

Title of School-based Support Service (On-site Support) (2025/26):
English Language Education in Primary Schools: Nurturing Self-directed Learners through promoting Learning and Reading across the Curriculum

<p style="text-align: center;">Online Application Code P3</p>
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1. Objectives

The support service aims to:

- 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

2. Foci of Support

- 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 the 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

3. Support Activities

- Support officers collaborate with the core teaching team through regular meetings to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion
- The core teaching team participates in cross-school professional development activities, shares and promotes effective practices and resources to facilitate professional exchanges among schools

4. Points to note

- The support service normally lasts for one year
- To effectively utilise the support service, participating schools should:
 - appoint a curriculum leader to lead the core teaching team's participation in this professional support service; to be responsible for liaising with the relevant support officer and making specific arrangements for the support service
 - organise regular meetings to ensure teachers are fully engaged in activities including discussions on curriculum development, collaborative lesson planning, lesson observation and post-lesson discussion as well as reviewing student learning outcomes, thereby strengthening collaboration and

communication among teachers. Support officers will participate in various sessions and provide feedback to facilitate the professional development of teachers

- allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion
- encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (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)
- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials

5. Enquiries

Contact person:

Ms HO Tsz-ching, Renata

Support service coordinating unit:

School-based Curriculum Development

(Primary) Section

Curriculum Support Division

Education Bureau

Telephone number:

2158 4924

E-mail:

scdosbcdp18@edb.gov.hk