Seminar for School Principals and Teachers

A Preliminary Review on the Implementation of the NSS Curriculum: Diversified Learning and Stretching Potentials

Parallel Session: English Language Education

English Language Education Section
Curriculum Development Institute
Education Bureau
Programme

13.15-13.30   Registration
13.30-13.55   Key Concerns in Implementing the NSS English Language Curriculum
13.55-14.35   Strategies for Catering for Learner Diversity in the NSS English Language Curriculum – Reflections and Thinking Forward
14.35-15.20   Preparing Our Students Early – Catering for Learner Diversity at Junior Secondary Level through Differentiated Instruction
15.20-15.30   Discussion
Key Concerns in Implementing the NSS English Language Curriculum
Overview

- Background
- Key concerns
- Some suggestions
Background

- Curriculum development visits
- Professional development programmes
- Focus interviews
Key Concern 1: Breadth and Depth of NSS English Language Curriculum

- Elective Part
- Minimal teaching content
- How far students should be stretched
- Extent of technical knowledge (e.g. literary terms and concepts) required
Suggestions

• Students’ needs, abilities and interests as compass for adjusting breadth and depth
• Standards-referenced Reporting criteria as reference for goal setting
• Focus of Elective Part **not** on mastery of extensive technical knowledge
• Focus is on engagement with texts and ability to express responses and experiences
Key Concern 2: Selection of Learning/Teaching Materials

- Attempts to cover a wide range of materials due to uncertainty about curriculum and public exam requirements
- Insufficient time to cover all
Suggestions

• Suitable adjustment in choice of materials based on:
  - experience in first year of implementation at S4
  - more information from CDI’s professional development programmes, and HKEAA’s information sessions and sample materials

Example:
Adopting a mix of school-based materials and resources from publishers
Suggestions

• Careful curriculum planning, using an integrated approach where appropriate

Examples:
- Preparing students for the Elective Part through materials in the Compulsory Part
- Integrating materials of related elective modules
Key Concern 3:
Tight Teaching Schedule

• Electives taking too much time to implement
• Electives newly introduced and hence unfamiliar
Suggestions

• 25% of total lesson time for Elective Part is notional

• Purpose is to provide opportunities to broaden students’ language learning experience

• Elective Part not to be emphasised at the expense of the Compulsory Part
Suggestions

• Flexible time allocation between the Compulsory and Elective Parts and among electives to cater for students’ needs, abilities and interests

Examples:
- Learning/teaching one elective across three years
- Adjusting time spent on different electives according to students’ needs
Further information

• English Language Curriculum (requirements and learning/teaching resources)
  http://cd.edb.gov.hk/eng

• HKDSE English Language Examination (requirements, resources and samples)
  http://www.hkeaa.edu.hk
Thank you