

**“Enhance Curriculum Leadership, Promote Curriculum Initiatives”
Education Bureau School-based Support Services
(SBSS) (2025/26)**

**English Language Education in Primary Schools:
Nurturing Self-directed Learners through promoting
Learning and Reading across the Curriculum**

On-line application code: P3



#Self-directed learning #Learning across the Curriculum #Reading across the Curriculum

English Language Education in Primary Schools: Nurturing Self-directed Learners through promoting Learning and Reading across the Curriculum

✿ Section providing the Support Service

School-based Curriculum Development (Primary) Section,
Education Bureau

✿ Target of Support

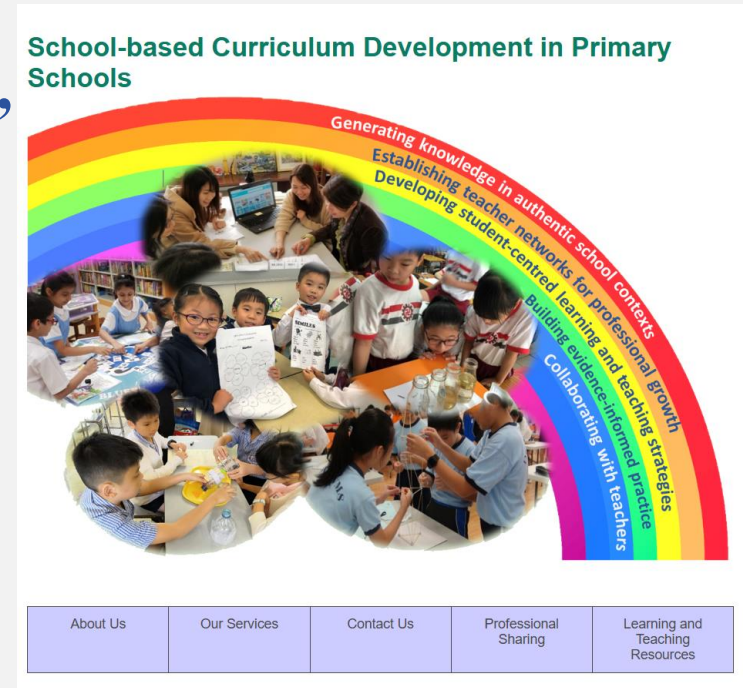
Primary Schools

✿ Area of Support

English Language Education Key Learning Area

✿ Meeting arrangement

On-site support services (Approximately 10-12 meetings)



* The support service lasts for one year.

Objectives

- Enhance **curriculum leadership** and **professional level of teacher team** in participating schools through the train-the-trainer approach and with a focus on curriculum leadership
- Give impetus to schools to **refine the curriculum planning** of the English Language Education Key Learning Area, **develop effective learning, teaching,** and **assessment strategies**, and implement **curriculum initiatives**, with a focus on fostering **self-directed learners** by enhancing **learning and reading across the curriculum**

Support Foci

- To develop students' **self-directed language learning skills** and **metacognitive strategies**, as well as to ensure the **balanced development of their language skills** by **optimising school curriculum at a key stage**, strengthening the connections between learning contents, integrating learning activities within and beyond the classroom, and utilising a variety of resources
- To echo curriculum initiatives by flexibly adopting diverse learning and teaching strategies and materials, such as printed and electronic **reading resources on various themes and subjects**, as well as e-learning tools and platforms, in order to create more learning space for students and cater for their diverse learning needs
- To adopt **diversified modes of assessment**, including pen-and-paper and alternative modes, tailored to various assessment purposes; to evaluate different aspects of student performance, and to guide teachers in effectively utilising assessment data to identify students' learning needs and difficulties, as well as to conduct appropriate follow-up

Support Activities

We aim to enhance curriculum leadership, develop English teachers' capacity and facilitate collegial exchange and sharing through different modes of support:



