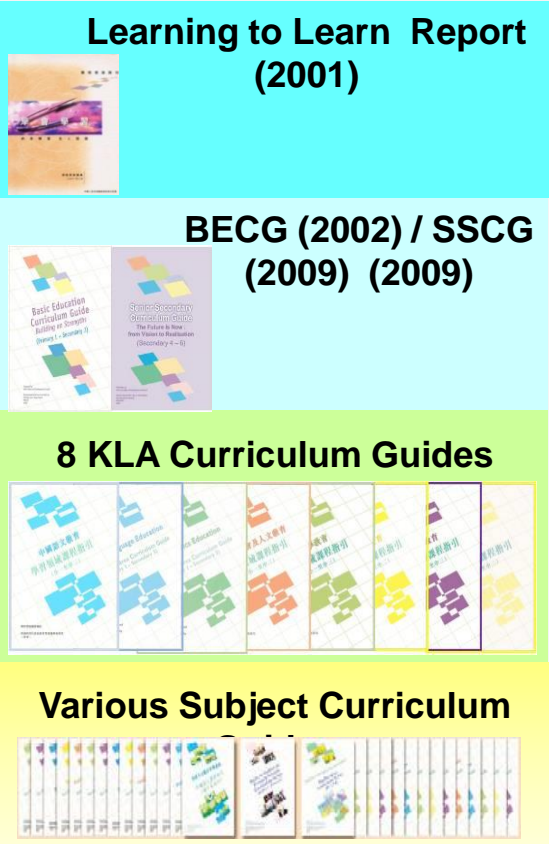


Ongoing Renewal of the School Curriculum

Respond to local, regional and global contextual changes

Build on existing strengths and practices of schools

Curriculum enhancement to benefit student learning



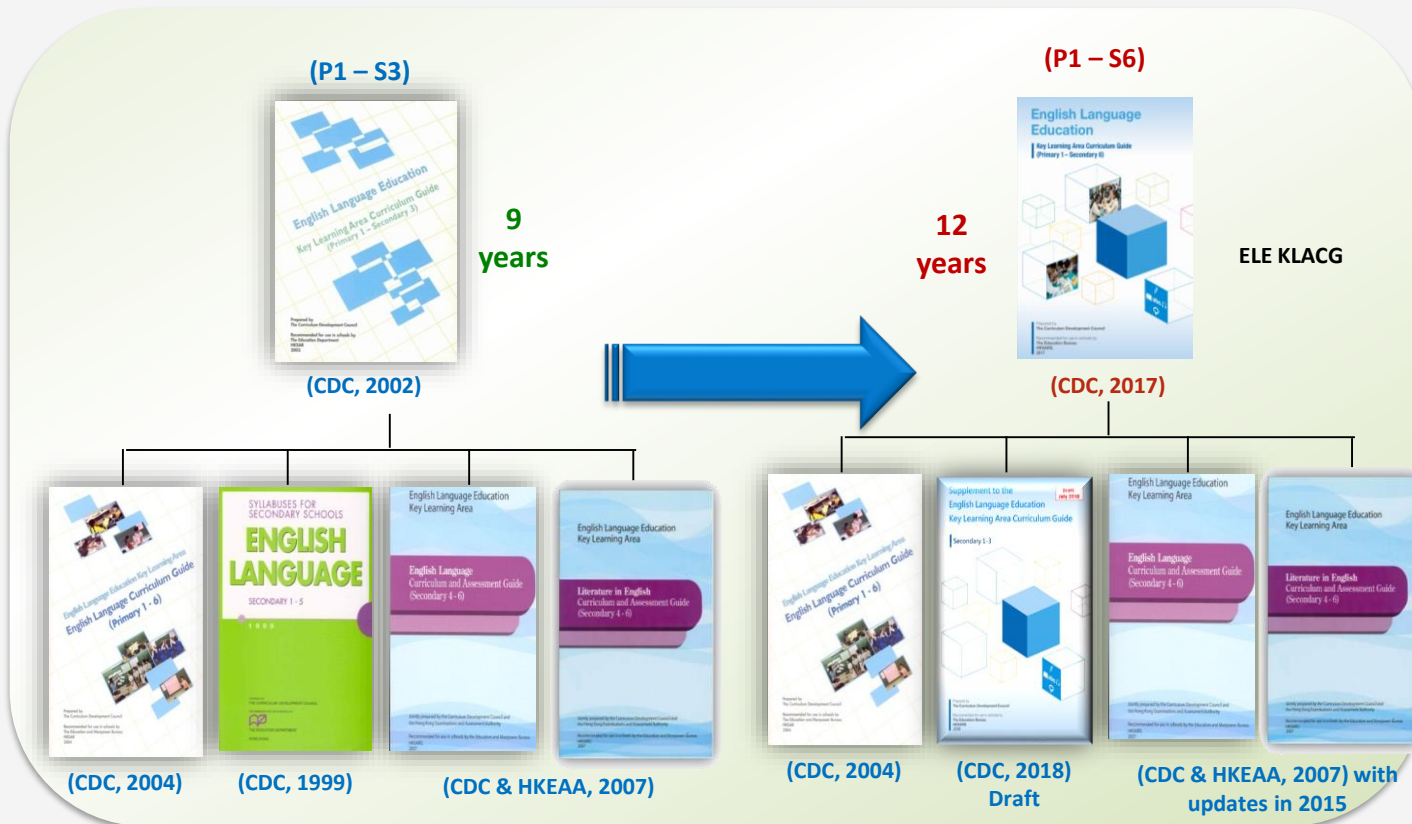
BECG 2014 (P1-P6)

SECG 2017 (S1-S6)

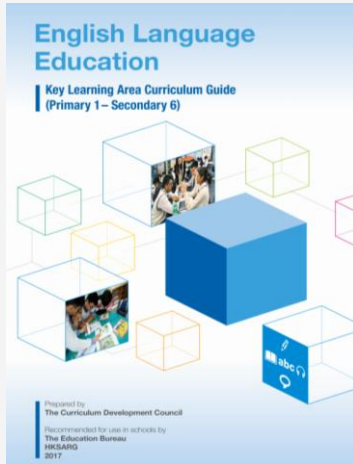
(2017) KLA Curriculum Guides & Subject curriculum guides/ supplements



