

# 立法會

## *Legislative Council*

LC Paper No. CB(4)1147/17-18(02)

Ref: CB4/PL/ED

### **Panel on Education**

**Meeting on 1 June 2018**

### **Background brief on the promotion of reading**

#### **Purpose**

This paper summarizes the major views and concerns of the Panel on Education ("the Panel") on issues related to the promotion of reading.

#### **Background**

2. "Reading to Learn" has been adopted as one of the Four Key Tasks<sup>1</sup> since the curriculum reform in 2001 to enhance students' capacity for lifelong learning and whole-person development. In 2017, "Reading to Learn" has been extended to "Reading across the Curriculum" and "Language across the Curriculum" in the updated Secondary Education Curriculum Guide (2017) to motivate students to read a wide range of materials of different themes and text types to broaden their knowledge base and enhance their reading skills. The Kindergarten Education Curriculum Guide (2017) also highlights the value and pleasure of reading in early childhood as essential to the development of a lifelong reading habit.

3. All along, the Education Bureau ("EDB") has adopted a multi-pronged approach to promote and support reading in schools. Such measures include offering professional development programmes for school leaders, teachers and school-librarians in developing and sustaining a reading culture; providing school-based support and organizing reading-related activities in enriching the reading atmosphere and resources provision in facilitating the effective implementation of reading in schools.

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<sup>1</sup> The Four Key Tasks were: (a) Moral and Civic Education; (b) Reading to Learn; (c) Project Learning; and (d) Information Technology for Interactive Learning.

## **Major views and concerns**

4. The Panel discussed the Administration's measures to promote and support reading in schools at its meeting on 2 February 2018. The major views and concerns expressed by members are summarized in the ensuing paragraphs.

5. As the findings of some local and international studies indicated that Hong Kong students lacked interest and motivation in reading, members cast doubt about the effectiveness of the Administration's measures to promote reading. The Administration concurred that there was still room for improvement in Hong Kong students' motivation and engagement in reading. It would work in close partnership with the key stakeholder groups, including public libraries, publishers, schools and parents to promote a reading culture in the community and nurture in children a love for reading starting from early childhood.

6. Members generally agreed that to promote a reading culture in the community, the Administration should create a favourable environment for reading and give people easier access to books. They suggested the Administration to organize book-crossing activities, set up self-service public library stations in all 18 districts, make reference from the experience of other countries with a stronger reading culture in formulating measures to promote reading, shorten working hours so that parents could read with children, etc. The Administration assured members that it would continue to explore with the education sector effective ways to enhance students' reading interest, step up measures to promote reading for pleasure in the community, and take into account overseas practices in promoting reading.

7. Members also suggested various measures to promote reading in schools, including reducing unnecessary drilling, homework and assessment to allow more time for students to read, developing book-based computer games to raise students' interest in reading and learning, enhancing school library services, enriching book collection in school libraries, and well defining the roles of teacher-librarians. The Administration advised that in collaboration with parents, schools, Members and the community, it would actively identify measures to alleviate students' academic pressure and promote reading. As regards school library services, the Administration explained that schools were provided with sufficient resources to promote reading. It did not see any school with financial difficulties in purchasing reading materials. Moreover, school heads/deputy heads had been advised to ensure that sufficient capacity and space were provided to teacher-librarians so that they could carry out their duties effectively. The Administration would

consider drawing up a more detailed guide on the duties of teacher-librarians when such need arose.

### **Relevant Council questions**

8. At the Council meetings of 23 November 2016 and 7 February 2018, questions were raised by Members on promotion of a reading culture in schools.

### **Latest position**

9. The Chief Executive announced in April 2018 that public primary and secondary schools would be provided with a new subsidy of \$40,000 and \$70,000 a year respectively from the 2018-2019 school year to promote reading. At the Panel meeting on 1 June 2018, the Administration will brief members on the latest development on the promotion of reading.

### **Relevant papers**

10. A list of relevant papers on the Legislative Council website is in the **Appendix**.

Council Business Division 4  
Legislative Council Secretariat  
29 May 2018

## Appendix

### List of relevant papers

<b>Committee</b>	<b>Date of meeting</b>	<b>Paper</b>
Legislative Council	23.11.2016	<a href="#">Official Record of Proceedings Pages 118-121 (Question 15)</a>
Panel on Education	2.2.2018 (Item V)	<a href="#">CB(4)535/17-18(03)</a>
Legislative Council	7.2.2018	<a href="#">Official Record of Proceedings Pages 73-79 (Question 10)</a>

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