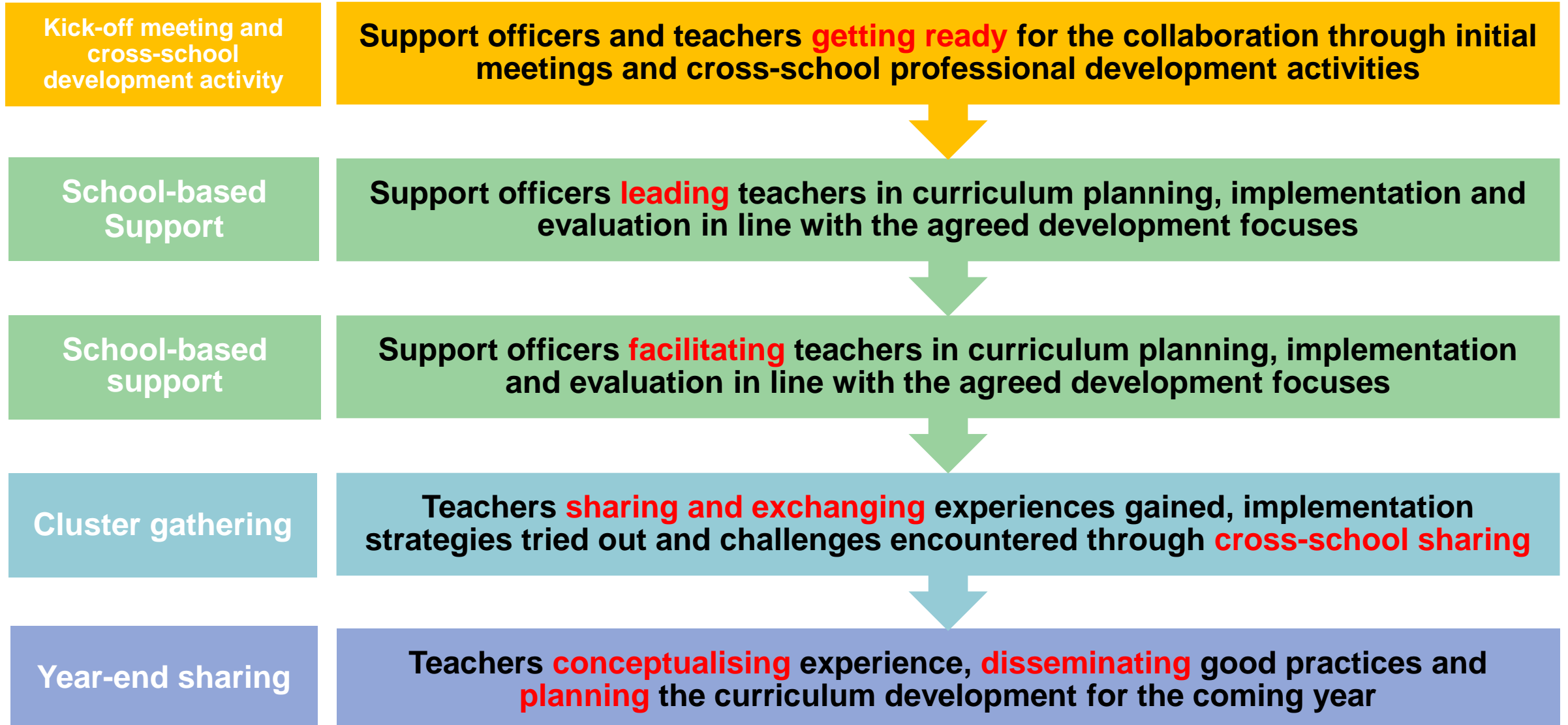
On-site support
(Collaborative lesson
planning)

**Lesson
observation and
post-lesson
discussion**

**Cross-school
meetings and
sharing**

**Other professional
development activities**
(e.g. Internal staff
development day)

Stages of Support Service



Getting Ready to Work with the SBCCDP Team

**June – July
2025**

**Support
officers**

- Conduct the first meeting with the Principal, Vice- principal, PSM(CD), and English panel chairperson(s) to understand the school's context, major concerns, expectations and student learning
- Identify support goals and year level(s) for implementation
- Discuss details about the modes of collaboration and the work schedule