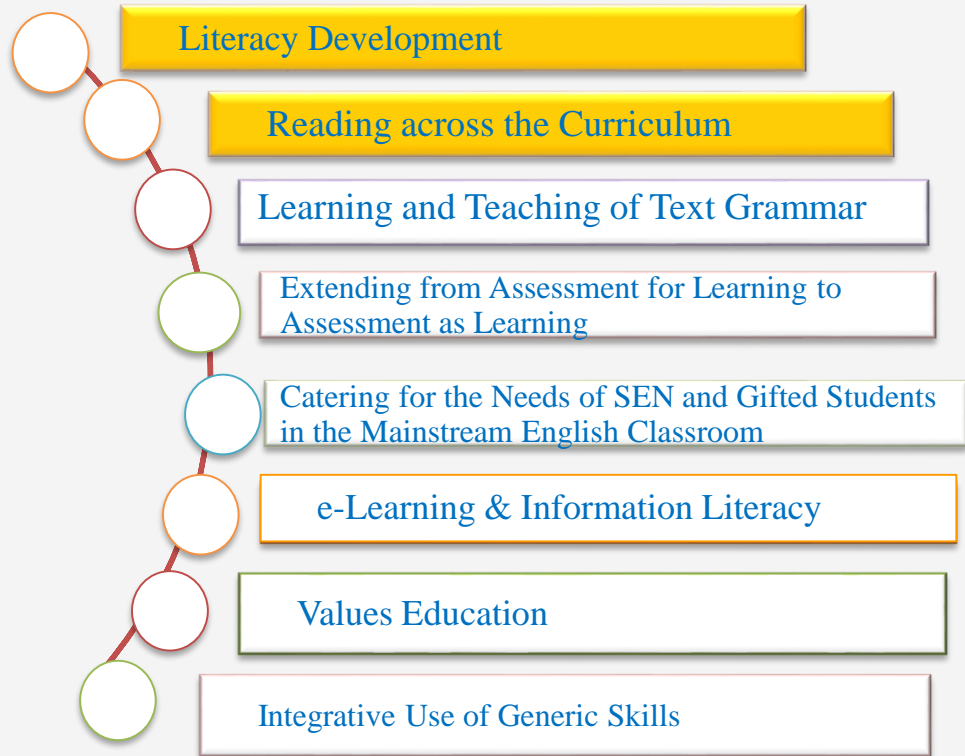
Updating of the ELE KLACG



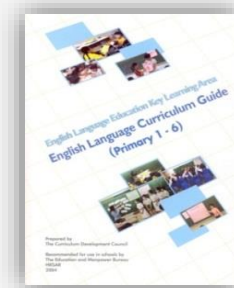
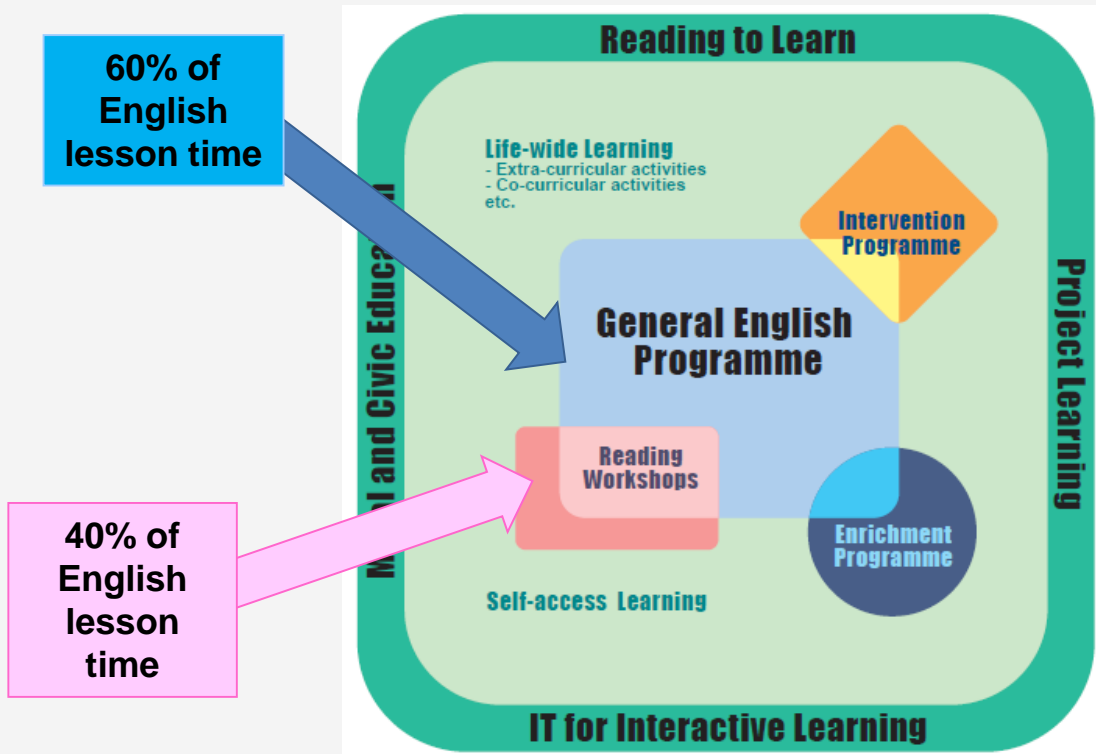
Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6)(2017)

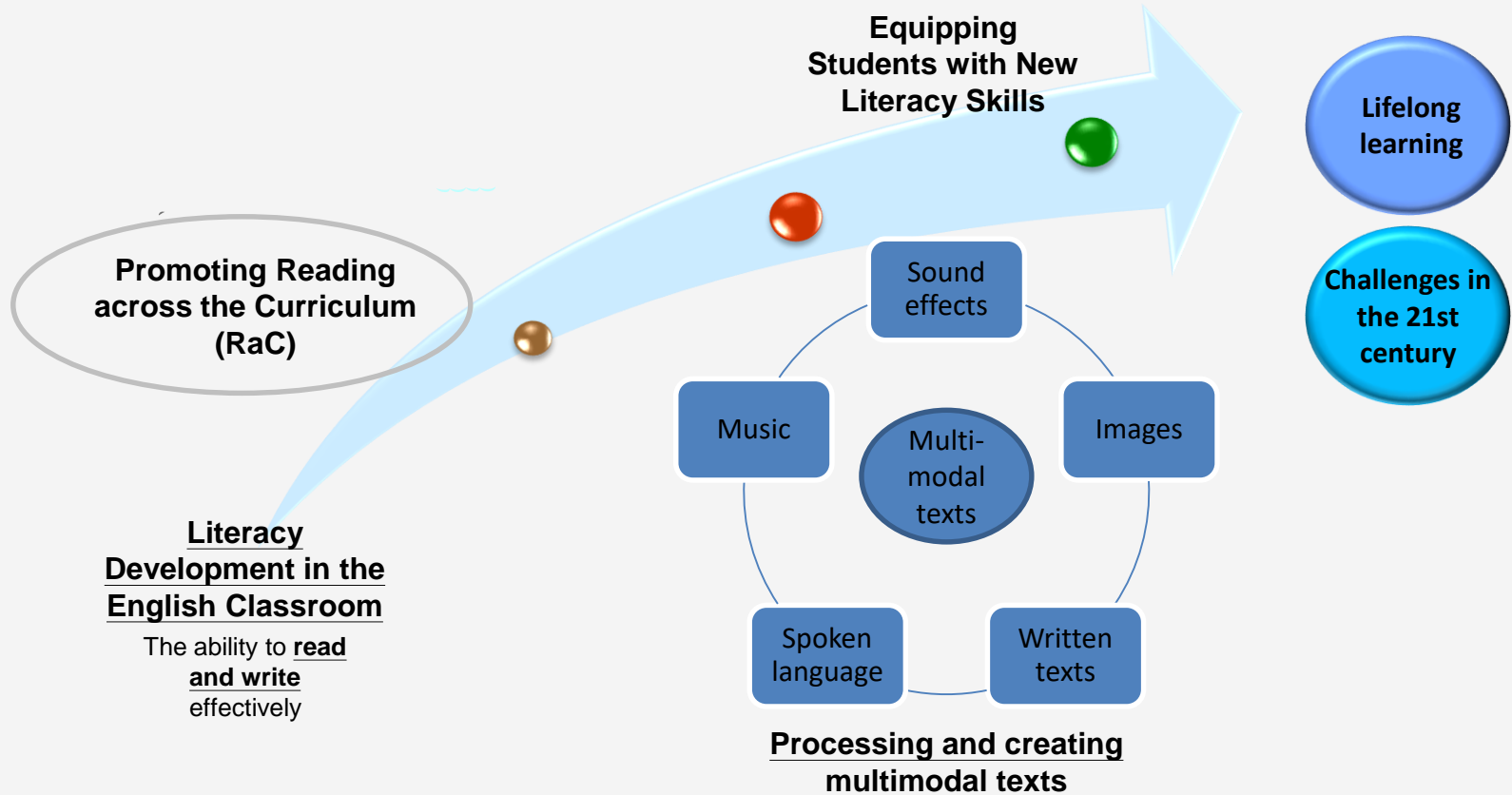


Components of a School English Language Curriculum at the Primary Level



English Language Curriculum Guide
(Primary 1-6) (CDC, 2004)

Literacy Development in the English Classroom



Reading Journey across Key Stages

Primary

- Exposure to a range of reading materials (including information books)
- Incorporation of **Reading Workshops** into the School-based English Language Curriculum and teaching reading skills explicitly

Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Promoting Reading across the Curriculum (RaC) and Language across the Curriculum
- Exposure to a wide spectrum of reading and viewing materials

Senior Secondary

- Exposure to a wider range of more complex texts (both print and non-print)
- Elective modules (Language Arts & Non-Language Arts)
- Extending students' language exposure and use of English for academic purposes

Using real books with a variety of text types

Using non-print reading resources

Developing students' reading and viewing skills

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Using Print Reading Resources

Using real books with a variety of text types

Using Non-print Reading Resources

Digital Multimodal Texts

(e.g. Interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)

Using multimodal texts to address the different learning styles and needs of students

Free Apps for tablets

E-books platforms

Audio books

Interactive books with technological features

Connecting students' reading and writing experiences

From Reading to Writing


Enhancing the implementation of **READING** Workshops

- Ensuring progressive development of reading skills
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly and providing opportunities for application

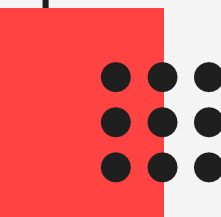


Connecting students' **READING** and **WRITING** experiences

- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts



Promoting Reading across the Curriculum



‘Teachers who use cross-curricular themes *create active readers* by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.’

Aslan, Y. (2016). The Effect of Cross-curricular Instruction on Reading Comprehension. *Universal Journal of Educational Research*, 4(8), 1797-1801.

‘Because our lives require us to integrate what we have learned in an interdisciplinary manner, teaching children through merged disciplines better *prepares them for applying new knowledge and experience*. In addition, when students view their learning as having personal relevance, they *put more effort into their schoolwork and achievement*.’

Willis, S. (1995). Refocusing the curriculum: Making interdisciplinary efforts work. *ASCD Education Update*, 37 (1), 1-8.



