

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

**Learning Community for Primary School English  
Language Teacher Leaders:  
Incorporating Values Education into the English  
Language Curriculum**

**On-line application code: P7**



**#Curriculum Leadership    #Values Education    #Learning across the Curriculum**

# Learning Community for Primary School English Language Teacher Leaders: Incorporating Values Education into the English Language Curriculum

## ✿ Section providing the Support Service

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

## ✿ Target of Support

1 to 2 English Language curriculum leaders from each  
primary school, such as panel chairpersons and deputy  
panel chairpersons

## ✿ Area of Support

English Language Education Key Learning Area

## ✿ Meeting arrangement

Selected Tuesday afternoon (Approximately 8-10 meetings)

School-based Curriculum Development in Primary  
Schools



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**\* The support service lasts for one year.**

# Modes of Support

➔ We aim to enhance **curriculum leadership** through the following modes of support:

Thematic sharing  
sessions

Cross-school  
exchange and sharing

On-site visits/meetings  
(in response to students'  
abilities and needs)

Collaborative lesson  
planning

Cross-school lesson  
observation

Cluster gatherings



Please note that the Learning Community will normally meet on **selected Tuesday afternoons starting from September 2025** on a regular basis.

# 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
- Promote **cross-school professional exchanges for curriculum leaders** to jointly discuss the concerns and corresponding strategies for incorporating values education into the English Language curriculum so as to **foster students' development of positive values, attitudes and behaviours**

# Support Foci

- ➔ To strengthen **values education** and students' **development of language skills** by building professional capacity to adopt diversified strategies that ensure the **balanced integration of cognition, affection, and action**
- ➔ To support curriculum leaders in **optimising the curriculum** through strategic planning, implementation, continuous monitoring, and evidence-based evaluation
- ➔ To foster a collegial culture of **knowledge co-construction, transfer, and pedagogical reflection**
- ➔ To **enhance curriculum planning and pedagogical design**



# Stages of Support

Kick-off meeting

Support officers and members getting ready for the Learning Community through **reviewing curriculum documents and experience sharing**

Thematic sharing

Support officers and members delving into **various domains of values education** and exploring strategies for development

School-based support

Support officers offering **on-site visits**, with emphasis on **understanding schools' contexts and needs and identifying support foci**

Thematic sharing

Support officers **sharing school practices** on promoting values education through the integration of cognition, affection and action

School-based support

Support officers supporting members in **setting up a strategic plan**  
(covering objectives, resource allocation, the timeline, and strategies for implementation)

Cluster gatherings

Members **putting the plan into practice and sharing their progress** regularly  
(focusing on material development, peer/cross-school lesson observation, evaluation and review)

Year-end sharing

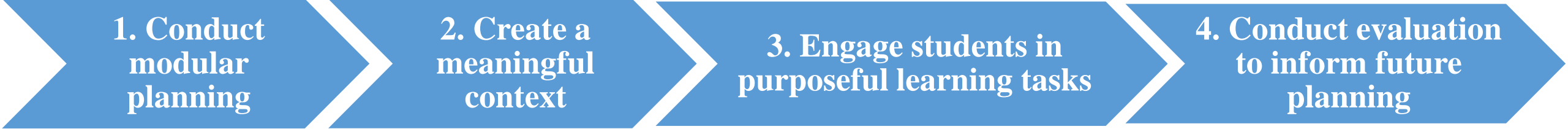
Members **conceptualising experience and disseminating good practices**

# Our Experience: Incorporating values education into the curriculum

**Example: Incorporating health education into a thematic module**

**KS2 P.4 Module: Hobbies (My favourite activities)**

**Positive Values & Attitudes: Open-mindedness & Perseverance**



- **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**

• **Explore cross-curricular collaboration**

- **Guide students through the focus question:**  
*'How can hobbies improve our wellbeing?'*

• **Organise Hobby Exploration Week**

• **Read and discuss a multimodal text to understand how having different types of hobbies is tied to wellbeing**

• **Reflect on and brainstorm ways to improve their wellbeing through healthy hobbies**

• **Conduct research on a new hobby one decides to pick up and persevere in**

• **Participate in activities in Hobby Exploration Week to gain diversified learning experiences**

• **Write and share about the experience in trying out the new hobby over a week**

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

• **Refine teaching strategies and design**

• **Prepare a new round of planning**

# Our Experience: Incorporating values education into the curriculum

## Integration of cognition, affection and action

- Decide upon and try the chosen hobby for one week during Hobby Exploration Week
- Reflect on, write about and share the experience and the impact on their wellbeing

To put target values and attitudes into practice (**Action**)

- Brainstorm whether and how their existing hobbies are maintaining, boosting and/or harming their wellbeing
- Explore how open-mindedness and commitment are an important part of leading a healthy lifestyle through research and reflection

To nurture and deepen identification with the target values and attitudes (**Affection**)

- Read an infographic (multimodal in nature) and discuss how having healthy hobbies is important to one's wellbeing
- Reflect on the importance of trying out a new hobby and committing to it over a period of time

To enhance students' understanding of the target values and attitudes (**Cognition**)



# Our Expectations

## We would like to...

facilitate cross-school collaboration

collaborate with curriculum leaders & teachers in response to curriculum initiatives

enhance curriculum leadership and inspire teachers with pedagogical insights

facilitate cross-curricular collaboration between/among KLAs/subjects

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 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 (FAQ)

## Q1: What are the differences between “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 foci, 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.

# Frequently Asked Questions (FAQ)

**Q2: Other than the curriculum initiatives, such as values education stated in the theme of the Learning Community, can we work on other initiatives?**

A: In addition to the curriculum initiatives stated in the theme of the Learning Community, teachers have the flexibility to work on other initiatives as well. While the theme of the learning community 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 (FAQ)

**Q3: What are the roles and contributions of the teachers joining the Learning Community?**

A: The Learning Community fosters an environment of active participation and **knowledge co-construction**. Members are expected to engage in **in-depth discussions on curriculum planning** and **collaborate with their peers** to exchange ideas and insights, contributing to the collective growth and development of the community. Additionally, members are encouraged to **actively participate in cross-school activities** organised. These activities provide opportunities for networking, sharing experiences, and gaining valuable perspectives from curriculum leaders in different schools.

# Frequently Asked Questions (FAQ)

## Q4: What can the participants gain from joining the Learning Community?

A: Through the collaborative nature of the community, members can tap into each other's strengths, promote knowledge co-construction, and engage in knowledge sharing. As a result, participants have the opportunity to:

- **Gain insights** and a **better understanding** of issues related to the focused curriculum initiative
- **Access curriculum plans, learning and teaching materials** as well as **resources** developed by schools within the community
- **Broaden** their **horizons** in terms of promoting learning and reading across the curriculum as well as healthy lifestyles by exchanging **ideas** and sharing **experiences**
- Establish **connections with other curriculum leaders** to foster continuous professional development

# Enquiry Hotline / Email

## Learning Community for Primary School English Language Teacher Leaders: Incorporating Values Education into the English Language Curriculum

On-line application code: **P7**

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

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### School-based Curriculum Development in Primary Schools



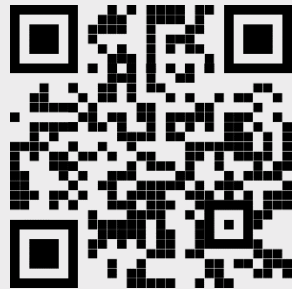
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our Section, please visit  
our website.



# 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 **Learning Community for Primary School English Language Teacher Leaders: Incorporating Values Education into the English Language Curriculum** (On-line Application Code: **P7**) 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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