**July – August
2025**

Schools

- Appoint an English curriculum leader to work with the support officer to collaborate on, lead and co-ordinate curriculum planning and development in your school
- Facilitate teachers' participation in planned collaborative lesson planning meetings and workshops by reserving time in the timetable

**August 2025 –
July 2026**

**Support
officers &
participating
teachers**

- Collaborate to facilitate curriculum development and teacher development through professional activities including collaborative lesson planning, lesson observation as well as cross-school meetings
- Collect and analyse student learning evidence to inform the next round of planning

Our Experience: Promoting Self-directed Learning in the ELE KLA curriculum

KS2 P.5 GE Module: Happy Days
(Units: Going on a study tour & Travelling around the world)
Reader: Incredible Places to Stay

1. Conduct modular planning

- **Set learning objectives embodying:**
 - language forms and communicative functions;
 - language skills and language development strategies;
 - positive values and attitudes; and
 - generic skills.

- **Design and sequence learning tasks inside and outside the classroom**

2. Create a meaningful context

- **Create a promotional leaflet for a country using an e-platform**
- **Conduct a presentation to introduce the country's tourist spots and activities, utilising the promotional leaflet as a visual aid**

Our Experience: Promoting Self-directed Learning in the ELE KLA curriculum

3. Engage students in purposeful learning tasks

Pre-reading activities

- Engage in online and classroom activities to explore popular destinations and activities worldwide

Vocabulary input

- Read multimodal texts and authentic materials, such as promotional leaflets and travel review websites (Blended learning)

Text Deconstruction

- Deconstruct a promotional leaflet to identify and analyse its text structure and language features, including the use of persuasive language and positive adjectives/phrases, under teachers' guidance

Research Project

- Conduct research on a chosen country, which students will introduce through a promotional leaflet

Drafting the Leaflet

- Create a draft of the promotional leaflet based on research findings, applying learned text structures and target language

Peer Feedback

- Review classmates' drafts and provide constructive feedback on content

Revision and Editing

- Revise the promotional leaflet using evaluation rubrics, and finalise the design using Canva (Self-evaluation)

Publishing and Presentation

- Share the completed work on Padlet and present it in the classroom

4. Conduct evaluation to inform future planning

- Analyse student work and review learning and teaching effectiveness to determine if students have achieved the learning objectives**

- Conduct a holistic evaluation to review the curriculum and conceptualise the pedagogical knowledge**

- Refine teaching strategies and teaching design**

- Prepare a new round of planning**

Our Expectations

We would like to...

collaborate with curriculum leaders & teachers to implement curriculum initiatives

facilitate collaboration between or among KLAs/subjects (Cross-curricular)

enhance teachers' capacity in curriculum planning and inspire teachers with pedagogical insights

support schools for long-term and sustainable development

We would like schools to...

provide administrative support in releasing participating teachers to attend all meetings

share experience and resources with teachers from other schools such as work plans, learning and teaching materials, and student work

observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing learning and teaching materials

***The copyright of these materials will be jointly owned by the Education Bureau and the relevant schools. The Education Bureau also reserves the right to compile and modify these materials for educational promotion purposes.**

Frequently Asked Questions

Q1: What are the differences between the “On-site Support service” and “Learning Community service”?

A: “On-site support” involves assistance provided at a school by an officer. Focusing on the support and development focuses, **the officer collaborates with teachers in developing the school’s curriculum and following up students’ learning effectiveness** through regular meetings, collaborative lesson planning and lesson observation. **Cross-school professional development activities** will also be organised, providing opportunities for teachers to exchange learning and teaching ideas as well as experience.

In contrast, “Learning Community”(LC) serves as a platform where **curriculum leaders exchange ideas, collaborate and reflect** with each other. LC members are curriculum leaders from different schools. With a view to promoting **cross-school collaboration, reflection on experiences and resource sharing**, members are provided with the opportunities to share and exchange ideas on common areas of interest or concern. Members’ **curriculum leadership** would be enhanced and they would be equipped with **effective learning and teaching strategies** through collective exploration on various curriculum initiatives.