In implementing RaC, English teachers are encouraged to:

identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**

collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs

help students **develop the reading skills and strategies** necessary for **understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

design reading activities that reinforce students' ability to **integrate the knowledge, skills and learning experiences** gained in different KLAs

Promoting Reading across the Curriculum

Cross-curricular collaboration to facilitate RaC

- ✿ Working with teachers of other KLAs to conduct **curriculum mapping**
e.g. designing cross-curricular learning tasks and activities together
 - ✿ Adjusting the **teaching schedules** of English Language and the content subject to teach the same theme/topic at around the same time
-
- ⚙️ **Seeking advice** from teachers of other KLAs on:
 - the choice and appropriateness of reading materials
 - the schedule of teaching a certain topic
-
- ⚙️ Involving teachers of other KLAs in the conduct of **cross-curricular learning activities or project work**, e.g. assessing students' performance

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues
2. Text types
3. Skills/Strategies
 - Reading strategies
 - Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

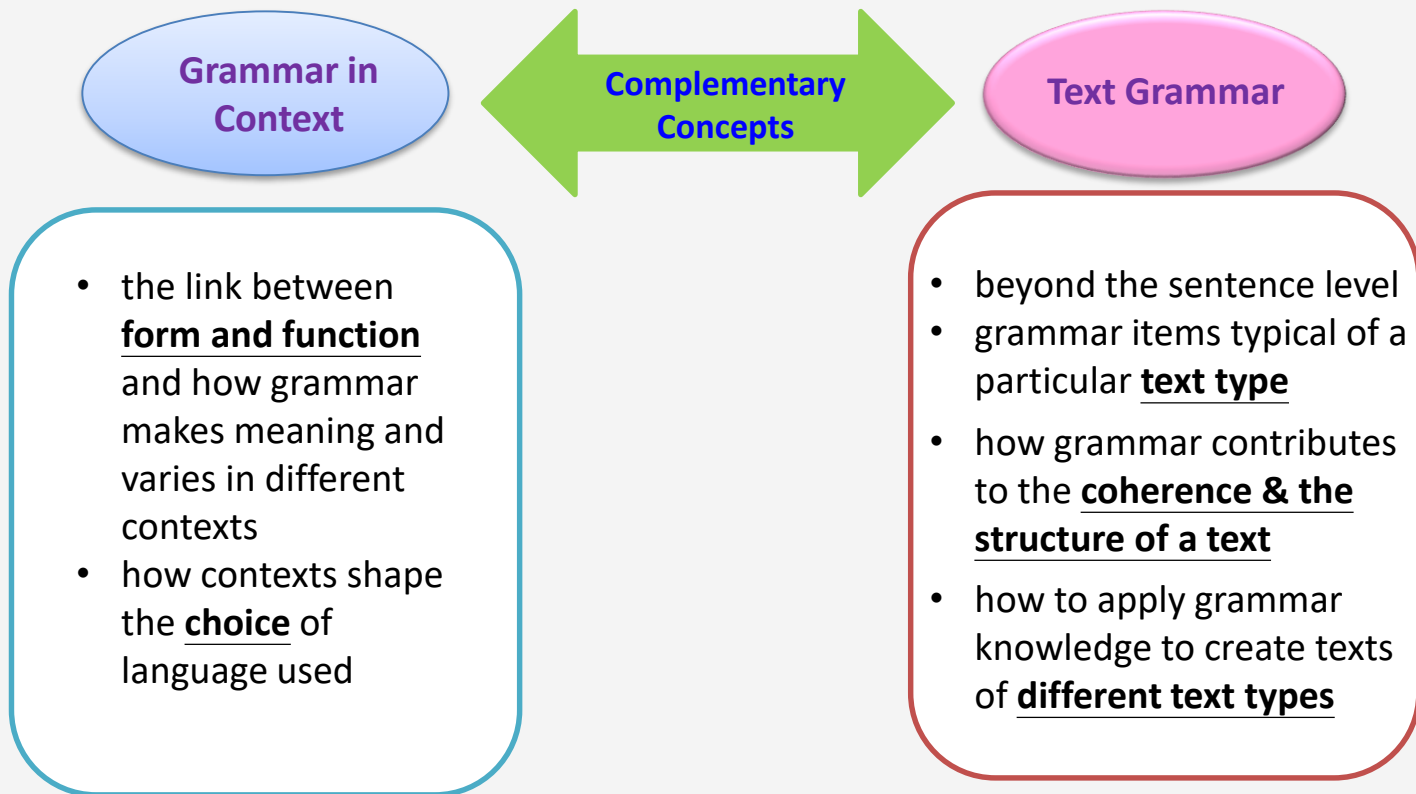
Promoting Reading across the Curriculum

Possible directions when planning for RaC

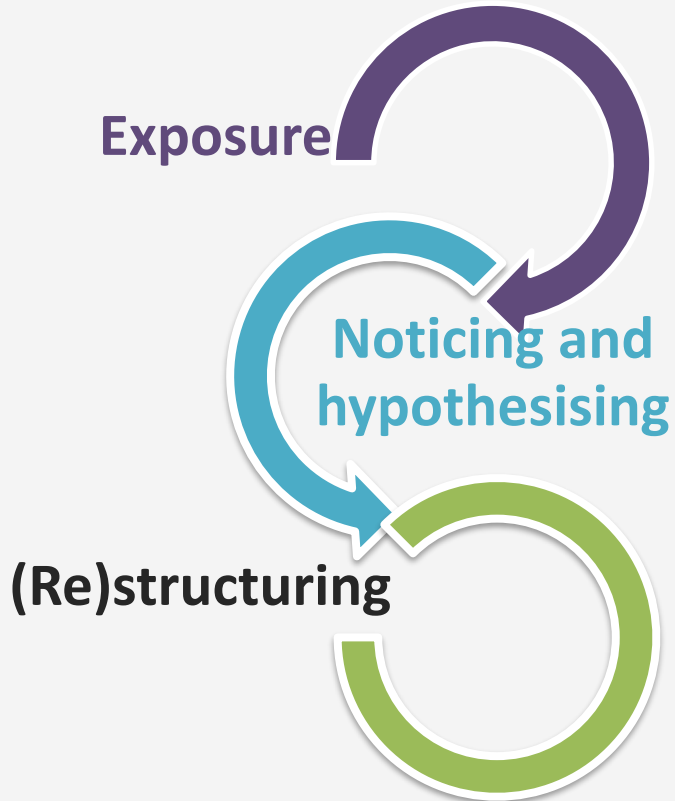
1. Themes/topics/issues
2. **Text types**
3. Skills/Strategies
 - Reading strategies
 - Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

From General English	From other subjects	What are some common features?
Recipe	Procedures for doing an experiment	<ul style="list-style-type: none">- to tell others how to do something- list of materials and steps
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none">- to describe something in detail- present tense is used- use quite a lot of adjectives
A recount	An article about WWII	<ul style="list-style-type: none">- to recall what happened in the past- past tense is used- followed the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	<ul style="list-style-type: none">- to discuss some issues from different sides/perspectives

Grammar in Context or Text Grammar?

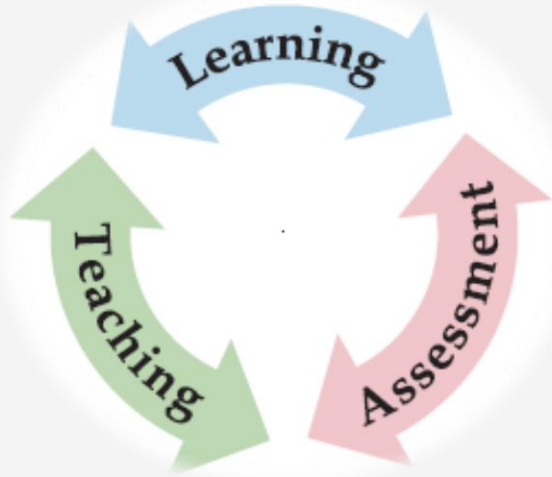


Stages involved in learning grammar

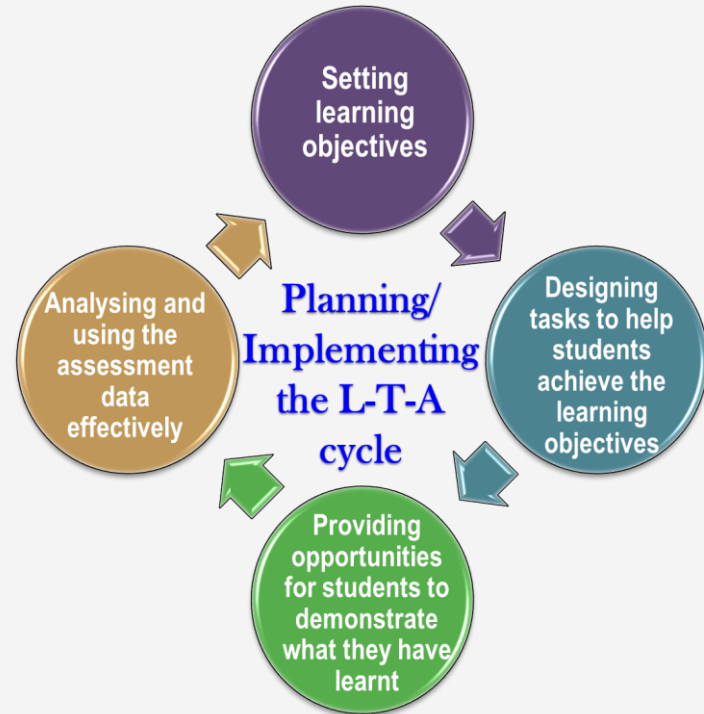


- Exposure to the specific language patterns in texts
- Noticing the structure and being aware of the connections between form and meaning
- Structuring the grammar rule in mind
- Restructuring it and applying it in new contexts/using it naturally

The relationships between learning, teaching and assessment

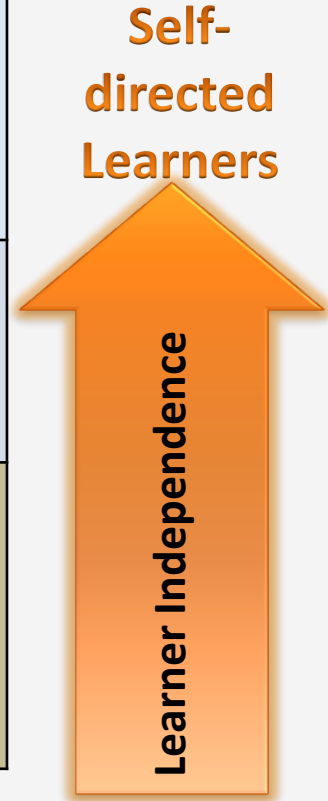


**Learning-teaching-
assessment Cycle**



Three complementary assessment concepts

Formative	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.
	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching . It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
Summative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes .

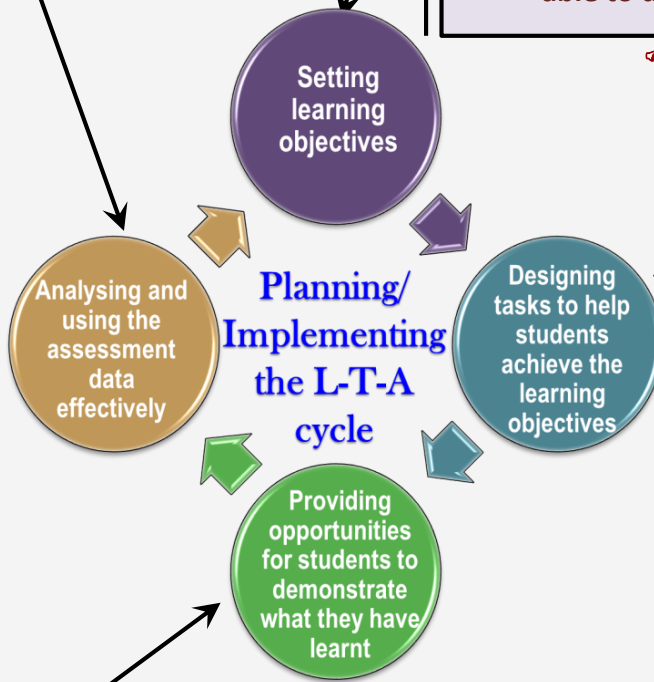


- **Evaluate** students' performance against the success criteria
- Identify students' **strengths and weaknesses**
- Analyse **the underlying causes** of students' learning difficulties
- Review **teachers' expectations** on students
- Modify **teaching strategies**
 - Explore ways to help students improve
 - Design activities to address students' problems
- Revise **the school-based curriculum design/content**

- Make use of **various assessment tasks/activities** to gauge students' performance
- **Share** the **learning intentions** and task-specific **success criteria with students**
- **Observe** students' performance
- Use **effective questions** to elicit students' responses
- Provide students with **quality feedback** on how to improve (linked to success criteria)
- **Collect evidence** of student learning

- Aim for a balanced and comprehensive **coverage**
- Take the following into consideration:
 - what students **can do currently**;
 - what we should expect our students to **be able to do next**?

👉 **Learning Progression Framework**

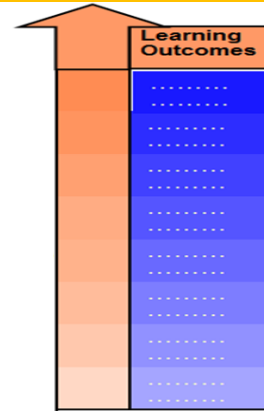


- Think about **how we can help students achieve the target learning objectives** (appropriate input, various modes, scaffolding, support...)
- Think about **appropriate/effective teaching strategies**

The Learning Progression Framework

What is the LPF?

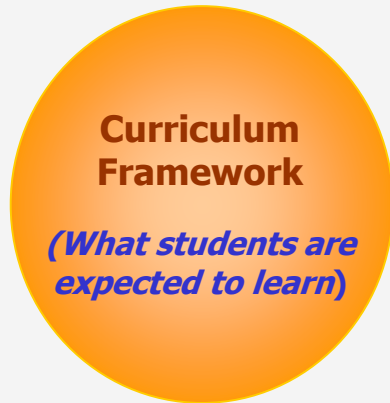
The Growth of Students across Key Stages



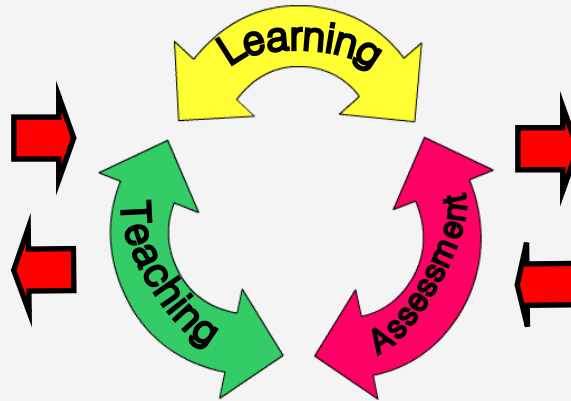
- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning and teaching.

Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

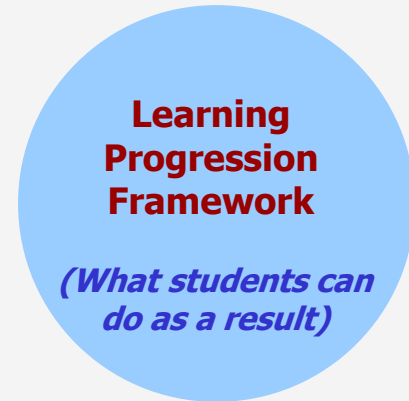
Goals



Process



Attainment

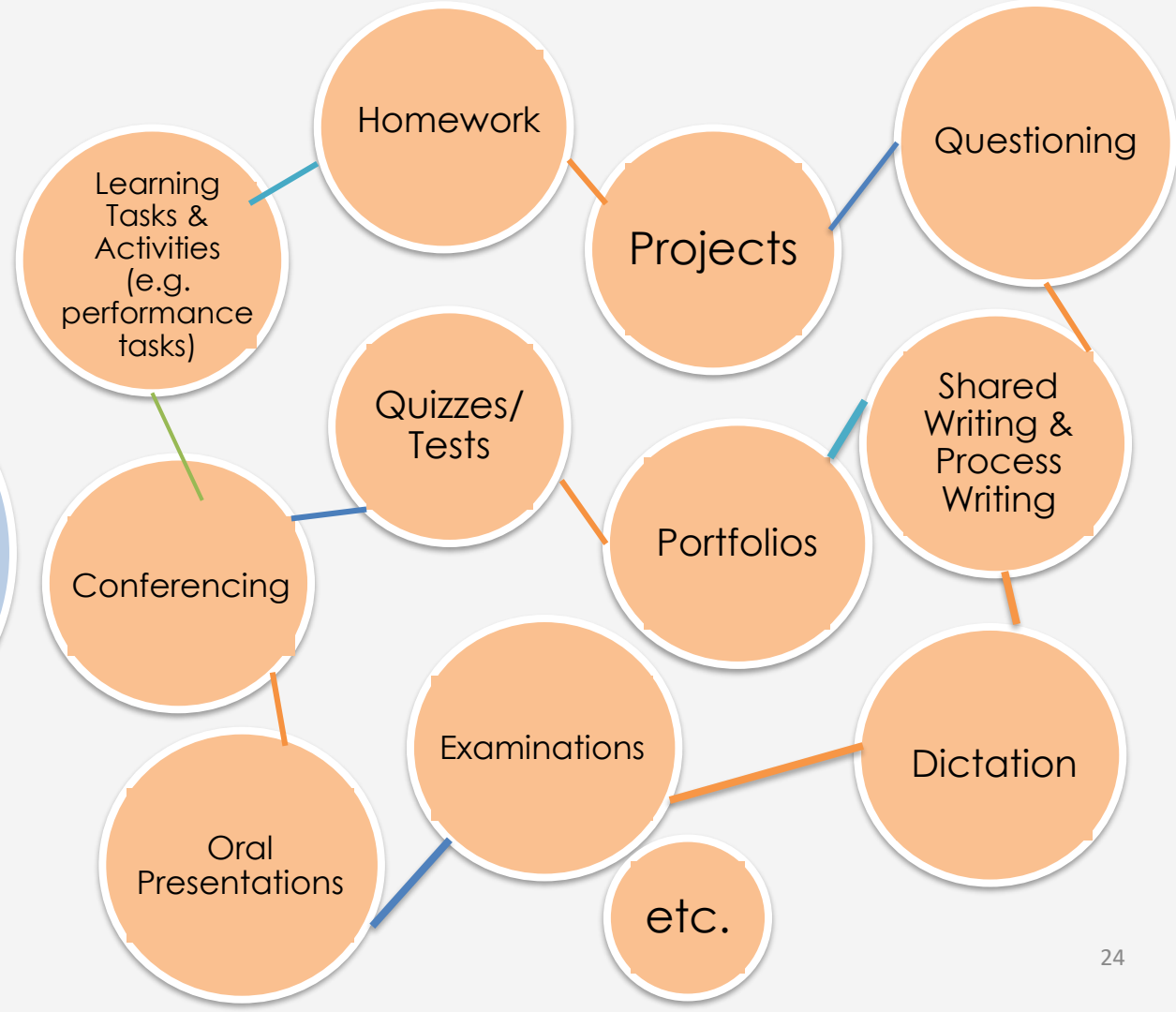


Considerations when designing quality learning, teaching and assessment tasks/activities



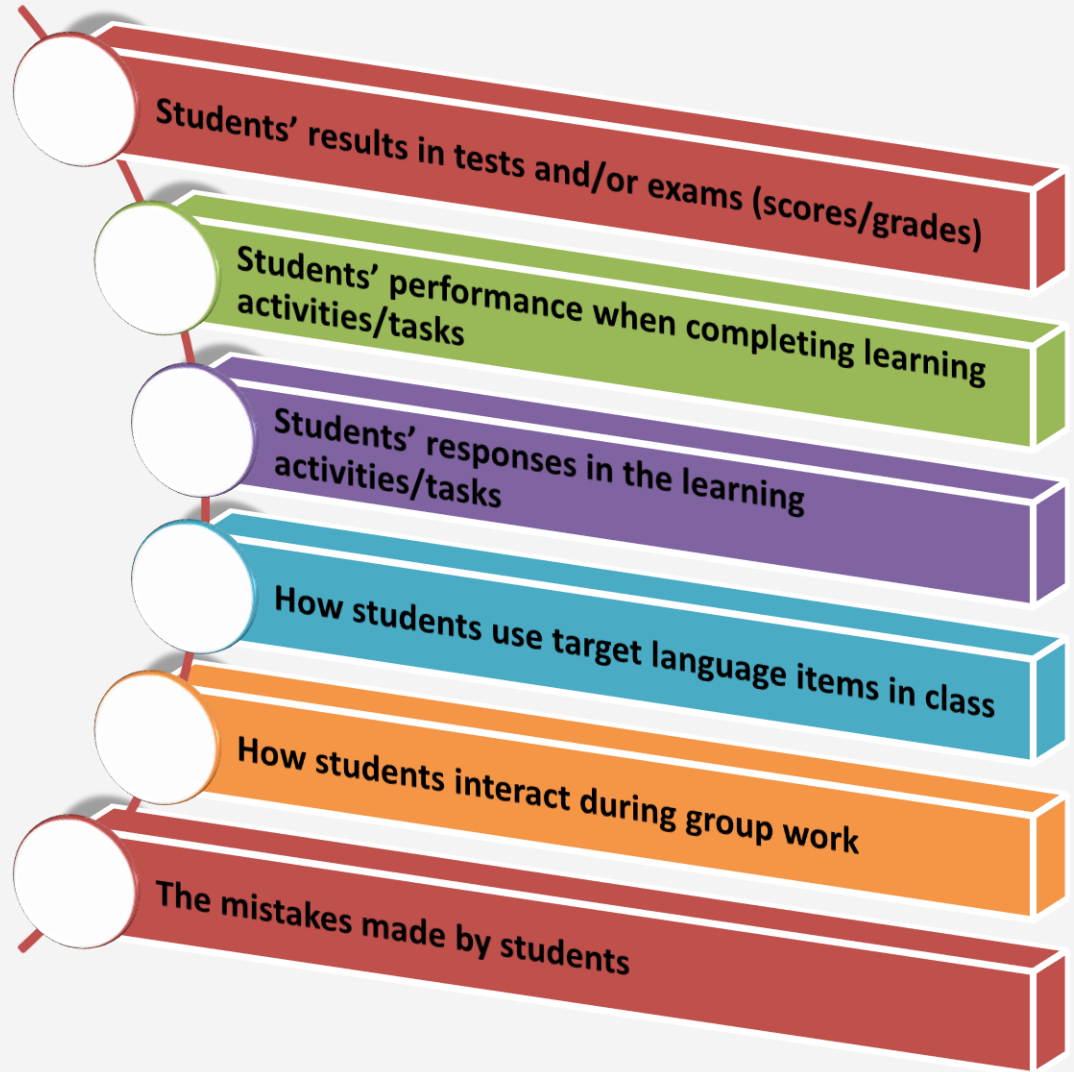


Different modes of Assessment in Schools



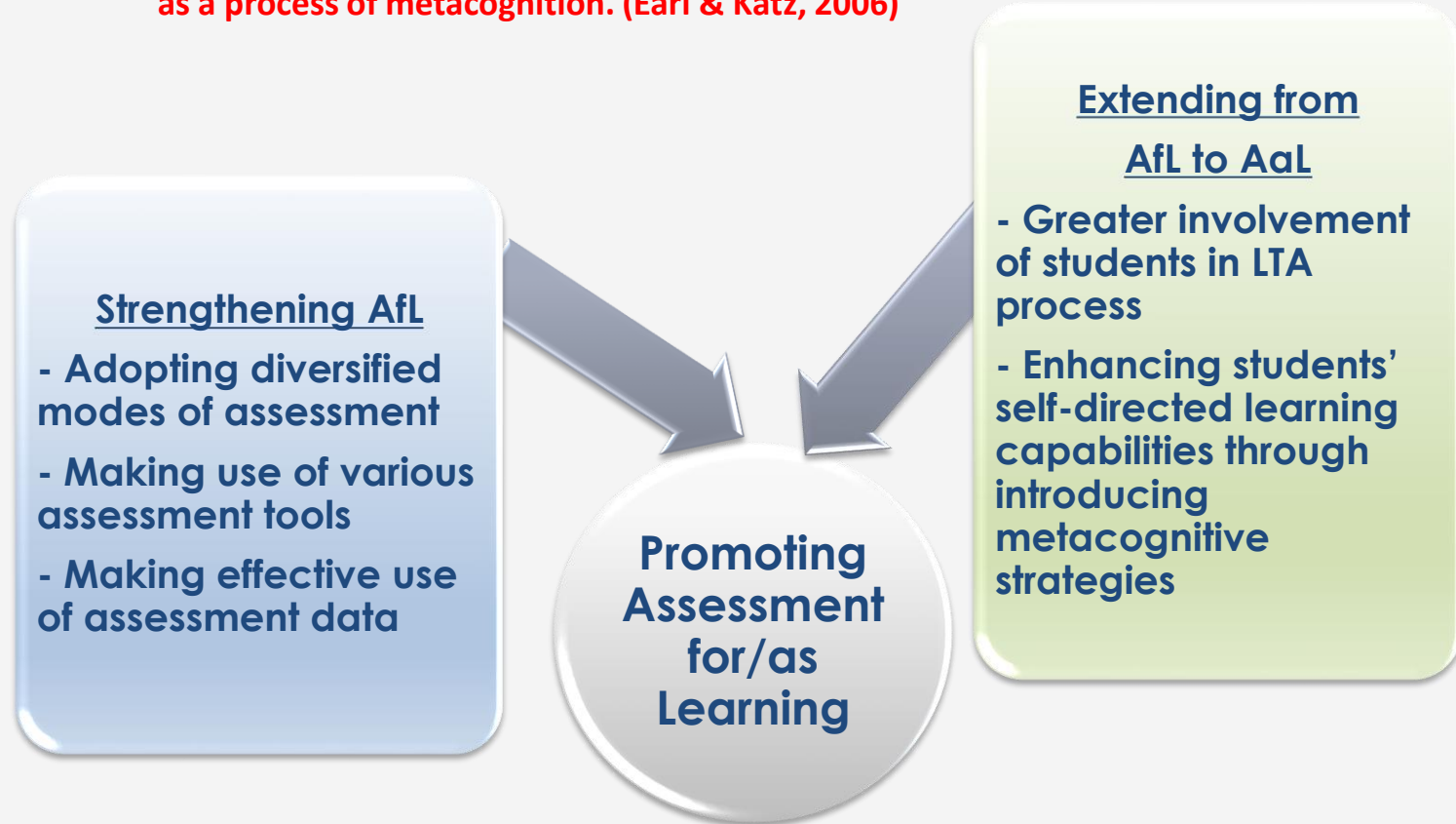
Assessment Data —

Evidence of student learning in terms of knowledge, skills and values and attitudes



What is Assessment as Learning (AaL)?