Q2: Other than the curriculum initiatives, such as self-directed learning stated in the theme of the “On-site Support service”, can we work on other initiatives?

A: In addition to the curriculum initiatives stated in the theme of the support service, teachers have the flexibility to work on other initiatives as well. While the theme provides a **focused area of collaboration and learning**, it does not limit teachers from exploring and engaging in other related initiatives. The intention is to foster an environment of integrated and holistic professional development, where teachers can leverage their expertise and interests to **contribute to various initiatives alongside the theme**.

Frequently Asked Questions

Q3: Can our school only focus on curriculum development at one year level?

A: While it is important to dedicate efforts to curriculum development at a specific year level, to ensure a **suitable, balanced, and coherent school curriculum** that is well connected to the central curriculum, it is necessary for schools to leverage teachers' expertise in curriculum development at a **key-stage level**.

Q4: What roles are participating teachers expected to take in collaboration with SBCDP?

A: Participating teachers are expected to **actively contribute** to knowledge construction during collaborative lesson planning. They should embrace the idea of **developing** and **implementing** teaching strategies and practices conducive to effective language learning. Additionally, they should be **reflective** and **open** to professional exchange and **participate actively** in cross-school sharing of ideas and experiences.

Q5: What should the principal and senior management do to facilitate collaboration with SBCDP?

A: The school management needs to consider the **sustainability** of the school-based curriculum when assigning teachers to collaborate with SBCDP officers. Key persons such as panel chairpersons, PSM(CD) and/or vice-principals, should be involved and prepared to leverage their experience and knowledge across other levels or KLAs. It is also important to **release participating teachers** from their duties to attend professional development activities for **capacity enhancement**.

Enquiry Hotline / Email

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Learning and Reading across the Curriculum**

On-line application code: P3

**School-based Curriculum Development
(Primary) Section, Education Bureau**

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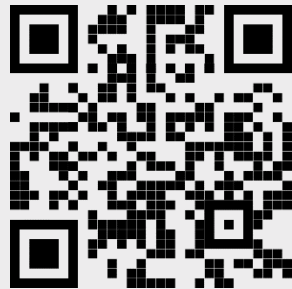
School-based Curriculum Development in Primary Schools



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Points to Note on Application (1)

- ✓ Schools may apply for **a maximum of two SBSS**. To promote curriculum initiatives, kindergartens and schools may additionally apply for “recommended services” including (i) “Mainland–Hong Kong Teachers Exchange and Collaboration Programme”, (ii) support services for kindergartens/schools admitting NCS children/students, and (iii) “Learning Community for Primary School Master/Mistress (Curriculum Development) [PSM(CD)]: Promoting Curriculum Initiatives and Developing Curriculum Leadership”. For details, please refer to Education Bureau Circular Memorandum No. 7/2025 or scan the following QR code to browse the SBSS website to obtain details and the latest information on the support programmes.



School-based Support Services
<http://www.edb.gov.hk/sbss>

- ✓ Interested schools may apply for the **English Language Education in Primary Schools: Nurturing Self-directed Learners through promoting Learning and Reading across the Curriculum** (On-line Application Code: **P3**) via the Common Log-on System (CLO) starting **from 8 to 30 April 2025**.

Points to Note on Application (2)

- ✓ Schools may apply for the support services via the Online Application System (OAS) for SBSS, which can be accessed through the CLO (<http://clo.edb.gov.hk/>). For enquiry:

| Enquiry | Technical support on CLO | Technical support on SBSS |
|----------------------|--------------------------|---------------------------|
| Contact section/unit | CLO Helpdesk | SBPS Section |
| Contact person | CLO Helpdesk | Mr Sam LAI |
| Telephone | 3464 0592 | 2152 3604 |

- ✓ Results of the allocation will be announced on **13 June 2025**.



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