Assessment as learning (AaL) focusses on students and emphasises assessment as a process of metacognition. (Earl & Katz, 2006)





Strategies to promote Assessment as Learning

In order to enable students to **take charge of their own learning**, teachers can do the following:

identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learned or mastered	modelling of learning strategies (e.g. the skills of self-reflection) through think-aloud
discussing sample student work and providing constructive feedback to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate self-reflection	guiding students to keep track of their own learning



Some reflection strategies

3-2-1 Summariser

- 3 Examples of sentences written in the present perfect tense in the book / worksheets.
- 2 Differences between 'yet' and 'already'.
- 1 Activity you found the most interesting.

“Traffic Light”

Have students examine their work and highlight where they feel

- **stopped**
- **cautious**
- they can **go straight ahead**

“Concept Circle”

Instruct students to

- sketch a concept circle with as many spikes as they like;
- brainstorm and recall the key concepts/ideas learnt;
- highlight, or draw a box around, any concept that they have trouble understanding; and
- write down who/where to resort to in order to solve the problems

“The Feedback Burger”

(Good news) “I did really well on ...”

(Bad news) “I think ...need to be changed because...”

(Good news) “Some ways I can improve this are...”

Learner diversity exists naturally

Learning styles

- Visual (learn best by seeing)
- Auditory (learn best by hearing)
- Kinesthetic (learn best by doing)

Characteristics

- interest
- learning motivation
- maturity
- gender
- personality
- aspiration

Abilities

- gifted
- special educational needs
- prior knowledge
- level of readiness

Social Economic Cultural Backgrounds

- non-Chinese speaking (NCS) students
- newly Arrived Children (NAC)
- cross-boundary students (CBS)
- low family income
- ethnic minorities

Catering for Learner Diversity

General Principles



- Adopt a multi-sensory approach
- Differentiate in terms of:
 - **Content** - what students need to learn or how the student will get access to the information
 - **Process** - activities in which the student engages in order to master the content
 - **Product** - work in which students demonstrate their learning
 - **Learning Environment** - the operation of the classroom
- Encourage personalised learning goals based on students' own needs

- understanding the **strengths/weaknesses** and the **learning background** of students
- Understanding the **learning interests, styles** and **needs** of students
- designing **open-ended tasks**

- adopting **flexible grouping/** mixed ability grouping
- grouping students according to **the purposes and requirements of tasks**
- providing opportunities for students **to share and discuss in groups**

- using **questioning techniques** to elicit students' responses
- giving **quality verbal and written feedback** in lessons/ homework
- adopting **various modes of assessment**

- **motivating** students' interest
- facilitating **understanding and** providing **support**
- giving **immediate feedback**
- engaging students in active/self-directed learning to enhance **learning autonomy** and allow them to **learn at their own pace**

Catering for diverse learning styles and abilities

Facilitating peer learning

Promoting assessment for/as learning

Effective use of e-learning repertoire

- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

- setting **challenging yet manageable tasks** for students

Providing support and scaffolding

Giving challenges

Mainstream English classroom

Some Strategies to Cater for Learner Diversity

Topic of the unit:

Know more about animals

Context : We are going to build a School Zoo. The Principal would like the P1 students to tell him what animal(s) they want to keep in the zoo.

Task: Complete a map of the School Zoo by adding a drawing of the animal(s) you want to keep and a short description about the animal(s).

Target vocabulary and language items:

- ◆ Vocabulary: types of animals, body parts
- ◆ Grammar: singular & plural form of nouns, demonstrative pronouns

Learning and teaching activities:

- ◆ Listening to a song on YouTube
- ◆ Vocabulary games
- ◆ Reading a story (Jigsaw reading) and learning the text features
- ◆ Grammar games and practices
- ◆ Making audio recordings using an app
- ◆ Writing a description

Strategies adopted to cater for LD

- ◆ Providing different support through the use of multimodal texts
- ◆ Making use of a range of learning activities that incorporate different modes of representation

- ◆ Providing scaffolding by breaking the tasks into small steps to facilitate learning
- ◆ Engaging students in active learning through the use of IT to enhance learning autonomy

Strategies adopted to cater for LD

- ◆ Providing different support through the use of **multimodal texts**
- ◆ Making use of a range of learning activities that **incorporate different modes of representation**

- ◆ Providing scaffolding by breaking the tasks into **small steps to facilitate learning**
- ◆ Engaging students in active learning through the **use of IT to enhance learning autonomy**

Making use of **songs** on YouTube to:

- check **students' prior knowledge** about the topic
- cater for **different learning styles** (e.g. audio, visual learners)

Making use of **visual aids** to consolidate the learning of the target vocabulary items

Making use of **games** to:

- increase **students' motivation**
- address the needs of the **kinesthetic learners**
- consolidate learning of target vocabulary items **in a fun way**
- **assess** students' learning

Practising the target grammar structures before completing the end task

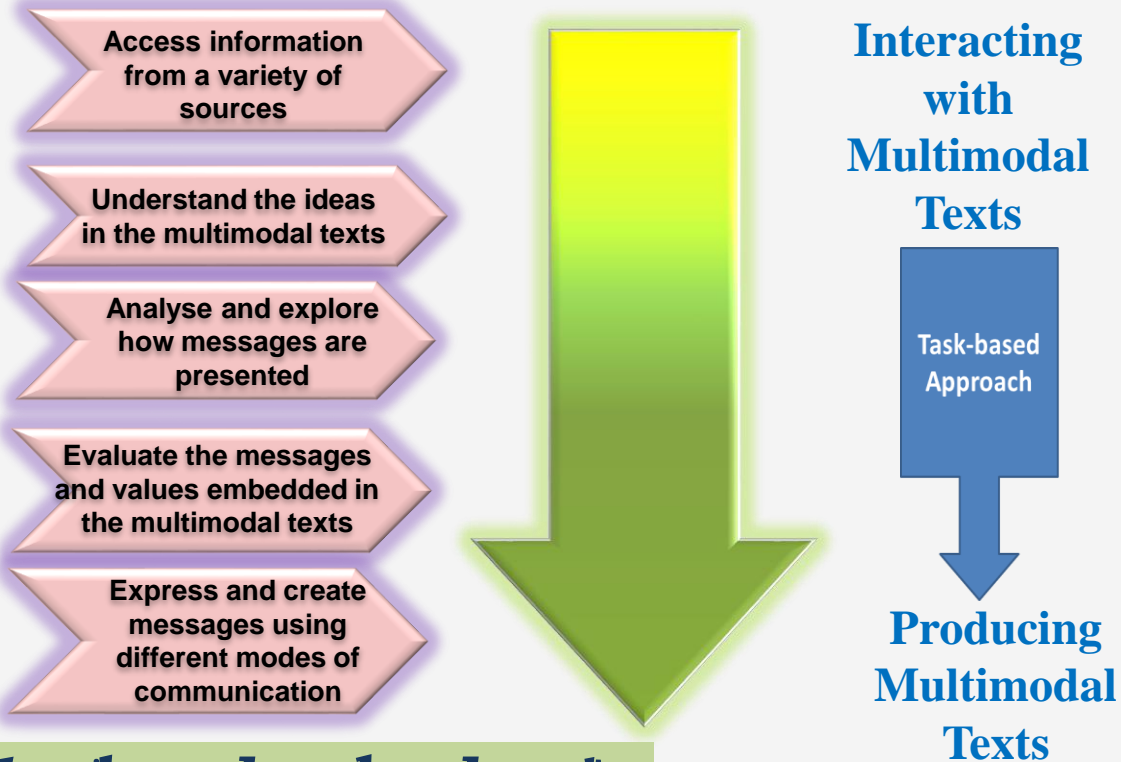
Using **an app** (*Draw and Tell*) to make audio recordings in grammar practices and the end task to allow students to **make multiple attempts** and **do the work at their own pace** when completing a task

Pedagogy to Enhance Literacy Development

Technological Pedagogical Content Knowledge

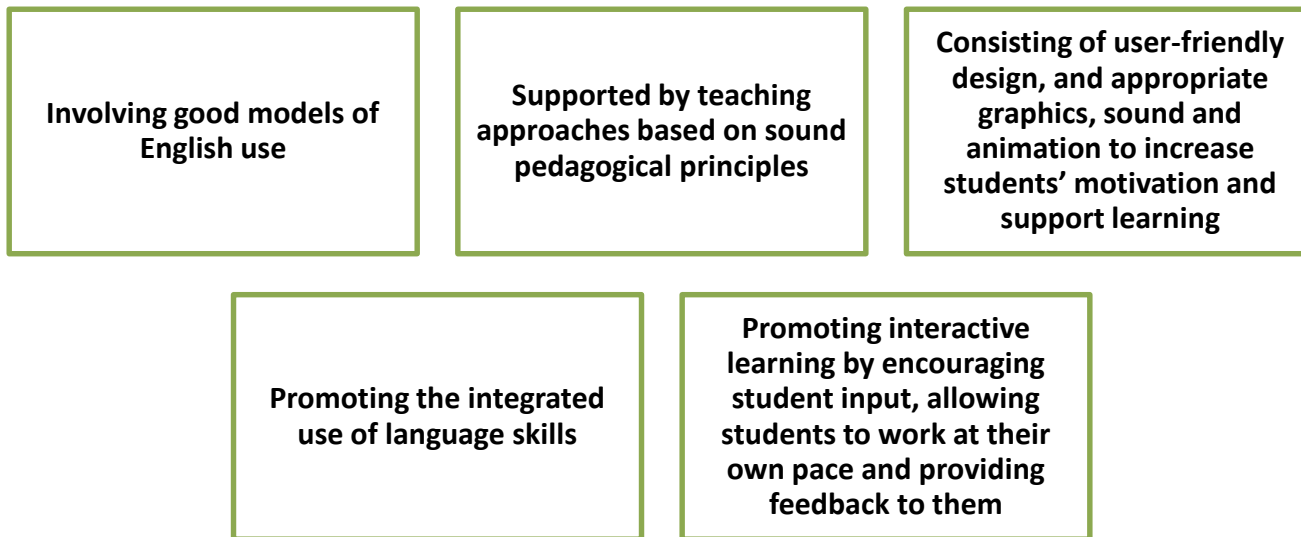
e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

To develop learning, teaching and assessment activities for a unit of work:



"Pedagogy empowered by digital technology"

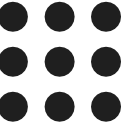
Characteristics of Quality e-Learning Resources



English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

 <https://www.powtoon.com/online-presentation/dWzw0CYqn1W/pdp-on-elearning-grammar/?mode=movie#/>

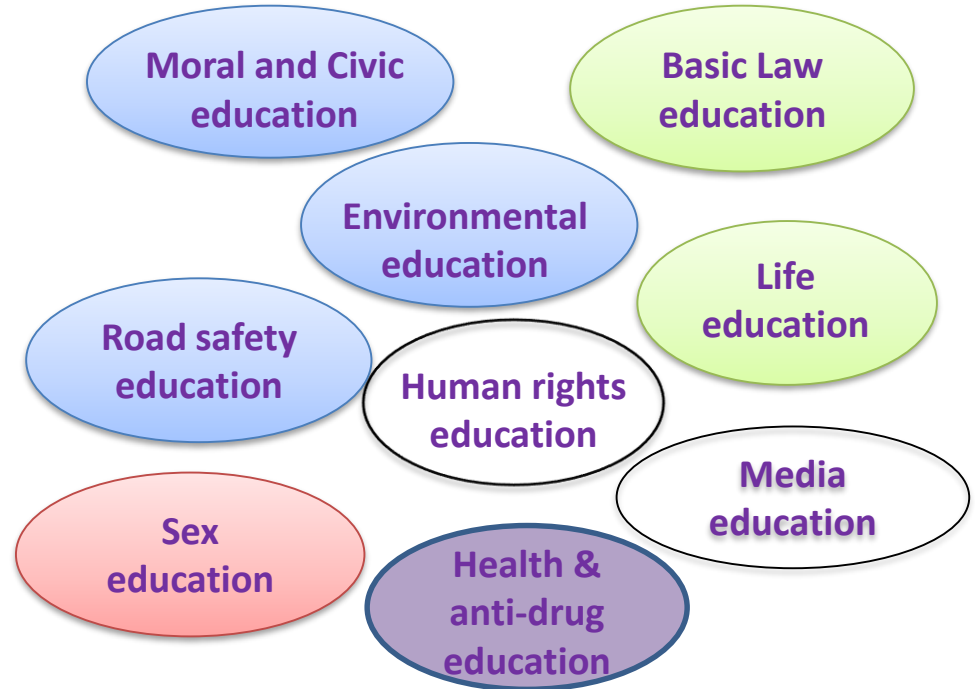
Values Education



Seven priority values and attitudes



Promoting values education in different domains



Integrative use of generic skills



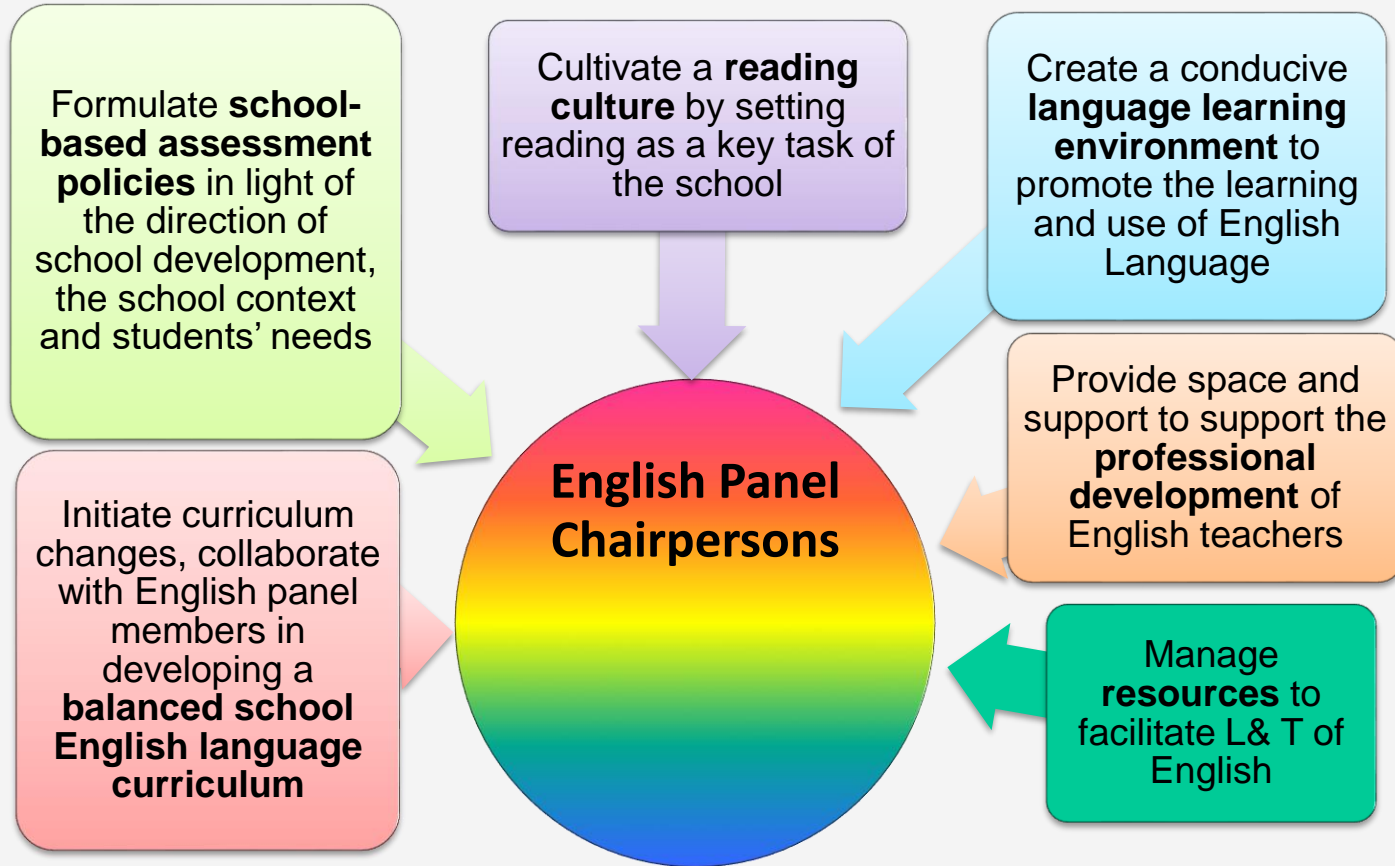
Two examples of integrative use of generic skills:

-Holistic thinking skills: involving the use of critical thinking skills, problem solving skills and creativity

-Collaborative problem solving skills: involving the use of collaboration skills, communication skills and problem solving 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

Roles of English Panel Chairpersons



Managing Resources

Human resources

- Appoint **level coordinators** to help with horizontal coordination
- Deploy the **NET** effectively

Learning and teaching resources

- Build up a **resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resource packages** to teachers

Management of funds and grants

- Deploy different grants provided by the government strategically (e.g. The Promotion of Reading Grant)

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/promotion-of-readinig-grant/index.html>

- Apply for the **Quality Education Fund and Dedicated Funding Programme for Publicly-funded Schools** to implement projects that promote effective learning

http://www.qef.org.hk/e_index.html

The English Language Education Section Webpage

The screenshot shows the Education Bureau website with the following content:

- Header:** Education Bureau, The Government of the Hong Kong Special Administrative Region. Includes navigation for mobile, accessible version, and search.
- Left Sidebar:** Home, Latest News, About EDB, Press Release, Education System and Policy, Curriculum Development, Students and Parents Related, Teachers Related, School Administration and Management, Public and Administration Related, Access to Information, Contact Us.
- Main Content:**
 - English Language Education** banner with images of students and text: "Language Arts", "vocabulary building", "Summer in Context", "Language-rich Environment", "Reading to Learn", "Cross-curricular Learning", "Assessment for Learning".
 - Position:** Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure, provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium, and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.
 - Direction:** Schools are encouraged to continue with the good practices that they have developed which are in line with the recommended curriculum developments. More importantly, they are encouraged to enhance learners' experience by providing a language-rich environment through:
 - providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
 - making use of learner-centred instruction to encourage learner independence;
 - making greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
 - promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.
 - Facilitate effective school-based language planning and development, a schedule has been proposed, outlining focuses for English Language Education curriculum development in the short (2001-02 to 2005-06), medium (2006-07 to 2010-11) and long (beyond 2011) term. Please click on the links for more details.**
 - Links:**
 - Curriculum Documents
 - Professional Development Programmes
 - Links
 - Questions & Answers
 - Vocational English Programme Grant
 - What's New
 - Collaborative Research & Development ("Seed") Projects
 - References and Resources
 - Contact Us
- Bottom Section:** 2018 HKDSE Exam Results Release Date, New Members of Kindergarten K1, 2017 Policy Address, Presentation of the 2018-19 Budget.



Curriculum Documents



PDPs (Slides)



References & Resources



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

Primary English e-Learning Resources (PEER)

Education Bureau
The Government of the Hong Kong Special Administrative Region

GovHK 香港政府一站通 繁體版 簡體版 Mobile / Accessible Version My Colour A A Enter search keyword(s) Site Map

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Primary English e-Learning Resources (PEER)

The Primary English E-learning Resources (PEER) website is designed and developed in support of the English Language Curriculum Guide (Primary 1 - 6) (CDC, 2004) and English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)(CDC, 2017). It aims to provide quality e-learning resources to enrich the English learning experience at upper primary level. PEER consists of total of 48 learning units, which have been carefully organised and arranged. Units are based on different modules suggested in the Curriculum Guide. Each learning unit takes about 15 minutes of class time and comes with detailed teacher's notes and a worksheet. All multi-media resources included are from the website <http://learnenglishkids.britishcouncil.org/en/>. Lesson plans have been developed by British Council Hong Kong. Teachers are encouraged to integrate the learning units into their English lessons to enhance teaching and support student learning.

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Modules

- Changes
- Food and Drink
- Relationships
- The Magic of Nature
- We Love Hong Kong

Kindergarten & Primary School Profiles
2019 Policy Address
2019 Policy Address
Policy Initiatives of Education Bureau
New Milestone of Kindergarten Admission Arrangements

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/peer.html>



The First Marathon

The marathon is a race of 42 km. This race was first run 2,500 years ago. Read about the history of this race.
(Video link: <https://learnenglishkids.britishcouncil.org/en/short-stories/the-first-marathon>)

Teacher's Notes / Lesson Plan

- This is a story about the first marathon, which fits into the module "Happy Days".
- Language item/structure:
 - Simple past tense to describe activities or events in a story
- Vocabulary items: e.g. war, soldiers, messenger, empire, attack, army, enemy, capture, fight

Warm-up

Duration	5 minutes
Aims	<ul style="list-style-type: none"> To introduce the topic of the Olympics and introduce/review vocabulary items about Olympic sports To activate students' prior knowledge
Teaching Steps	<ol style="list-style-type: none"> Divide the class into teams. Ask them to list as many Olympic sports that they can think of in 3 minutes. The team with the longest list wins.

The Greedy Hippo

Put the sentences in the correct order by numbering the steps.

- There was a greedy hippo.
- The animals were very angry and played a trick on him.
- Out he popped and he ran to the table and ate their food!
- Something wasn't right. He felt sick. Oh no! He had a tummy ache!
- He began to shout "Help! Pull me out!"
- Hippo learnt his lesson and took the town. Goodbye!
- Hippo learnt his lesson and took the town. Goodbye!
- Hippo swam back into the lake and was stuck.
- The animals all pulled and pulled.
- One morning he jumped into the lake and was stuck.
- They made a fish and soap-pail.

Part 2
What happened to Hippo next? Rewrite the following text using correct spelling, punctuation and capital letters.

Part 3
Can you make up a different ending to the story?

Amazing Superheroes

1. What can these superheroes do?
Read the sentences, listen to the song, then write the numbers in the boxes.



- He can run faster than a train.
- She can spin around and make it rain.
- He can jump higher than a tree.
- He can lift elephants.
- He can see through walls.
- She can fly into space.

2. Now write about these superheroes.



Happy New Year - Answers

1. Listen to the song 'Happy New Year' again and label the New Year objects.



We're preparing to celebrate Chinese New Year with a Chinese friend. Make these look and sound like the floor we clothes. We're ready for New Year's Day. Let's go to the shop to buy the light to make a noise!



Resources in support of the ELE KLACG (2017)

● Literacy Development / Values Education

- ✓ Using **Storytelling** to Develop Students' Interest in Reading - A Resource Package for English Teachers (2015)
- ✓ Teaching **Phonics** at Primary Level (2017)
- ✓ **Parents' Guide** to Effective English Language Learning (2019)
- ✓ Promotion of **Reading** in Schools (2019)



● e-Learning

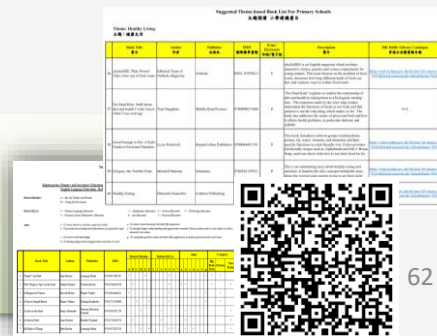
- ✓ ETV on “Effective Use of **Multi-modal Texts** in Developing Primary Students' Language Skills” (2016)
<https://www.hkedcity.net/etv/resource/7413793066>



● Cross-curricular Learning

- ✓ Suggested Book Lists for **Reading to Learn across the Curriculum** (KS1 – KS4)
- ✓ Suggested Book Lists for **Theme-based Reading** (KG, Pri, Sec)

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/contribution-of-book-titles/index.html>



PDPs for 2019/20 s.y. (Primary)

Curriculum Leadership

- Ongoing Renewal of the School Curriculum for English Panel Chairpersons (Dec 2019)
- Ongoing Renewal of the School Curriculum: Adopting an Integrated Approach in Planning and Implementing the Major Updates in the English Language Education Key Learning Area (Apr – Jun 2020)

Promoting Reading across the Curriculum

- Promoting Reading across the Curriculum in the Primary English Classroom (Jan – Mar 2020)

PDPs for 2019/20 s.y. (Primary)

Catering for Learner Diversity

- Catering for Learner Diversity in the English Language Curriculum: Stretching the Potential of the More Able Learners in the Primary English Classroom (Dec 2019)

Assessment Literacy

- Enhancing Assessment Literacy in the Primary English Classroom (Apr- Jun 2020)
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Speaking and Listening at Primary Level (Mar - May 2020)

PDPs for 2019/20 s.y. (Primary)

e-Learning and Information Literacy

- Effective Use of Information Technology to Develop Literacy Skills in the Primary English Classroom (Apr- Jun 2020)

Learning and Teaching of Phonics

- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Pedagogy in Teaching Phonics at Primary Level (Jan- Mar 2020)
 - Phonics Teaching Series: (2) Enhancing Students' Reading and Speaking Skills through the Learning and Teaching of Phonics at Primary Level (Apr- Jun 2020)
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